

Implementation and Engagement in Crisis Response Management for COVID-19 among Secondary Schools in the Division of Zambales

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Abstract

Original Research Article

The level of implementation and the level engagement on Crisis Response Management (School Contingency Plans, Mental Health Actions and School Recovery Plans) for COVID-19 from the perspective of the school heads of selected secondary schools in the Division of Zambales were investigated and determined in this study. The study was conducted during the School Year of 2021-2022. The study is descriptive research with survey questionnaire as the main research instrument of data gathering and utilized descriptive and inferential statistics for data analysis. The study showed that majority of the school head-respondents are female, in their adulthood, holders of Master's degree with EdD units, Principal I, middle income earners and attended at least 5 trainings related to disaster management. The result of the perception showed that the School Contingency Plan is the highly implemented aspect of Crisis Response Management for COVID-19. For the school heads, the Learners are highly engaged in the implementation Crisis Response Management. The ANOVA computation showed that there is significant difference on the perception of school heads on the level of implementation of School Contingency Plans aspect of Crisis Response Management in terms of monthly family income and position. There is significant difference on the perception on the level of implementation of Mental Health Actions in terms of the number of trainings related to disaster management. There is a significant difference on the perception on the level of implementation of School Recovery Plans in terms of monthly family income, position and number of trainings related to disaster management. There is significant difference on the school heads' perception on Parents and Learners' Engagement in terms of monthly family income, position, number of trainings related to disaster management. There is a significant high positive relationship between the level of implementation and level of engagement towards crisis response management. This study developed and proposed a conceptual model or framework based on the results of the study.

Keywords: Crisis Response Management, School Heads, Implementation, Engagement, COVID19.

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INTRODUCTION

Education is an essential tool for the social and economic growth of a country. Madani (2019) stated that different nations of the world have declared that it is the right of every person. Education for Viner, *et al.*, (2020) is one of the strongest predictors of the health and the wealth of a country. The COVID-19 pandemic remains a compelling issue destabilizing not just the economy, but also the education in most parts of the world, especially the less-economically developed countries (World Health Organization, 2020a). Basic education is among the sectors heavily affected by community quarantines during COVID19 pandemic as schools and community learning centers are closed for

physical conduct of classes. Reimers & Schleicher (2020) stressed that the limitations of movements and activities during a pandemic will likely limit the opportunities of students to learn. The long-term school closures can greatly impact educational outcomes, health of young people, future workers and professionals and productivity of the nation.

It is imperative that school principals and other school leaders immediately identify education concerns, issues, priorities and challenges in order to mitigate the educational impact of the pandemic (Anderson, 2020 and Dizon, *et al.*, 2021). The cooperation of the school community and stakeholders can help assist school leaders in the planning and designing effective

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education responses management to the crisis. The World Health Organization (2021) pointed out that successful implementation of adaptive COVID19 preparedness and education response strategies will depend on all of society being engaged in the plan, and strong national and subnational coordination. Different approaches have been utilized by educators of different schools around the world to achieve quality in education. Bernstein (2020) focused on Crisis Response Management which was defined as the process undertaken by any organization to prevent, prepare for, and respond to events that threaten to harm people or property, seriously interrupt operations, damage reputation, or impact the bottom line. The United Nations Development Programme (2020) reiterated the formulation and/or creation of School Contingency Plans when there are risks that an emergency could happen, and something needs to be done to prevent or minimize the damage. In the Philippines, the COVID-19 pandemic poses challenges to various sectors, especially in responding to basic rights. One of the responses was the DepEd Order No. 012, s. 2020, known as Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in light of the COVID-19 Public Health Emergency. Republic of South Africa in June 2020 initiated the School Recovery Plan which will remain responsive to the contextual realities and needs of school communities during pandemic time and according to UNESCO: Plan for School Re-opening (2020) is the overall school safety plan that requires a process for identifying security needs, developing prevention and intervention techniques, evaluating physical facilities, and providing communication with staff and learners. The DepEd Task Force Covid19 (DTFC) Memo 57, s.2020 reiterated the response for mental health impacts of COVID-19 and as part of the 2020 *Oplan Brigada Eskwela* and *Oplan Balik Eskwela*. For Daniel (2020), effective educational program must focus on the improvement of the learning environment. Trainings aimed for improved methods of teaching, subject matter content and skills or quality instructions should be availed by teachers and school heads.

The crisis response management plan, however, is not a precise step-by-step guide, but more of a reference tool, which provides lists of key plans, reminders of what typically should be done in a crisis, and to document the crisis response. The goal of this study is to determine the level of implementation and engagement of Crisis Response Management for COVID-19 among School Heads of Secondary Schools in the Division of Zambales, a way to attend to the challenges that the school might get into; update measures; carry out the plan and help in the implementation, encourage active engagement of stakeholders and benefactors making all concern prepare for crisis response management.

Educational institutions and managers during the COVID19 pandemic must be focused on preparing for a crisis response management involves goal setting and analyzing the threat environment. School Managers then formulate a strategy, and the organization responds to the crisis via strategy implementation and strategic control. Schools are in the position to intensify their capacities to handle any kind of crisis, even ones that are completely new emphasizing on building capacities like communications, financial backup plans, and remote teaching and learning. Educational managers should have the skill of activating their crisis managers and their plans and constantly interacting with parents, students, and other stakeholders during this temporary school closure in COVID19 pandemic.

Statement of the Problem

The study determined the level of implementation and engagement of Crisis Response Management for COVID-19 of Secondary Schools in the Division of Zambales during the school year 2021-2022 as perceived by the School Heads.

Specifically, the study sought to provide answers to the following questions:

1. How may the profile of the school heads be described as to age, sex, highest educational attainment, monthly family income, position; and number of trainings related to disaster management?
2. How may the level of implementation of the following aspects of Crisis Response Management for COVID-19 be described?
 - 2.1. School Contingency Plans
 - 2.2. Mental Health Actions
 - 2.3. School Recovery Plans
3. How may the level of engagement towards Crisis Response Management for COVID-19 be described by the school heads as to:
 - 4.1 Parents' Engagement;
 - 4.2 Learners' Engagement; and
 - 4.3 Other Stakeholders' Engagement?
4. Is there a significant difference on the perception on the level of implementation of the aspects of Crisis Response Management for COVID-19 when grouped according to school heads' profile?
5. Is there a significant difference on the perception of school heads on the level of engagement by the parents, students and other stakeholders towards Crisis Response Management for COVID-19 when grouped according to respondents' profile?
6. Is there a significant relationship between the level of implementation and level of engagement towards Crisis Response Management for COVID-19?
7. What conceptual model/framework can be developed and proposed from the result of the study?

METHODOLOGY

The study used descriptive research design with the aid of survey questionnaires as the main instrument in gathering the data. For Shields (2013 as cited in Dizon, *et al.*, 2021) descriptive method includes the collection of data to test the hypothesis and to answer the questions concerning the present status of the study. The study described the status of the implementation and engagement of crisis response management of COVID-19 of secondary schools in the Division of Zambales for the school year 2021-2022.

This study had a total of 48 school heads. The study was conducted in the 13 Districts of Department of Education, Division of Zambales. The distribution of the respondents according to district are as follows: 4 school head- respondents from Sta. Cruz District, 2 from Candelaria District, 3 from Masinloc District, 2 from Palauig District, 3 from Iba District, 7 from Botolan District, 2 from Cabangan District, 5 from San Felipe District, 4 from San Narciso District, 4 from San Antonio District, 4 from San Marcelino District, 4 from Castillejos District, 6 from Subic District

The survey questionnaire was the main instrument used in gathering data in this study. The researchers have formulated the questionnaire based on readings and reviews from different research articles, memoranda, orders, protocols, and other related reading materials such as DepEd to Roll Out Mental Health and Psychosocial Support Programs (2021); DepEd Order No. 012, s. 2020, BE-LCP; DTFC Memo 57 (2020); and COVID-19 Outbreak Highlights Critical Gaps in School Emergency Preparedness (Anderson, 2020). The survey questionnaire was submitted to the experts in the field for correction and suggestions. This was conducted to assure the validity of the research instrument.

The first part of the survey questionnaire included the profile of the school head-respondents as to their age, sex, year level, highest educational attainment, family monthly income, position and number of trainings related to disaster management. The second part included the indicators to assess the level of implementation of crisis response management for COVID-19. Respondents answered using a four-point scale from 4-Highly Implemented, 3-Implemented, 2- Moderately Implemented, and 1- Less Implemented. The last part was the group of indicators

to appraise the level of engagement of the students, parents and stakeholders towards crisis response management for COVID-19. Respondents answered using a four-point scale from 4- Highly Engaged, 3-Engaged, 2- Moderately Engaged, and 1- Less Engaged.

The study employed pilot test among 12 school heads of private secondary school in Zambales for initial step in testing the research instrument's reliability. All noted discrepancy and corrections were integrated in the finalization of the research instrument. After the pilot test, the data obtained were subjected to computation of Cronbach's alpha. The Cronbach's alpha values for the variables of level of implementation and engagement towards crisis response management were interpreted as Excellent.

After the final drafting of the survey questionnaire, the researchers sought permission from the Schools Division Superintendent of Zambales on the distribution of the instrument to school-head respondents. A letter was likewise prepared for every respondent for their support and cooperation. The researchers have allotted three weeks for the distribution and retrieval of the survey instrument. The researchers assured the anonymity of the answers of the respondents. The statistical treatment of this study utilized descriptive statistical tools such as percentage, frequency counts and mean. The inferential statistics utilized were ANOVA and Pearson r.

RESULTS AND DISCUSSION

1. Profile of the School Heads

Table 1 shows the frequency and percentage distribution of the school head respondents as to their age, sex, highest educational attainment, monthly family income, position and number of trainings related to disaster management.

Age: Of the 48 respondents there are 16 or 33.33 % who belong to 51 to 55 age group. It was followed by 13 or 27.08 % who belong to 56-60 age group; and 7 (14.58 %) 41-45 age group. The mean age was 51.33. This age is categorized into middle adulthood. According to Armstrong (2008 as cited in Deliquiña, 2021 and Dizon Jr., de Guzman & Orge 2021). Those in the middle adulthood have raised families, established themselves in their work life, and become contributors to the betterment of society through volunteerism, mentorships, and other forms of philanthropy.

Table 1: Frequency and Percentage Distribution of the School Heads' Profile

Age (years)	Frequency	Percent
Mean of Age = 51.33		
Sex	Frequency	Percent
Female	27	56.25
Male	21	43.75
Total	48	100.00
Highest Educational Attainment	Frequency	Percent

Baccalaureate Degree Holder	1	2.08
Baccalaureate Degree Holder with MA Units	16	33.33
MA Holder	1	2.08
Masters with EdD/ PhD units	19	39.58
EdD/ PhD Holder	11	22.92
Total	48	100.00
Monthly Family Income (Php)	Frequency	Percent
Total	48	100.00
Mean Monthly Family Income = Php 53,296.56		
Position/Designation	Frequency	Percent
Principal IV	8	16.67
Principal III	4	8.33
Principal II	10	20.83
Principal I	16	33.33
Head Teacher VI	1	2.08
Head Teacher III	9	18.75
Total	48	100.00
Number of Trainings Related to Disaster Management	Frequency	Percent
10-12	3	6.25
7-9	11	22.92
4-6	23	47.92
1-3	11	22.92
Total	48	100.00
Mean of Trainings Related to Disaster Management = 5.38		

Sex: Of the 48 respondents there are 27 or 56.25 % female and 21 or 43.75% male. This means that more than half of the school head respondents of the present study are represented by women. World Bank Data (2019) showed that in the Philippines, there were 87.54% of teachers at the primary and secondary level are females. For Parangat & Edano (2017), women were sought out for their discipline, personal accountability, and the natural nurturing ability needed by children/learners.

Highest Educational Attainment: There are 19 or 39.58% who are Masters with EdD/PhD units; 16 or 33.33% Baccalaureate Degree Holder with MA Units and 11 or 22.92% EdD/PhD Holder. The result suggests that most of the school head respondents have Masters with EdD/PhD units. Ganaden (2020) claimed that obtaining a master’s degree and having EdD/PhD units opens doors for career growth and significant advantages. Some of the typical positions offered to these individuals include head teacher, principal and supervisor.

Monthly Family Income (Php): For the result of the school head respondents’ monthly family income, 17 or 35.42 % belongs to SG19-Php 49,835; 10 or 20.83% SG 20-Php 55,799; and 9 or 18.75 % SG 16-Php 38,150. The mean monthly family income was Php 53,296.56. Based on the result of the mean of monthly income, the school head respondents belong to the so-called Middle Social Class income which according to

Philippine Statistics Authority (2020) is within the range of Php 43,828 to Php 76,660 monthly.

Position: Sixteen (16) or 33.33% are Principal I; 10 or 20.83% are Principal II; while 9 or 18.75 % are Head Teacher III and 8 or 16.67 % are Principal IV. As for the result on the position of school head respondent, most are Principal I (16 or 33.33%), followed by Principal II. The respondents in the study of Edano, *et al.*, (2017) are mostly Principal 1 in their position/designation.

Number of Trainings Related to Disaster Management: There are 23 or 47.92% school head respondent who had attended 4-6 trainings related to disaster management followed by 11 or 22.92% who had attended 1-3 and 7-9 trainings respectively and 3 or 6.25 % attended 10-12 trainings. The computed mean was 5.38. The finding of the present study clearly suggests that school head respondents are pursuing and complies with the DepEd Order 39, s. 2007 wherein forty (40) hours of relevant training is part of the modified qualification standards for the positions of Head Teachers and Principal.

2. Level of Implementation of the Aspects of Crisis Response Management for COVID-19 as perceived by School Heads

School Contingency Plans

Table 2: Level of Implementation of Crisis Response Management as to School Contingency Plans

School Contingency Plans	Weighted Mean	Qualitative Rating	Rank
The school conducts key preventive measures for COVID-19 pandemic.	3.92	Highly Implemented	6.5
The school checks the availability of COVID-19 essentials like masks, sanitizers, alcohol, and face shield.	3.93	Highly Implemented	5
The school collaborates properly with the local community and local government units.	3.88	Highly Implemented	8
The school ensures that health protocols for COVID-19 are properly followed in the school.	3.95	Highly Implemented	2.5
The school informs the stakeholders properly about the contingency plans.	3.77	Highly Implemented	9.5
The school put COVID-19 posters and signages inside and outside the premises.	3.96	Highly Implemented	1
The school sees to it that contact tracing forms are available in the school.	3.94	Highly Implemented	4
The school sanitizes the school facilities and equipment.	3.95	Highly Implemented	2.5
The school provides proper assistance to the learners during the recovery of COVID-19 in the locality.	3.77	Highly Implemented	9.5
The school ensures the availability of emergency hotlines inside and outside the premises.	3.92	Highly Implemented	6.5
Overall Weighted Mean	3.88	Highly Implemented	

Table 2 presents the level of implementation of Crisis Response Management as to School Contingency Plans as perceived by secondary school heads in the Division of Zambales. Indicator 6, “The school put COVID-19 posters and signages inside and outside the premises” obtained a weighted mean of 3.96 (Highly Implemented) ranked 1st. DepEd developed a Basic Education learning Continuity Plan (BE-LCP) (DepEd Order No. 012, s. 2020), a package of education interventions that will respond to basic education challenges (learning delivery strategy and operational direction that ensures the health, safety, and well-being of all learners, teachers and personnel) brought about by COVID-19.

School head respondents highly implemented contingencies such as putting in place and enforcing the use of COVID-19 posters and signages inside and outside their respective school’s premises. The school heads used health and wellness graphics paired with simple messages with distinct images to remind learners to practice good hygiene, wash their hands frequently, and to engage with each other from a minimum distance as preventive measure against COVID 19. Hecker (2020) stated that the impact on learners and employees' health varies based on the working environment and the employee's occupational role. World Health Organization (2020b) and World Health Organization (2020c) pointed out that school must ensure that the

workplace is free from any hazard that may cause psychologically or physically harm.

Indicator 5, “The school informs the stakeholders properly about the contingency plans” and Indicator 9, “The school provides proper assistance to the learners during the recovery of COVID-19 in the locality” obtained a weighted mean of 3.77 and least from the rank of 9.5th. School head respondents highly implemented campaign information about school contingency plans relevant to COVID-19 pandemic. DepEd contingency plan allows to return to its daily operations as quickly as possible after an unforeseen event. Tan, *et al.*, (2020) established in their study that school administrators have the responsibility to protect resources, minimizes inconvenience, and identifies key staff, assigning specific tasks in the context of the recovery during the community quarantine. Regional Memo No. 147, s. 2020, also stated that the school community through its head had to delegate tasks such as engaging parents and guardians on the home-school arrangement, coordinating with local health authorities and preparing the needed resources and materials. The overall weighted mean as to the level of Implementation of crisis management as to school contingency plans is 3.88 interpreted as Highly Implemented.

Mental Health Actions

Table 3 presents the level of implementation of Crisis Response Management as to Mental Health Actions.

Table 3: Level of Implementation of Crisis Response Management as to Mental Health Actions

Mental Health Actions	Weighted Mean	Qualitative Rating	Rank
The school provides psychological first aid among teachers and school administrator.	3.56	Highly Implemented	5
The school develops mental health interventions/ strategies for learners' and teachers' well-being.	3.46	Highly Implemented	8
The school promotes wellness activity during academic/ health break	3.58	Highly Implemented	3
The school focuses on the learners' mental health welfare.	3.56	Highly Implemented	5
The school promotes and conducts online "kumustahan" for teachers and school administrators.	3.65	Highly Implemented	1
The school engages teachers and school administrators in mental health training.	3.60	Highly Implemented	2
The school develops school-based mental health programs.	3.48	Highly Implemented	7
The school conducts orientation on mental health awareness.	3.56	Highly Implemented	5
The school promotes counseling services for learners.	3.40	Highly Implemented	9
The school offers mental health survey questionnaires regarding COVID-19 pandemic.	3.23	Implemented	10
Overall Weighted Mean	3.45	Highly Implemented	

Indicator 5, "The school promotes and conducts online "Kumustahan" for teachers and school administrators" obtained a weighted mean of 3.65 (Highly Implemented) ranked 1st. School head respondents highly implemented the conduct of online "Kumustahan". Schools are institution that has a big role in good mental health. The school heads of the present study find it essential that through online Kumustahan they can be able to advise their students, parents, teachers, and stakeholders about taking care of their own mental health during this pandemic. Prasad & Vaidya (2020) revealed that it might be psychologically demanding for employees who work from home, who can feel isolated and torn between their work and their private life. For Pokhrel & Chhetri (2021) recommended that schools should conduct orientation on mental health awareness and well-being to lessen the manifestations of negative effects of isolation and mental health problems.

Indicator 10, "The school offers mental health survey questionnaires regarding COVID-19 pandemic"

obtained the least weighted mean of 3.23, ranked 10th. Although least from the rank, the school heads also implemented and prioritized the promotion and protection of the mental health and general welfare of personnel and learners. School heads and teachers are prepared to identify and support students by building their capacity to effectively address student mental health through trainings. The study of Ngoc Su, *et al.*, (2021) reiterated that during distance learning, schools are incorporating effective teacher training on student mental health within in-service trainings (NSET). Employers are responsible for the protection of their employees while they are working. The overall weighted mean as to the level of Implementation of crisis management as to mental health actions is 3.45 interpreted as Highly Implemented.

School Recovery Plans

Table 4 presents the level of implementation of Crisis Response Management as to School Recovery Plans.

Table 4: Level of Implementation of Crisis Response Management as to School Recovery Plans

School Recovery Plans	Weighted Mean	Qualitative Rating	Rank
The school conducts in-service trainings for teachers and other school personnel.	3.88	Highly Implemented	5
The school plans the transitioning of distance learning to limited face-to-face learning.	3.85	Highly Implemented	6
The school coordinates with the local community for reopening plan of the school.	3.85	Highly Implemented	6
The school manages the continuity of learning amidst COVID-19 pandemic.	3.85	Highly Implemented	6
The school protects health and safety of stakeholders at school.	3.77	Highly Implemented	9
The school conduct meetings in preparation for limited face-to-face classes.	3.92	Highly Implemented	2.5
The school constantly reminds teachers to maintain the cleanliness of their rooms.	3.94	Highly Implemented	1
The school follows strictly the sanitation and hygiene to prevent transmission of COVID-19 in school.	3.92	Highly Implemented	2.5
The school prepares and motivates learners to continue learning amidst pandemic.	3.90	Highly Implemented	4
The school ensures the stability of the school's internet connection with the service provider.	3.25	Implemented	10
Overall Weighted Mean	3.81	Highly Implemented	

Indicator 7, "The school constantly reminds teachers to maintain the cleanliness of their rooms" obtained a weighted mean of 3.94 (Highly

Implemented), ranked 1st. It is important to keep school classrooms clean for various reasons. Poor hygiene comes in a variety of forms and often leads to the

spread of viruses and bacteria including cold and flu germs. School head respondents highly implemented and encouraged teachers to maintain the cleanliness of their classroom and promote a healthy hygiene habit because it leaves a lasting impression and have a dramatic effect on overall long-term health for both teacher and student. As one of the key elements that should be considered as part of the preparations for school re-opening, International Institute for Education Planning (IIEP) UNESCO: Plan for School Re- opening (2020), ensure communities’ trust in the health and safety measures taken by schools to guarantee the well-being of returning students and to ensure that the risk of contagion is minimized.

Indicator 5, “The school protects health and safety of stakeholders at school” obtained a weighted mean of 3.77, ranked 9th and Indicator 10, “The school ensures the stability of the school’s internet connection with the service provider” obtained a weighted mean of 3.25 ranked 10th. These indicators obtained the least weighted means. Although least from the rank, still school heads respondents implemented the keeping of

safe school facility and maintaining high standard of healthy and safe. The studies of Reimers & Schleicher (2020) concluded that observance of appropriate health protocols /safety is a priority in any educational institution’s recovery plan and contingency program.

It is observed that school guidelines and practices to enhance teaching and learning using digital devices are more often notice in schools this ‘new normal’. Online education encompasses communication between and among students and teachers’ organization for Organization for Economic Co-operation and Development (OECD) [2018]. The overall weighted mean as to the level of implementation of crisis management as to school recovery plans is 3.85 interpreted as Highly Implemented.

3. Level of Engagement towards Crisis Response Management for Covid-19 as Perceived by School Head-Respondents

Table 5 presents the level of parents’ engagement towards Crisis Response Management for Covid-19 as perceived by the school head respondents.

Table 5: Level of Parents’ Engagement

Parents’ Engagement	Weighted Mean	Qualitative Rating	Rank
The parents/guardians engage the learners’ in answering their modules.	3.51	Highly Engaged	4
The parents/guardians’ clear instructions in every topic so as to lessen confusion.	3.40	Highly Engaged	11
The parents/guardians give feedback to the teachers regarding their students’ performance.	3.50	Highly Engaged	5.5
The parents/guardians attend the PTA meetings and orientations for limited face-to-face classes	3.54	Highly Engaged	2
The parents/guardians coordinate with the school administrator for counseling program.	3.31	Highly Engaged	10
The parents/guardians join the <i>Brigada Eskwela</i> , <i>Gulayan sa Paaralan</i> and other school activities.	3.50	Highly Engaged	5.5
The parents coordinate with school administrator to monitor learners’ health conditions.	3.46	Highly Engaged	8
The parents/guardians must be updated regarding school announcements through the adviser’s group chat.	3.58	Highly Engaged	1
The parents/guardians check if they strictly follow the schedule given in the distribution of modules.	3.52	Highly Engaged	3
The parents/guardians check if they strictly follow the schedule given in the retrieval of modules.	3.46	Highly Engaged	8
Overall Weighted Mean	3.47	Highly Engaged	

Indicator 8, “The parents/ guardians must be updated regarding school announcements through the adviser’s group chat” obtained a weighted mean of 3.58, ranked 1st. School head respondents perceived that parents are highly engaged and rely on their student advisers’ group chat for school announcements/advisory and reminders. The study of Tria (2020) concluded that effective communication with members of the academic community and parents builds trust and understanding during adversities. For Talidong & Toquero (2020), when parents and teachers understand and trust each other and work together, this implies complete support to children's wellbeing and development during home schooling. The DepEd Order 54, s. 2009 stated that parents and teachers are partners at school whose relationship shall be defined by

cooperative and open dialogue to promote the welfare of the students.

Indicator 5, “The parents/guardians coordinate with the school administrator for counseling program” obtained the least weighted mean of 3.31, ranked 10th. School heads perceived that parent are highly engaged and interested in counseling program of schools. Major & Machin (2020) reiterated the importance of a concrete activity or program in which parents can seek teacher advise about what appropriate strategies to cope during home school in pandemic time. Talidong & Toquero (2020) discussed that school’s counseling program allows parents to inform teacher and school authorities about their child/children’s behavior, development and challenges in the new normal

approach of education. The overall weighted mean on the level of parents’ engagement towards Crisis Response Management for Covid-19 is 3.47 interpreted as Highly Engaged.

Learners’ Engagement

Table 6 presents the level of learners’ engagement towards Crisis Response Management for Covid-19 as perceived by the school head respondents. Indicator 6, “The learners answer their modules, summative tests, and performance tasks” obtained a weighted mean of 3.73, ranked 1st. School head respondents perceived that their learners are highly engaged in answering materials for assessment and evaluation of their knowledge and skills. School heads believed that learners benefit with these self-directed

assessment activities during the distance learning and implementation of limited face-to-face. These activities can greatly contribute to successful implementation of learning continuity and school recovery plans. The study of Montemayor (2020) concluded that the learners are certainly highly engaged to learn at their own pace (even studying at home) and can focus more on areas that interest them the most. Carvalho, *et al.*, (2020) believed that modular approach should be independent, self-contained, self-instructional, and with clearly defined objectives. Bactad, Gutierrez & de Guzman (2021) noted that it is important to develop a sense of responsibility in accomplishing tasks provided in the module and online mode of teaching and learning.

Table 6: Level of Learners’ Engagement

Learners’ Engagement	Weighted Mean	Qualitative Rating	Rank
The learners answer the enrichment activities provided by their teachers.	3.63	Highly Engaged	2.5
The learners ask query in subjects where they find difficulty.	3.58	Highly Engaged	5.5
The learners practice health protocols at home.	3.56	Highly Engaged	7
The learners engage on online classes as need arises.	3.31	Highly Engaged	10
The learners encourage themselves to learn from the given activities despite this pandemic.	3.60	Highly Engaged	4
The learners answer their modules, summative tests, and performance tasks.	3.73	Highly Engaged	1
The learners join online “kumustahan”.	3.52	Highly Engaged	8.5
The learners do their tasks and assignments as a sign of independent learning.	3.58	Highly Engaged	5.5
The learners give high regards to school announcement.	3.63	Highly Engaged	2.5
The learners participate actively to different school activities.	3.52	Highly Engaged	8.5
Overall Weighted Mean	3.54	Highly Engaged	

Indicator 4, “The learners engage in online classes as need arises” obtained a weighted mean of 3.31 and ranked 10th. School head respondents perceived that their learners are highly engaged in their online classes and activities. The school heads believed that the utilization of other modalities and pedagogies (online, modular and blended) appropriate to remote and limited face-to-face teaching and learning are vital. These were emphasized and enriched to minimize the difficulties of students and lecturers in learning activities Bactad, Gutierrez & de Guzman (2021) discussed that since the outbreak of COVID-19 pandemic, online classes have become the cornerstone of new normal basic education. Leonardi (2020) discussed further that regular and constructive communication between students and teachers improves the learning experience and supported engagement during remote teaching and learning. The overall weighted mean on the level of learners’ engagement towards Crisis Response Management for Covid-19 is 3.54 interpreted as Highly Engaged.

Other Stakeholders’ Engagement

Table 7 presents the perception of the school heads on the level of stakeholders’ engagement towards Crisis Response Management for Covid-19.

Indicator 6, “The Stakeholders are regularly updated about the COVID-19 resurgence in the community” and Indicator 7, “Stakeholders support the implementation of preventive measures for COVID-19 in school” obtained a weighted mean of 3.60, tied at rank 1.5th respectively. School head respondents perceived that other stakeholders are highly engaged about different schools’ updates and announcements as part of crisis response management.

Communication between school and stakeholders includes up-to-date information about COVID-19 and measures taken by the school to reduce health risks on students. The study of Ngoc Su, *et al.*, (2021) discussed the benefits of strong school and stakeholder partnership such as discussion of preventive measures/actions expected from parents/guardians, students and from the stakeholders; provides advice on good health and hygiene practices; and promotes everyday protective measures to stop the spread of COVID-19. UNICEF (2020) pointed out that during a crisis like the COVID-19 pandemic, strengthening communication, transparency and trust is key to proper containment measures. Communication can help in understanding and tackling fears, misconceptions, strengthening community participation in addressing faced challenges.

Table 7: Level of Other Stakeholders' Engagement

Stakeholders' Engagement	Weighted Mean	Qualitative Rating	Rank
The Stakeholders provide resources to support the continuous learning of students during pandemic.	3.48	Highly Engaged	9
The Stakeholders participate in the school meeting for COVID-19 contingency planning.	3.50	Highly Engaged	7
The Stakeholders engage actively in the community and local government units.	3.50	Highly Engaged	7
The Stakeholders allocate special budget for the school activities and programs.	3.38	Highly Engaged	10
The Stakeholders support the implementation of health protocols at school.	3.56	Highly Engaged	3
The Stakeholders are regularly updated about the COVID-19 resurgence in the community.	3.60	Highly Engaged	1.5
Stakeholders support the implementation of preventive measures for COVID-19 in school.	3.60	Highly Engaged	1.5
Stakeholders advised parents to guide their children by eating healthy foods,	3.50	Highly Engaged	7
The stakeholders emphasize the importance of proper nutrition and hygiene.	3.54	Highly Engaged	4
The stakeholders monitor the school programs and activities during the 'new normal'	3.52	Highly Engaged	5
Overall Weighted Mean	3.49	Highly Engaged	

Indicator 4, "The Stakeholders allocate special budget for the school activities and programs" obtained the least weighted mean of 3.38, ranked 10th. School head respondents perceived that other stakeholders are highly engaged to allocate special budget for the community during COVID-19 pandemic. To successfully navigate the crisis and strengthen their delivery models for the future, educational institutions need to recognize the importance of shared responsibility. Shared responsibility facilitates the decision-making process, information sharing, and transparency. Republic Act No. 9155 or the Governance of Basic Education Act of 2001, discussed the DepEd is

vested with authority, accountability and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education. The overall weighted mean on the Level of Stakeholders Engagement towards Crisis Response Management for Covid-19 is 3.49 interpreted as Highly Engaged.

4. Analysis of Variance on the Difference on the Perception in the Level of Implementation of the Aspects of Crisis Response Management for COVID-19 when Grouped According to School Heads' Profile

Table 8: Summary of the Difference in the Level of Implementation of the Aspects of Crisis Response Management for COVID-19 when Grouped According to School Heads' Profile

Sources of Variations	School Contingency Plan		Mental Health Actions		School Recovery Plans		
	F	Sig.	F	Sig.	F	Sig.	
Age	0.07	0.31	0.30	0.38	0.07	0.55	
Sex	0.08	0.25	0.12	0.52	0.13	0.21	
Highest Educational Attainment	0.04	0.68	0.28	0.40	0.03	0.86	
Monthly Income	0.18	0.01*	0.45	0.16	0.45	0.00*	
Position	0.16	0.01*	0.38	0.22	0.36	0.00*	
Number of Trainings Related to Disaster Management	0.06	0.37	0.72	0.04*	0.27	0.02*	<i>*Significant</i>

School Contingency Plan: The sig values for monthly family income (0.01) and position (0.01) were lower than (0.05) alpha level of significance therefore reject the hypothesis. There is a significant difference in the level of implementation of Crisis Response Management as to School Contingency Plan when grouped according to school heads' monthly family income and position. The respondents who vary in terms of monthly income manifest different insights and practices on how to dedicate their own financial and technical resources to ensure that quality public education for all during the COVID-19 pandemic are pushed through. These concerns are very critical for successful implementation of their respective Crisis Response Management. Ganaden (2020), Dizon, *et al.*, (2021), and Dizon Jr., *et al.*, (2021) stated that

educational leaders should make clear and actionable guidance for safe management and operations of schools amidst crisis a priority.

Mental Health Actions: The sig value for number of trainings related to disaster management (0.04) were lower than (0.05) alpha level of significance therefore rejects the hypothesis. There is significant difference in the school heads' perception on the level of implementation of Mental Health Actions when grouped according to school heads' number of trainings related to disaster management. The respondent's undergone and possessed different quantity and quality of trainings related to disaster management. Ganaden (2020) stressed that training plays an important role in a period of crisis.

School Recovery Plans: The sig values for monthly family income (0.00), position (0.00) and number of trainings related to disaster management (0.02) were lower than (0.05) alpha level of significance therefore reject the hypothesis. There is a significant difference in the school heads' perception on the level of implementation of School Recovery Plan. The perceptions of the school heads vary and the variations were attributed their monthly family income, position and number of trainings related to disaster management. The study of Sampat & Oommen (2020) pointed out that schools and educational spaces reopen amid

COVID-19, must be prepared to make significant changes to their facilities to create a safe environment for everyone. UNESCO (2020) revealed that to be more resilient, equitable and inclusive, education systems must transform, leveraging technology and innovation to benefit all learners throughout this crisis.

5. Analysis of Variance on the Difference of Perception of School Heads in the Level of Engagement of Parents, Learners, and Other Stakeholders towards Crisis Response Management for COVID-19 When Grouped According to School Heads' Profile

Table 9: Summary of the Difference of Perception of School Heads in the Level of Engagement of Parents, Learners, and Other Stakeholders towards Crisis Response Management for COVID-19 When Grouped According to School Heads' Profile

Sources of Variations	Parents' Engagement		Learners' Engagement		Other Stakeholders' Engagement		
	F	Sig.	F	Sig.	F	Sig.	
Age	0.37	0.29	0.48	0.07	0.47	0.23	
Sex	0.07	0.65	0.09	0.56	0.29	0.37	
Highest Educational Attainment	0.16	0.72	0.06	0.94	0.09	0.91	
Monthly Income	0.98	0.01*	1.03	0.00*	0.65	0.11	
Position	0.82	0.01*	0.87	0.00*	0.57	0.14	
Number of Trainings Related to Disaster Management	0.89	0.03*	0.75	0.03*	0.86	0.054	*Significant

Parents' Engagement: The sig values for monthly family income (0.01), position (0.01) and number of trainings related to disaster management (0.03) were lower than (0.05) alpha level of significance therefore reject the hypothesis. There is a significant difference in the school heads' perception on the level of parents' engagement towards Crisis Response Management for COVID-19 when grouped according to school heads' monthly family income, position and number of trainings related to disaster management. The school heads vary in their perception on how parents can contribute, be involved/participate to schools contingency plan, mental health actions and school recovery plans this 'new normal' setting of teaching and learning.

Other Stakeholders' Engagement: The sig values for age (0.23), sex (0.37), highest educational attainment (0.91), monthly family income (0.11), position (0.14) and number of trainings related to disaster management (0.054) were higher than (0.05) alpha level of significance therefore do not reject the hypothesis. There is no significant difference in the school heads' perception of other stakeholders' level of engagement towards Crisis Response Management for COVID-19 when grouped according to profile. Schools may involve the stakeholders in public or internal consultations, boards and councils, social partner committees, and meetings. Involvement and participation of stakeholders contribute to a better management of schools, and this will encourage to support the school improvement.

Learners' Engagement: The sig values for monthly family income (0.00), position (0.00) and number of trainings related to disaster management (0.03) were lower than (0.05) alpha level of significance therefore reject the hypothesis. There is a significant difference in the school heads' perception on the level of learners' engagement towards Crisis Response Management for COVID-19 when grouped according to school heads' monthly family income, position and number of trainings related to disaster management. School heads do have different orientations, interactions and observations on how their learners engage to the successful implementation of schools' contingency plan, mental health actions and school recovery plans this pandemic.

6. Test of Relationship between the Level of Implementation and Level of Engagement of the Respondents Towards Crisis Response Management for COVID-19 as Perceived by School Head-Respondents

Table 10: Relationship between the Level of Implementation and Level of Engagement towards Crisis Response Management

Pearson Correlation	0.749**
Sig. (2-tailed)	0.000
N	48
Interpretation	High positive correlation
	Ho is rejected
	Significant
** Correlation is significant at the 0.01 level (2-tailed).	

As indicated in Table 10 the computer-generated Pearson-r value (0.749) denotes high positive correlation, therefore, the null hypothesis is rejected, hence there is significant positive relationship between the level of implementation and level of engagement towards crisis response management as perceived by School Heads. This could also mean that as Parents, Learners and the Stakeholders are highly involved and engaged in schools' activities and programs during COVID19 pandemic it is more likely that the schools can highly implement the School Contingency Plan, Mental Health Actions and School Recovery Plans aspects of Crisis Response Management. For Tria (2020), school heads, teachers, parents, barangay representatives, and other stakeholders should be responsible for interacting with each other to acquire the various materials and resources needed by the learner during quarantines.

The conceptual framework/model is called "Towards Successful Implementation and Engagement in Crisis Management Response for COVID-19 in Secondary Schools DepEd Division of Zambales 2022-2023". The Crisis Management Response involves the School Contingency Plans, Mental Health Actions and School Recovery Plans. To facilitate implementation, strategic planning, regular meetings, seeking logistic support and budget preparation should be conducted. Monitoring the approved and implemented plans; evaluation of activities conducted; documentation; and proper filing and reporting to school & higher authorities, and other stakeholders must be done in the process of implementation. The present study showed that the parents, learners, and other stakeholders do have their own preferred activities and actions to be able to contribute on the School's Contingency Plans, Mental Health Actions and School Recovery Plans. The successful implementation of the Crisis Management Response for COVID19 needs the full cooperation and participation of the parents, learners, and other stakeholders.

7. Conceptual Model/Framework Created/Developed from the Result of the Study

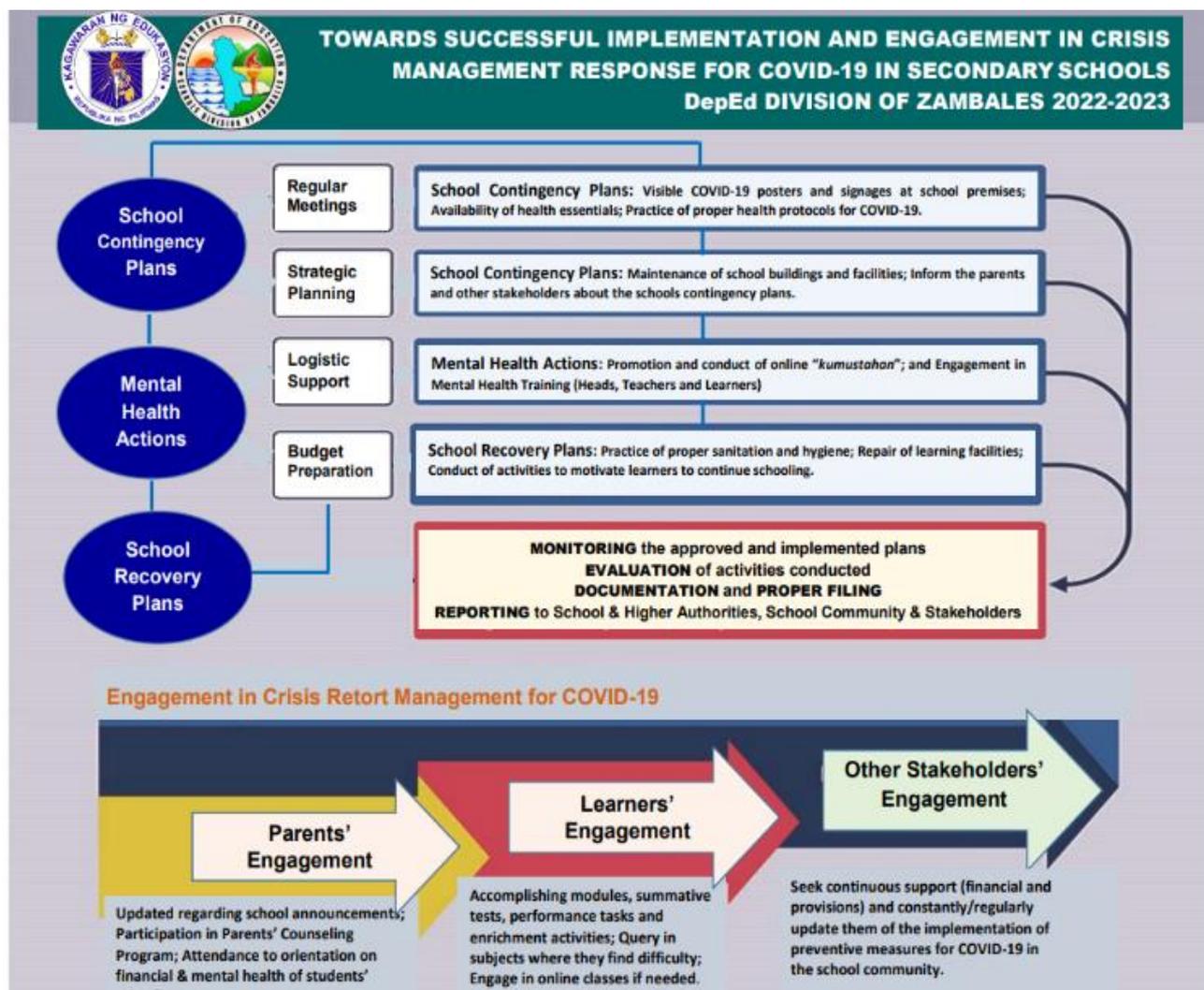


Figure 1: Conceptual Framework Developed

CONCLUSIONS

Based on the findings, the researcher concluded that:

1. Majority of the school head-respondents are female, in their adulthood, holders of Master's degree with EdD units, Principal I, middle income earners and attended at least five trainings related to disaster management.
2. The School Contingency Plan is the highly implemented aspect of Crisis Response Management for COVID-19.
3. The learners are highly engaged in the implementation Crisis Response Management as perceived by school heads.
4. There is significant difference on the perception of school heads on the level of implementation of School Contingency Plans aspect of Crisis Retort Management for COVID-19 in terms of monthly income and position. There is significant difference on the perception on the level of implementation of Mental Health Actions in terms of number of trainings related to disaster management. There is significant difference on the perception on the level of implementation of School Recovery Plans in terms of monthly income, position and number of trainings related to disaster management.
5. There is significant difference on the school heads' perception on Parents' Engagement and Learners' Engagement in terms of monthly income, position, number of trainings related to disaster management.
6. There is significant high positive relationship between the level of implementation and level of engagement towards crisis response management as perceived by School Heads.
7. A conceptual model or framework was created/developed from the result of the study.

RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations were advanced:

1. The school administrators of secondary schools in the Division of Zambales should sustain in their respective School Contingency Plans the online *kumustahan* for teachers and learners; concrete recovery and assistance plan for learners in preparation for limited and complete face-to-face teaching and learning; and disseminate the Contingency Plans to school community and stakeholders for further understanding, participation, and involvement to school activities and projects this pandemic time.
2. The secondary school administrators in the Division of Zambales may include in their respective School Recovery Plan an increased or bigger budget allocation for a stronger internet connection and repair of facilities for

limited face-to-face teaching and learning and other school activities.

3. The secondary school administrators in the Division of Zambales may hire more guidance counsellors to address online counseling.
4. The researcher shall propose the prepared Conceptual Model/Framework aimed to improve/increase the level of implementation and level of engagement of the respondents towards crisis response management for COVID-19 to the Administrators of Public Secondary Schools Division of Zambales for further review, future inclusion in their practices and policies.
5. Conduct a follow-up study in the Elementary level in the Division of Zambales to prove the findings of the present study.

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