

Emotional Resilience, Crisis Management Practices and Administrative Support of Public-School Teachers During Emergencies

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Index Terms:

crisis management skills, emotional resilience, administrative support, school heads, teachers

Abstract. This study investigated the levels of emotional resilience, crisis management skills, and administrative support among 374 public-school teachers in the Candijay District, Division of Bohol. Adopting a quantitative descriptive-correlational design, the research utilized cluster-random sampling to collect data through structured survey questionnaires. The objective was to evaluate how these three variables interact and support educational continuity during emergencies. The findings revealed that teachers possess a strong level of emotional resilience, specifically excelling in emotional coping and adaptability. Crisis management skills were rated as very high across all dimensions: preparedness, response, recovery, and mitigation. Similarly, administrative support was perceived as very high, with communication support identified as the most effective indicator. Correlational analysis demonstrated significant positive relationships between emotional resilience, crisis management skills, and administrative support. These results indicate that higher levels of support and resilience directly correlate with more effective crisis handling. While landform classification (geographic location) did not significantly impact the level of administrative support received, a significant difference in crisis management skills was observed when respondents were grouped by sex. The researcher concludes that the synergy between a teacher's emotional fortitude and proactive school leadership is vital for sustaining educational functions during crises. To build upon these strengths, it is recommended that the Division of Bohol prioritizes resilience-building initiatives and specialized crisis preparedness training. Maintaining comprehensive administrative support systems remains essential to ensuring long-term teacher well-being and institutional readiness in the face of future emergencies.

Introduction

Education plays a vital role in a country's development, and effective school leadership is crucial in ensuring the quality of education even during times of emergency. School heads are responsible for managing and leading the school's operations, creating a conducive environment for learning, and maintaining high teaching standards regardless of external challenges.

Developing professional competencies and crisis management skills is essential for school heads to achieve their goals effectively and maintain school stability. The impact of such competencies on the school's ability to withstand disruptions and the resulting effect on teachers' emotional resilience cannot be overemphasized.

In the Philippines, the Department of Education recognizes the significant role of school heads in ensuring the delivery of quality education and the safety of the learning community. School heads are expected to possess specialized skills that enable them to provide effective leadership during crises. The effectiveness of school heads in these roles has a direct impact on the administrative support provided to staff, which, in turn, impacts the overall well-being and performance of the teaching force. According to contemporary research, a school head's ability to manage emergencies significantly affects the psychological state and resilience of their subordinates. Studies found that school heads' managerial skills, particularly in the areas of communication and strategic planning during high-pressure situations, have a significant impact on how

teachers recover from and adapt to academic shifts. It is essential to prioritize the development of these competencies through relevant training and capacity-building initiatives. By doing so, school heads can lead effectively, sustain a positive learning environment, and ensure that teachers are emotionally supported in providing quality education to students.

Considering this, the researcher is motivated to further explore the crisis management skills of school heads and their impact on teachers' emotional resilience and the level of administrative support in the public schools. This study seeks to determine the relationship between these variables to establish a foundation for more robust school emergency preparedness and teacher support systems.

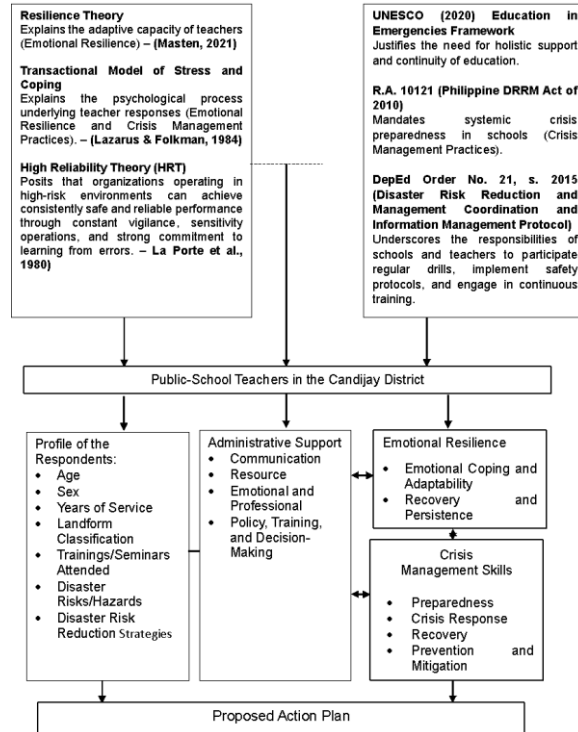


Figure 1. Conceptual and Theoretical Framework

Objectives of the Study

The main thrust of this study was to ascertain the relationship between the teachers' emotional resilience, crisis management skills, and the administrative support they receive during emergencies.

Specifically, it seeks to answer the following questions:

1. What is the profile of the elementary and secondary public-school teachers in the Candijay District in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 years of service as a teacher;
 - 1.4 Geographical location
 - 1.5 trainings/seminar attended?
2. What are the disaster risks / hazards during disaster?
3. What are the disaster risk reduction strategies implemented in public schools?
4. What is the assessment of the respondents on the level of emotional resilience of the public-school teachers during emergencies in terms of:
 - 2.1 emotional coping and adaptability; and
 - 2.2 recovery and resilience?
5. What is the assessment of the respondents on the crisis management skills of public-school teachers during emergencies in terms of:
 - 5.1 preparedness;

- 5.2 crisis response;
- 5.3 recovery; and
- 5.4 prevention and mitigation?
6. What is the respondents' assessment on administrative support received by the public-school teachers during emergencies in terms of:
 - 6.1 communication support;
 - 6.2 resource support;
 - 6.3 emotional and professional support; and
 - 6.4 policy, training, and decision-making support?
7. Is there a significant relationship between the teachers' emotional resilience and their crisis management skills?
8. Is there a significant relationship between the teachers' emotional resilience and administrative support?
9. Is there a significant relationship between the teachers' crisis management skills and administrative support?
10. Is there a significant difference between the administrative support received by the teachers when grouped according to landform classification of the workplace?
11. Is there a significant difference between the crisis management skills of teachers when grouped according to their sex profile?
12. What plan of action could be proposed based on the results of the study?

Methodology

To evaluate the extent of the impact on teachers' emotional resilience from the crisis management skills and administrative support in the Candijay District, Division of Bohol, Philippines, the researchers used the descriptive-correlational survey method. The main thrust of this study was to ascertain the relationship between the teachers' emotional resilience, crisis management skills, and the administrative support they receive during emergencies. In gathering the data, the study used modified survey instruments: 1) Questionnaire on Teachers' Emotional Resilience; 2) Questionnaire on Teachers' Crisis Management Skills; and 3) Questionnaire on Perceived Administrative Support.

After accumulating the data, it was tallied, tabulated, collated, and subjected to descriptive and inferential statistics for evaluation and interpretation in accord to the problems of the study. Weighted mean and standard deviation were utilized for the descriptive profile, while Pearson r and Multiple Regression Analysis were employed to determine significant relationships and predictors.

Results and Discussion

This part of the research study presents, analyzes, and interprets the data pertaining to the public-school teachers' level of emotional resilience, crisis management skills, and the administrative support received during emergencies.

Table No. 1. Demographic Profile of the respondents

Profile Category	Subcategory	Frequency	Percentage (%)	Rank
1.1 Sex	Female	313	83.69	1
	Male	61	16.31	2
	Total	374	100%	
1.2 Age	31–35	83	22.19	1
	41–45	71	18.98	2
	36–40	64	17.11	3
	50–60	56	14.97	4
	26–30	48	12.83	5
	46–50	34	9.09	6
	20–25	18	4.81	7
	Total	374	100%	
1.3 Years of Service	6–10 years	115	30.75	1
	1–5 years	85	22.73	2
	11–15 years	73	19.52	3
	16–20 years	41	10.96	4
	26 years and above	37	9.89	5
	21–25 years	23	6.15	6
	Total	374	100%	
1.4 Geographical Location	Highland	221	59.09	1
	Others	107	28.61	2
	Coastal	46	12.30	3
	Total	374	100%	
1.5 Trainings/Seminars Attended	Mental Health Awareness for Teachers	172	45.99	1
	Disaster Risk Reduction and Management (DRRM)	155	41.44	2
	Fire Safety and Earthquake Preparedness	110	29.41	3
	Stress Management and Coping Strategies	87	23.26	4
	School Emergency Preparedness and Response	85	22.73	5
	First Aid and Basic Life Support (BLS)	76	20.32	6
	Resilience Building during Crisis Situations	41	10.96	7
<i>(Multiple responses allowed)</i>	Total	726	193.11%	

Table 1 presents the demographic profile of the respondents in terms of sex, age, years of teaching experience, geographical location, trainings and seminars attended, disaster risks or hazards experienced in school, and disaster risk reduction strategies implemented. A total of 374 public-school teachers participated in the study.

In terms of sex, the majority of the respondents were female with 313 or 83.69 percent, while 61 or 16.31 percent were male. This indicates that the teaching profession in the public-school system is predominantly composed of female teachers. This trend is consistent with global patterns in education. According to the United Nations Educational, Scientific and Cultural Organization (2021) Global Education Monitoring Report, women comprise the majority of teachers in basic education worldwide. This suggests that female teachers play a significant role in fostering supportive and nurturing learning environments, which are essential during emergencies.

With regard to age, the largest group of respondents belonged to the 31–35 age bracket, indicating that most teachers are in their early to middle adulthood stage. This stage is associated with higher levels of adaptability, emotional regulation, and problem-solving skills. A study by Allan B. I. Bernardo (2020) found that individuals in this age group demonstrate stronger coping strategies and resilience, particularly in stressful and uncertain situations such as emergencies.

In terms of years of teaching experience, most respondents had 6–10 years of service, indicating a mid-career level of professional development. This suggests that teachers have acquired sufficient experience in handling classroom situations and responding to school-related challenges. This is supported by Department of Education Philippines Order No. 37, s. 2015, also known as the Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic Education Framework, which emphasizes that experienced teachers are better equipped to implement disaster preparedness and response protocols in schools.

As to geographical location, the majority of respondents were assigned in highland areas. This implies greater exposure to certain natural hazards, such as landslides and earthquakes. Republic Act No. 10121, also known as the Philippine Disaster Risk Reduction and Management Act of 2010, mandates all institutions, including schools, to strengthen disaster preparedness based on local risk conditions. This highlights the importance of contextualized disaster risk reduction strategies in geographically vulnerable areas.

In terms of trainings and seminars attended, respondents reported participation in programs related to mental health awareness, disaster risk reduction and management (DRRM), fire safety, stress management, and first aid. These trainings are aligned with Department of Education Philippines Order No. 21, s. 2015, which integrates DRRM into the school system

and promotes capacity-building among teachers. Similarly, the United Nations Children's Fund (2021) emphasized that continuous professional development enhances teachers' preparedness, confidence, and ability to respond effectively during emergencies.

Overall, the demographic profile of the respondents reveals that the majority of teachers are female (83.69%), with a substantial proportion in their early to middle adulthood, particularly in the 31–35 age range (22.19%). This suggests that female teachers, often in their prime working years, are the backbone of the public-school teaching workforce. Their adaptability, emotional regulation, and problem-solving skills, which are essential during emergencies, are enhanced by their teaching experience. The majority of respondents (30.75%) have 6–10 years of teaching experience, indicating that these teachers possess sufficient expertise to handle classroom challenges and crisis situations. Their mid-career stage suggests they are well-prepared to implement disaster preparedness strategies effectively. The geographical distribution shows that a significant number of teachers are assigned to highland areas (59.09%), which are more prone to specific natural hazards such as landslides and earthquakes. This aligns with the need for geographically tailored disaster risk reduction strategies, as mandated by Republic Act No. 10121. Schools in high-risk areas need to enhance their disaster preparedness protocols and infrastructure to ensure the safety of both students and staff.

Regarding professional development, the teachers reported participation in various disaster-related training programs. The highest-ranked training was Mental Health Awareness for Teachers (45.99%), followed by Disaster Risk Reduction and Management (DRRM) (41.44%) and Fire Safety and Earthquake Preparedness (29.41%). These findings suggest that teachers have been equipped with the necessary knowledge and skills to handle emergencies, in line with Department of Education Philippines Order No. 21, s. 2015, which integrates DRRM into the school system. Continuous professional development, as supported by the United Nations Children's Fund (2021), enhances teachers' preparedness, boosts their confidence, and improves their ability to respond to crises effectively. While teachers demonstrate significant experience and training in managing crises, their exposure to high-risk environments highlights the need for ongoing capacity-building and institutional support. The effective implementation of disaster risk reduction strategies indicates compliance with national policies, but the lower ranking of safe building practices (27.81%) points to a critical gap in infrastructure safety.

This suggests that schools need to strengthen their compliance with the National Building Code of the Philippines (Presidential Decree No. 1096), ensuring that school facilities are better equipped to withstand earthquakes, typhoons, and other hazards. The teachers' demographic characteristics, particularly their age, teaching experience, and geographical location, may also influence their emotional resilience, crisis management abilities, and perceptions of administrative support during emergencies.

Table No. 2. Respondents' Assessment on the Public-School Teachers' Level of Emotional Resilience

Disaster Hazard	Frequency	Percentage (%)	Rank
Earthquake	301	80.48	1
Typhoon	246	65.78	2
Fire	98	26.20	3
Flood	45	12.03	4

Table 1 presents the disaster risks or hazards commonly experienced in schools. Earthquake ranked highest, with 80.48% of respondents identifying it as a major concern, followed by typhoon at 65.78%. Fire ranked third at 26.20%, while flood was the least frequently identified risk at 12.03%.

The highest-ranked hazard, earthquake, is a significant concern due to the Philippines' location along the Pacific Ring of Fire, making it highly vulnerable to seismic activity (PHIVOLCS, 2022). The typhoon risk, ranked second, reflects the country's frequent exposure to typhoons, with the Philippines experiencing an average of 20 typhoons annually (NDRRMP, 2020). Although fire ranked third, it remains an important risk, particularly with regard to compliance with safety regulations (Bureau of Fire Protection, 2020). Flooding, while ranked lowest, still poses a risk, especially in urban areas during heavy rainfall (World Bank, 2020). These findings highlight the need for schools to enhance preparedness for earthquakes and typhoons, while also addressing fire safety and flood risks, in line with the guidelines set by Republic Act No. 10121 on disaster risk reduction (Republic of the Philippines, 2010).

Implications of these findings suggest that schools, particularly in earthquake and typhoon-prone areas, should prioritize disaster preparedness plans, conduct regular drills, and ensure that infrastructure can withstand natural disasters. Furthermore, while flood risks are lower, schools in flood-prone areas must still implement mitigation measures such as proper drainage and emergency evacuation plans. Emphasizing these areas in disaster management training and policies can help improve overall school safety, reduce the impact of disasters, and ensure a quick recovery in the aftermath of crises.

Table 2 Respondents' Identification of Disaster Risk Reduction Strategies Implemented in Public Schools

Disaster Risk Reduction Strategy	Frequency	Percentage (%)	Rank
Emergency drills and awareness	236	63.10%	1
Disaster preparedness and education	217	58.02%	2
Early warning systems	157	41.98%	3
Emergency response planning	135	36.10%	4
Safe building practices	104	27.81%	5

Table 2 presents the disaster risk reduction strategies commonly implemented in schools. Emergency drills and awareness programs ranked highest, with 63.10% of respondents identifying them as a key strategy. This was followed by disaster preparedness and education at 58.02%, early warning systems at 41.98%, and emergency response planning at 36.10%. The lowest-ranked strategy was safe building practices, which received 27.81%.

The highest-ranked strategy, emergency drills and awareness, indicates that schools actively implement preparedness measures to ensure the safety of students and staff. This aligns with Department of Education Philippines Order No. 53, s. 2022, which mandates that schools conduct regular earthquake and fire drills. According to the United Nations Office for Disaster Risk Reduction (2020), regular drills improve emergency response capabilities, enhance coordination, and ultimately reduce casualties during disasters. This finding underscores the importance of preparedness programs in schools.

However, the lowest-ranked strategy, safe building practices, points to a potential gap in infrastructure compliance. Despite being a critical aspect of disaster preparedness, schools may not be fully adhering to the standards set by the National Building Code of the Philippines (Presidential Decree No. 1096). This suggests that while schools are focusing on emergency response preparedness, more attention is needed on ensuring that buildings meet safety standards for earthquake and fire resilience. Enhancing infrastructure compliance can prevent further risks and ensure the safety of both students and faculty members during emergencies.

Implications of these findings suggest that while schools are doing well in terms of conducting drills and raising awareness, more focus should be placed on strengthening infrastructure and compliance with building codes. Schools should prioritize improving their physical infrastructure to meet national safety standards, which will complement their existing preparedness efforts and further mitigate risks during natural disasters.

Table 3 Respondents' Assessment on the Level of Emotional Resilience of Public-School Teachers during Emergencies

Indicators	WM	DI	Meaning	Rank
Table 4.1 Emotional Coping and Adaptability				
1 Teachers manage stress during challenging teaching days.	3.61	Strongly Agree	Very Strong	2
2 Teachers stay calm during conflict or student misbehavior.	3.58	Strongly Agree	Very Strong	4
3 Teachers adjust quickly to unexpected changes.	3.63	Strongly Agree	Very Strong	1
4 Teachers are confident in handling difficult situations.	3.59	Strongly Agree	Very Strong	3
5 Teachers are aware of their emotions during stress.	3.56	Strongly Agree	Very Strong	5
Average Weighted Mean:	3.59	Strongly Agree	Very Strong	
Table 4.2 Recovery and Resilience				
1 Teachers recover after difficult experiences.	3.55	Strongly Agree	Very Strong	2
2 Teachers move forward after mistakes.	3.57	Strongly Agree	Very Strong	1
3 Teachers maintain motivation despite challenges.	3.53	Strongly Agree	Very Strong	3
4 Teachers continue working positively under stress.	3.52	Strongly Agree	Very Strong	4
5 Teachers feel overwhelmed (reverse scored).	2.90	Strongly Agree	Very Strong	5
Average Weighted Mean	3.41	Strongly Agree	Very Strong	
Composite Mean	3.59	Strongly Agree	Very Strong	

Legend:

Rating Scale	Descriptive Value	Interpretation
3.25–4.00	Strongly Agree (SA)	Very Strong
2.50–3.24	Agree (A)	Strong
1.75–2.49	Disagree (D)	Weak
1.00–1.74	Strongly Disagree (SD)	Very Weak

Table 3.1 reveals that teachers demonstrate a very strong level of emotional coping and adaptability (AWM = 3.59). Among the indicators, teachers adjust quickly to unexpected changes ranked highest (WM = 3.63), while teachers are aware of their emotions during stress ranked lowest (WM = 3.56), although both are still interpreted as strong. The highest-ranked indicator suggests that teachers are highly flexible and capable of responding to dynamic and unpredictable classroom situations. In contrast, the lowest-ranked indicator implies that while teachers manage stress effectively, there may be slightly less emphasis on emotional awareness during stressful situations.

This finding highlights that adaptability is a critical component of teacher resilience. Recent studies emphasize that flexibility in teaching allows educators to effectively respond to changing learning environments, particularly in situations that require immediate adjustments (Organisation for Economic Co-operation and Development, 2021). This suggests that teachers are well-prepared to navigate the complexities of modern classrooms, where unexpected challenges frequently arise.

Furthermore, teachers' ability to manage stress and remain calm during conflicts reflects strong emotional regulation. According to the World Health Organization (2022), emotional regulation is essential in maintaining well-being and ensuring effective performance in high-pressure environments. This indicates that teachers who can regulate their emotions are better equipped to create a positive classroom climate and manage student behavior effectively. Additionally, recent research highlights that emotional adaptability is closely linked to teacher effectiveness and student outcomes. Studies (Kim & Asbury, 2022) show that teachers who demonstrate adaptability and emotional control are more capable of sustaining engaging and supportive learning environments despite challenges. This implies that emotional coping skills are not only beneficial for teachers' well-being but also for instructional quality.

Overall, the strong level of emotional coping and adaptability suggests that teachers are capable of managing stress and adjusting to the demands of the teaching profession. This implies, Schools should strengthen programs that enhance emotional awareness, such as reflective practices and emotional intelligence training, while sustaining teachers' adaptability skills. This can further improve classroom management and teacher well-being.

Table 3.2 indicates that teachers possess a strong level of recovery and resilience (AWM = 3.41). The highest-ranked indicator is teachers move forward after mistakes (WM = 3.57), while the lowest-ranked indicator is teachers feel overwhelmed (reverse scored) (WM = 2.90). The highest-ranked result suggests that teachers have a growth-oriented mindset and are able to learn from challenges. Meanwhile, the lowest-ranked indicator, although reverse scored, implies that some level of stress and overwhelm is still experienced by teachers. The ability to move forward after mistakes reflects resilience as a developmental process. Recent studies highlight that resilient teachers view challenges as opportunities for growth, which enhances their professional competence and instructional practices (Gu & Day, 2021). This suggests that teachers maintain a positive outlook that supports continuous improvement.

Moreover, maintaining motivation and continuing to work positively under stress demonstrates strong professional commitment. The Organisation for Economic Co-operation and Development (2021) emphasized that resilient teachers are more likely to sustain engagement and effectiveness even in demanding conditions. This indicates that resilience contributes to stability in teaching and learning processes. The relatively lower score on feeling overwhelmed suggests that while teachers are resilient, stress remains present. According to the World Health Organization (2022), resilience does not eliminate stress but enables individuals to cope effectively with it. This implies that teachers are able to function productively despite challenges, which is essential for long-term performance. Recent literature also emphasizes the role of institutional support in strengthening resilience. Studies (Beltman, Mansfield, & Price, 2022) indicate that supportive school environments, collaboration, and access to resources enhance teachers' ability to recover from difficulties. This suggests that resilience is both an individual and organizational capacity. This implies, Schools should enhance support systems such as mentoring programs, peer collaboration, and well-being initiatives to reduce feelings of overwhelm and further strengthen teacher resilience.

Table No. 4. Respondents' Assessment on the Level of Crisis Management Skills of Public-School Teachers during Emergencies

Indicators	WM	DI	Meaning	Rank
Table 5.1 Preparedness				
1 Familiar with crisis management plan	3.60	Always	Highly Practiced	2
2 Participate in emergency drills	3.66	Always	Highly Practiced	1
3 Know evacuation procedures	3.58	Always	Highly Practiced	3
4 Check classroom safety	3.54	Always	Highly Practiced	5
5 Communicate instructions clearly	3.55	Always	Highly Practiced	4
Average Weighted Mean:	3.59	Always	Highly Practiced	
Table 5.2 Crisis Response				
1 Remain calm during crisis	3.62	Always	Highly Practiced	1
2 Make quick decisions	3.58	Always	Highly Practiced	3
3 Give clear instructions	3.60	Always	Highly Practiced	2
4 Manage student behavior	3.55	Always	Highly Practiced	5
5 Follow protocols	3.57	Always	Highly Practiced	4
Average Weighted Mean	3.58	Always	Highly Practiced	
Table 5.3 Recovery				
1 Help students regain stability	3.57	Always	Highly Practiced	2
2 Provide reassurance	3.60	Always	Highly Practiced	1
3 Restore routines	3.55	Always	Highly Practiced	3
4 Reflect on crisis	3.52	Always	Highly Practiced	5
5 Collaborate with colleagues	3.53	Always	Highly Practiced	4
Average Weighted Mean	3.55	Always	Highly Practiced	
Table 5.4 Prevention and Mitigation				
1 Identify hazards	3.58	Always	Highly Practiced	2
2 Report unsafe conditions	3.61	Always	Highly Practiced	1
3 Teach safety behaviors	3.56	Always	Highly Practiced	3
4 Integrate safety routines	3.54	Always	Highly Practiced	5
5 Collaborate with admin	3.55	Always	Highly Practiced	4
Average Weighted Mean	3.57	Always	Highly Practiced	
Composite Mean	3.57	Always		

Legend:

Rating Scale	Descriptive Value	Interpretation
3.25–4.00	Always (A)	Highly Practiced
2.50–3.24	Often (O)	Moderately Practiced
1.75–2.49	Sometimes (S)	Fairly Practiced
1.00–1.74	Rarely (R)	Less Practiced

Table 4.1 indicates that teachers demonstrate highly practice level of preparedness in crisis management (AWM = 3.59), interpreted as “Always.” Among the indicators, participation in emergency drills ranked highest (WM = 3.66), while checking classroom safety ranked lowest (WM = 3.54), although both are still within the “Always” interpretation. The highest-ranked indicator suggests that teachers are consistently exposed to simulated emergency situations, strengthening their readiness and confidence. On the other hand, the lowest-ranked indicator implies that routine classroom safety checks, while still practiced, may be slightly less emphasized compared to active drill participation.

This finding is supported by the United Nations Office for Disaster Risk Reduction (2021), which emphasized that regular drills and preparedness programs significantly improve response efficiency and minimize risks during emergencies. In the school context, this suggests that preparedness is strengthened through repeated practice, allowing teachers to internalize safety procedures.

Furthermore, teachers’ ability to communicate instructions clearly and maintain classroom safety reflects proactive preparedness. According to the Organisation for Economic Co-operation and Development (2021), preparedness involves both knowledge of protocols and the ability to apply them effectively in real-time situations. This indicates that teachers contribute to a structured and safe learning environment even during crises.

Overall, the very high level of preparedness implies that teachers are equipped with the competencies necessary to anticipate and manage emergencies. This implies, Schools should continue prioritizing emergency drills while reinforcing routine safety checks in classrooms. Strengthening both active and preventive preparedness strategies ensures a more comprehensive approach to safety.

Table 4.2 shows that teachers exhibit a very high level of crisis response skills (AWM = 3.58), interpreted as “Always.” The highest-ranked indicator is remaining calm during crisis (WM = 3.62), while managing student behavior ranked lowest (WM = 3.55). This indicates that teachers demonstrate strong emotional control, but slightly less emphasis is placed on behavioral management during emergencies.

The ability to remain calm suggests strong situational awareness and emotional regulation, which are critical during crises. This is supported by the World Health Organization (2022), which highlighted that calmness and clear communication are essential for effective emergency response. Teachers, therefore, play a key role in preventing panic and maintaining order.

Additionally, skills in decision-making and following protocols reflect competence in emergency situations. The International Federation of Red Cross and Red Crescent Societies (2021) emphasized that effective crisis response requires rapid decisions aligned with established procedures. This suggests that teachers’ response skills help ensure safety and reduce risks.

Overall, the very high level of crisis response implies that teachers are capable of handling emergencies efficiently. This implies, while maintaining strong emotional control strategies, schools should enhance training on student behavior management during crises to ensure more organized and controlled responses.

Table 4.3 reveals that teachers demonstrate a very high level of recovery skills (AWM = 3.55), interpreted as "Always." The highest-ranked indicator is providing reassurance (WM = 3.60), while reflecting on the crisis ranked lowest (WM = 3.52). This indicates that teachers are highly effective in addressing students' emotional needs but may place slightly less emphasis on reflective practices after crises

Providing reassurance highlights the teachers' role in emotional recovery and restoring students' sense of safety. This finding is supported by the United Nations Children's Fund (2022), which emphasized that psychosocial support is essential in helping learners recover from crises.

Moreover, restoring routines and collaboration with colleagues contribute to structured recovery. According to Day and Gu (2021), maintaining routines and collaboration are key in re-establishing stability after disruptions. This suggests that teachers help ensure continuity in learning while supporting emotional well-being.

Overall, the very high level of recovery implies that teachers effectively support both emotional and academic stability after crises. This implies, Schools should strengthen reflective practices such as post-crisis evaluations and debriefings to improve future responses while sustaining strong emotional support strategies.

Table 5.4 indicates that teachers exhibit a very high level of prevention and mitigation skills (AWM = 3.57), interpreted as "Always." The highest-ranked indicator is reporting unsafe conditions (WM = 3.61), while integrating safety routines ranked lowest (WM = 3.54). This suggests that teachers are highly vigilant in identifying risks but may slightly underutilize consistent integration of safety practices into daily routines.

This finding aligns with the United Nations Office for Disaster Risk Reduction (2021), which emphasized that prevention and mitigation focus on reducing vulnerabilities and strengthening safety systems. Teachers contribute to a culture of safety by identifying and addressing hazards early. Additionally, teaching safety behaviors and integrating routines are long-term risk reduction strategies. The Organisation for Economic Co-operation and Development (2021) noted that embedding safety practices into daily activities enhances preparedness and minimizes risks. Overall, the very high level of prevention and mitigation implies that teachers are proactive in ensuring a safe learning environment. This implies, Schools should reinforce the consistent integration of safety routines into daily classroom activities to complement hazard identification practices. professional competence and managerial skills. The 82.90% can be explained by other variables.

Table No. 5. Respondents' Assessment on the Level of Administrative Support Received by Public School Teachers during Emergencies

	Indicators	WM	DI	Meaning	Rank
Table 6.1 Communication Support					
1	The administration provides clear communication during crisis situations	3.68	Strongly Agree	Very High	1
2	Updates from the administration during emergencies are timely and consistent	3.64	Strongly Agree	Very High	2
3	The administration gives clear instructions regarding safety protocols	3.64	Strongly Agree	Very High	2
4	School leaders make themselves available for clarification during emergencies	3.63	Strongly Agree	Very High	4
5	Teachers receive sufficient information on how to respond during crises	3.62	Strongly Agree	Very High	5
	Average Weighted Mean	3.64	Strongly Agree	Very High	
Table 6.2 Resource Support					
1	Safety equipment available	3.60	Strongly Agree	Very High	1
2	Tools for crisis provided	3.58	Strongly Agree	Very High	2
3	Budget allocation	3.50	Strongly Agree	Very High	5
4	Materials for drills	3.55	Strongly Agree	Very High	3
5	Safe environment maintained	3.53	Strongly Agree	Very High	4
	Average Weighted Mean	3.55	Strongly Agree	Very High	
Table 6.3 Emotional & Professional Support					
1	Admin shows concern	3.62	Strongly Agree	Very High	2
2	Teachers feel supported	3.60	Strongly Agree	Very High	1
3	Feedback is heard	3.55	Strongly Agree	Very High	3
4	Leaders show empathy	3.58	Strongly Agree	Very High	5
5	Mental health prioritized	3.53	Strongly Agree	Very High	4
	Average Weighted Mean	3.58	Strongly Agree	Very High	
Table 6.4 Policy, Training, Decision-Making					
1	Training provided	3.57	Strongly Agree	Very High	2
2	Policies clear	3.60	Strongly Agree	Very High	1
3	Teachers consulted	3.50	Strongly Agree	Very High	3
4	Policies improved	3.55	Strongly Agree	Very High	5
5	Drills organized	3.53	Strongly Agree	Very High	4
	Average Weighted Mean	3.55	Strongly Agree	Very High	

Legend:

Rating Scale	Descriptive Interpretation (DI)	Meaning
3.25–4.00	Strongly Agree (SA)	Very High Administrative Support
2.50–3.24	Agree (A)	High Administrative Support
1.75–2.49	Disagree (D)	Low Administrative Support
1.00–1.74	Strongly Disagree (SD)	Very Low Administrative Support

Table 5.1 presents the level of communication support provided by the administration during crisis situations, which obtained an overall average weighted mean of 3.64, interpreted as very high. Among the indicators, providing clear communication during crisis situations obtained the highest rank (WM = 3.68), indicating that clarity of information is the most strongly observed practice among administrators during emergencies. This suggests that teachers clearly understand what is happening and what actions need to be taken, reducing confusion and improving response efficiency.

On the other hand, the indicator “teachers receive sufficient information on how to respond during crises” obtained the lowest rank (WM = 3.62), although still interpreted as very high. This implies that while communication is generally effective, there is slightly less emphasis on ensuring that all teachers feel fully equipped with detailed response information. This may indicate a need for more comprehensive or detailed guidance tailored to teachers’ specific roles during emergencies.

The high rating of clear communication supports the idea that effective communication is a critical component of crisis management in educational settings. According to the United Nations Educational, Scientific and Cultural Organization (2022), clear and structured communication systems are essential in ensuring coordinated responses and minimizing panic during emergencies. When information is communicated efficiently, teachers can carry out their roles with confidence and accuracy.

Furthermore, the emphasis on timely and consistent updates reflects the importance of continuous information flow during emergencies. The World Health Organization (2023) highlighted that timely communication helps maintain trust and ensures that stakeholders remain aware of evolving situations. In schools, this consistency enables teachers to adjust their actions based on the most current guidance, thereby improving overall response effectiveness.

The provision of clear safety instructions also plays a vital role in crisis response. According to the Federal Emergency Management Agency (2021), clear and actionable instructions are necessary to guide individuals in performing appropriate safety measures during emergencies. This indicates that when teachers receive precise directions, they are more capable of implementing safety protocols effectively and ensuring student protection.

Additionally, the availability of school leaders for clarification strengthens communication support by promoting openness and responsiveness. The Organisation for Economic Co-operation and Development (2021) noted that leadership accessibility enhances organizational trust and improves decision-making during crises. This suggests that when school leaders are approachable, teachers feel supported and are more likely to seek guidance when needed.

Overall, the very high level of communication support implies that the administration has established a reliable and effective communication system during emergencies. The findings suggest that schools should continue strengthening structured communication systems by maintaining clarity, consistency, and accessibility of information during crises. Administrators may further enhance communication strategies by ensuring that, alongside clear messaging, more detailed and role-specific guidance is provided to teachers. Conducting regular orientations, simulations, and feedback sessions can help address gaps in understanding. Strengthening these areas can further improve teacher preparedness, promote coordinated responses, and support a more resilient and safe school environment during emergencies.

Table 5.2 shows that resource support from the administration gained an average weighted mean of 3.55, interpreted as very high. Among the indicators, the availability of safety equipment ranked highest (WM = 3.60), indicating that schools prioritize providing essential tools needed during emergencies. This suggests that teachers are equipped with the necessary resources to ensure safety and respond effectively to crisis situations.

Conversely, budget allocation ranked lowest (WM = 3.50), although still within the very high interpretation. This implies that while resources are generally sufficient, financial support may not always be as visible or directly experienced by teachers compared to physical resources.

The high availability of safety equipment and tools aligns with the United Nations Office for Disaster Risk Reduction (2021), which emphasized that access to appropriate resources is fundamental in minimizing disaster risks and enhancing response capacity. Additionally, the provision of materials for drills reflects the importance of experiential learning. According to the Organisation for Economic Co-operation and Development (2021), investing in safety materials and preparedness activities strengthens institutional resilience.

Overall, the very high level of resource support indicates that schools are well-equipped to handle emergencies. In terms of implications, schools should sustain the provision of safety equipment while strengthening transparency and adequacy of budget allocation. Ensuring that financial resources are strategically distributed can further enhance preparedness and allow continuous upgrading of safety tools and materials.

Table 5.3 reveals that emotional and professional support obtained an average weighted mean of 3.58, interpreted as very high. The highest-ranked indicator is that the administration shows concern for teachers (WM = 3.62), suggesting that teachers feel valued and cared for during crisis situations. This is followed by teachers feeling supported (WM = 3.60) and leaders showing empathy (WM = 3.58), which all highlight a positive and supportive work environment. On the other hand, prioritization of mental health ranked lowest (WM = 3.53), though still very high. This indicates that while emotional support is present, structured mental health initiatives may require further strengthening.

These findings support the World Health Organization (2022), which emphasized that emotional support and psychological safety are crucial during emergencies to maintain well-being and productivity. Similarly, the Organisation for Economic Co-operation and Development (2021) noted that empathetic leadership enhances morale and resilience among educators.

Overall, the results imply that administrators foster a supportive and empathetic environment for teachers. In terms of implications, schools should continue demonstrating concern and empathy while further strengthening mental health programs, such as counseling services, stress management activities, and psychological first aid training to ensure holistic teacher well-being.

Table 5.4 indicates that policy, training, and decision-making garnered an average weighted mean of 3.55, interpreted as very high. The highest-ranked indicator is that policies are clear (WM = 3.60), suggesting that teachers understand the rules and guidelines to follow during emergencies. Training provided (WM = 3.57) also ranked high, indicating that teachers are being prepared to respond effectively. In contrast, teachers being consulted in decision-making ranked lowest (WM = 3.50), although still very high. This suggests that while policies and training are well-established, there is slightly less teacher involvement in the decision-making process.

The clarity of policies aligns with the Federal Emergency Management Agency (2021), which emphasized that well-defined policies are essential for effective crisis management. Furthermore, training initiatives support findings from the United Nations Educational, Scientific and Cultural Organization (2022), which highlighted that continuous professional development enhances preparedness and response capabilities.

Overall, the very high rating indicates that schools have strong systems in place for policy implementation and teacher training. In terms of implications, administrators should maintain clear policies and regular training while promoting participatory decision-making. Involving teachers in planning and evaluation processes can enhance ownership, improve policy relevance, and strengthen overall crisis management effectiveness.

Conclusion and Recommendations

Based on the thorough analysis and findings of the study, the researcher concluded that the public-school teachers' Emotional Resilience and Crisis Management Skills, along with the Administrative Support they receive, emphasize their vital role in fostering teacher preparedness and response which could lead to an effective and safe educational environment.

The study further concludes that the interconnectedness of these variables ensures the continuity of learning despite emergencies. Strong administrative backing, specifically through clear communication and resource provision, acts as a critical catalyst that reinforces a teacher's ability to remain emotionally stable and operationally effective during a crisis. Ultimately, sustaining these capacities is essential for maintaining both the professional psychological well-being of educators and the overall safety of the school community in the Candijay District.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.