Decision Making Process and Crisis Management as Correlates of Teachers Performance

Glaiza T. Raya, LPT; Edna C. Briones, EdD; Edilberto Z. Andal, EdD; Eva F. Puyo, EdD; Julife D. Panoy, EdD

Teacher-I, DepEd Mauban North, Mauban, San Lorenzo Elementary School, Mauban, Quezon, 4330 Philippines
Thesis Adviser, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines
Thesis Subject Specialist, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines
Thesis Statistician, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines
Thesis Technical Editor, Laguna State Polytechnic University, San Pablo City, Laguna 4000 Philippines
0319-3216@lspu.edu.ph

ABSTRACT

School heads play a crucial role in leadership through decision-making and crisis management. This study examines various decision-making approaches: experience-based, affect-initiated, cognitive-based, subconscious mental processing, and values or ethics-based approaches. It also examines the phases of crisis management: mitigation, preparedness, response, and recovery. Using a qualitative approach, this research analyzes how school heads apply these strategies. Findings show that strong decision-making and proactive crisis management improve leadership performance. Ethical thinking and analytical skills enhance school stability. The study highlights the need for leadership training to strengthen these competencies. This study utilized a descriptive, correlational design type of research. The respondents of this study were 130 elementary teachers currently employed in thirteen (13) schools of the Mauban North District, Division of Quezon. The data gathered indicated that the decision-making process of school heads is in agreement. The crisis management of school heads is effective. Based on the findings, the researcher produced the following conclusions. A significant relationship exists between the decision-making processes of school heads and teacher performance. A significant relationship exists between effective crisis management and teacher performance. Statistical analysis confirms that effective decision-making and crisis management improve school leadership. School heads using experience-based, cognitive, and ethics-based decisions perform better. Strong crisis management in mitigation, preparedness, response, and recovery ensures stability. Results show that leaders with these skills handle challenges efficiently. Training programs should enhance decision-making and crisis response. Strengthening these areas improves school performance and sustainability.
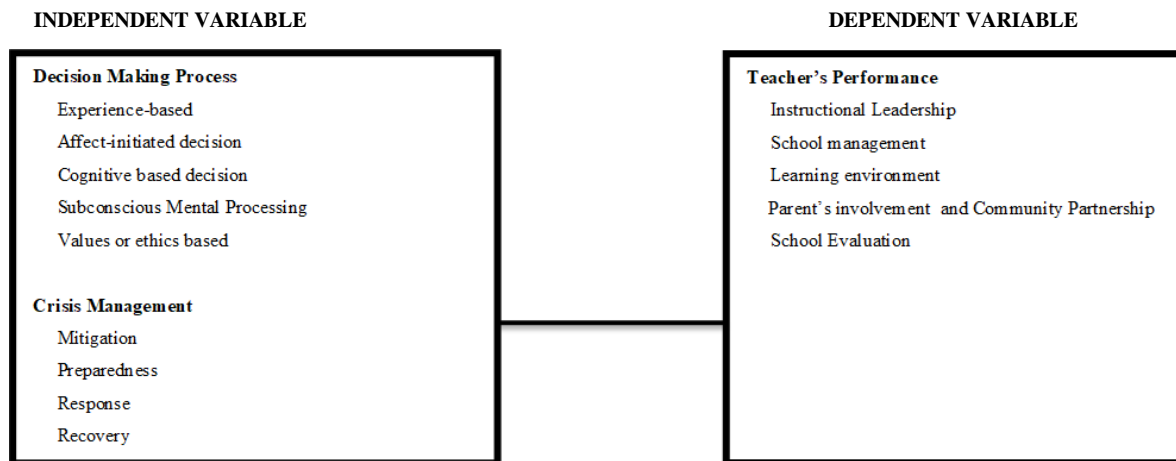
Keywords: school leadership, school leadership, decision-making, crisis management, educational administration, school safety.

Introduction:

Organizations in crisis frequently employ response strategies to prevent short-term loss instead of prioritizing long-term benefits. Grounded in socioeconomic theories, the descriptive model of crisis communication used in the study accounts for frequent inefficiencies in crisis management. According to this model, deadlines and information overload affect the possibility of decisions being intuitive or theoretical. Behavioral economics also points to how heuristics can contribute to suboptimal decisions, leading to inefficient crisis-management strategies (Claeys & Coombs, 2020). School success is not just instructional leadership but also the establishment of harmonious relationships among stakeholders and society. It is establishing a learning-friendly environment, resource management, and globally competitive learners. According to Konkay (2014), having a clear vision, strong instructional leadership, learning environment, and students' achievements and evaluation are some of the factors that contribute to school effectiveness. But behind all these efforts, there are still factors that affect the success of the school, one of which is the kind of decision-making of the school head. The decision-making approach, especially in the curriculum, human resources, and management of the school operation, is vital. Some of the school heads based their decision on intuition, which has no accurate tool to be used to measure the objectiveness of the decision made. According to Ogost (2009), the school administration should base its decision process on aside from the decision-making of the school head, crisis management is also one of the factors that contribute to the success of the school. It may make or break, especially when problems and changes arise. As to Crandall et al. (2014), formulating plans for crisis preparedness, training, and forming crisis management teams are important parts of crisis management. In crisis prevention, detecting warning signs is very crucial. There are four phases of crisis management according to Chada (2020). The first phase is mitigation. It is the organization of a risk management team, designating a person to act, determining the best sources of information, and understanding the budget. Preparedness is the second phase, where the plan is reviewed and adjusted as needed, while also ensuring communication and financial readiness. The third phase is the response, which focuses on addressing urgent issues, implementing a continuity plan, and making staffing adjustments. Regular meetings

and documentation help in decision-making. The last phase is the Recovery. This is where celebrating the good work done during the crisis and addressing the shortcomings of the organization, while making new long-term decision-making. It also includes identifying "lessons learned" during the crisis to be able to make new plans and strategies. It is believed that crisis management is successfully applied to different types of crises; still, there is a lesser focus on the field of educational leadership, as evidenced by the notably limited related empirical research (Chatzipanagiotou & Katsarou, 2023). School heads are expected to work and plan on how they will manage the operation of the school, teachers, and learners when problems and crises arise. It will always be up to the school heads to make a rightful decision on every change and adjustment, especially when it comes to the curriculum, school funds, teaching and learning, and well-being and performance of teachers and students. If the school head considers these factors affecting the school's success and manages to plan and come up with strategies on how to solve this problem, then everything will fall into place without compromising the well-being and the performance of teachers and learners.

Research Paradigm

INDEPENDENT VARIABLE	DEPENDENT VARIABLE

Decision Making Process
    Experience-based
    Affect-initiated decision
    Cognitive based decision
    Subconscious Mental Processing
    Values or ethics based
 	
Crisis Management
    Mitigation
    Preparedness
    Response
    Recovery
	Teacher's Performance
	    Instructional Leadership
	    School management
	    Learning environment
	    Parent's involvement and Community Partnership
	    School Evaluation

Statement of the Problem

This study aimed to determine the significant correlations between the decision-making process and crisis Management of the school head and teacher's performance in Mauban North District for the SY 2024–2025. Specifically, it sought to answer the following questions:

1. What is the respondents' perception towards school head's decision making in terms of:

1.1 experience-based decisions;

1.2 affect-initiated decisions;

1.3 cognitive-based decisions;

1.4 subconscious-mental processing; and,

1.5 values or ethics-based decision-making?

2. What is the respondents' perception towards school heads' crisis management in terms of:

2.1. Mitigation;

2.2. Preparedness;

2.3. Response; and,

2.4. Recovery?

3. What is the level of the school head's performance in terms of:

3.1. Instructional leadership;

3.2. School Management;

3.3. Learning Environment;

3.4. Parents' Involvement and Community Partnership; and,

3.5. School Evaluation;

4.   Is there a significant relationship between the school decision-making process and teacher performance?

5.   Is there a significant relationship between the school head's crisis management and teacher performance?

Methodology:

This study employed a descriptive-correlational research design to examine the relationship between school heads' crisis management practices and decision-making processes, and their impact on teachers' professional performance in the Mauban North District.

A self-constructed, validated questionnaire served as the main research instrument. It was structured into four parts: (1) demographic profile, (2) decision-making styles of school heads, (3) crisis management practices (including mitigation, preparedness, response, and recovery), and (4) teacher performance based on the IPCRF (Instructional Leadership, School Management, Learning Environment, Parent Involvement, Community Partnership, and School Evaluation).

The study involved 130 elementary teachers from 13 public schools in Mauban North District, selected through purposive sampling. Ethical considerations were prioritized, including informed consent, confidentiality, and voluntary participation.

Data collection was carried out both in-person and online due to scheduling conflicts such as school breaks and division-wide activities. The questionnaire was administered digitally and with the assistance of school heads to ensure wide distribution and response accuracy.

For analysis, descriptive statistics (frequency, mean, and standard deviation) were used to summarize demographic and response data. The Pearson product-moment correlation coefficient was employed to determine the relationship between variables, using a significance level of $p < 0.05$.

This method allowed the researcher to effectively describe existing conditions and evaluate the significance of relationships between school leadership practices and teacher performance in times of crisis.

Results

Table 1

Respondents Profile in terms of Sex, Age, Status, Position, Educational Attainment, Length of Service

Demographic Profile		Frequency	Percentage
A. Sex	Male	17	13%
	Female	113	87%
	Total	130	100%
B. Age	20 - 25 years old	14	11%
	26 - 30 years old	39	30%
	31 - 35 years old	35	27%
	36 - 40 years old	12	9%
	41 - 45 years old	10	8%
	46 - 50 years old	10	8%
	51 - 55 years old	7	5%
	56 – 60 years old	3	2%
	About 60	130	100%
	Total	14	11%
C. Status	Single	21	16%
	Married	103	79%
	Widowed	6	5%
	Total	130	100%

D. Position	Teacher I	50	38%
	Teacher II	35	27%
	Teacher III	35	27%
	Master Teacher I	6	5%
	Master Teacher II	4	3%
	Total	130	100%
E. Educational Attainment	Bachelor's Degree in Education	30	23%
	Bachelor's Degree with MA Units	44	34%
	Master's Degree	33	26%
	Master's degree with Doctoral units	3	2%
	Doctor's Degree	20	15%
	Total	130	100%
F. Length of Service	1 - 5 years	13	10%
	6 - 10 years	50	38%
	11 - 15 years old	29	22%
	16 - 20 years old	15	12%
	Above 20 years	23	18%
	Total	130	100%

Part II. Decision–Making Process

Table 2

Perception of the respondents on school heads in terms of experience-based decisions

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1. uses experiences in anticipating and mitigate potential problem or risk in the school.	4.83	0.39	Agree
2. relies on professional experiences and knowledge when making decisions.	4.46	0.64	Agree
3. decides based on his/her wide range of past experiences rather than on recent events.	4.33	0.69	Agree
4. makes sure to leverage his/her professional connections and gain insights that enriched the experience-based decision.	4.41	0.66	Agree
5. communicates with the stakeholders about the rationale behind the decision based on experience.	4.48	0.67	Agree
Overall	**4.50**	**1.05**	**Agree**

Legends: 4.50 - 5.00 Strongly agree, 3.50 – 4.49 Agree, 2.50 – 3.49 Moderate agree, 1.50 – 2.49 Disagree, 1.00 – 1.49 Strongly disagree

Table 2 indicates that respondents strongly agree that school heads make decisions based on experience, with an overall mean score of 4.50. All indicators received a verbal interpretation of "strongly agree," suggesting that school heads significantly rely on their accumulated experiences when making decisions.

Notably, the highest mean score of 4.83 reflects strong agreement that school heads utilize their experiences to anticipate and mitigate potential problems or risks within the school. This implies that school heads who effectively apply their experiences in decision-making are better equipped to foresee and address challenges within their institutions.

Conversely, the lowest mean score of 4.33, categorized as "agree," indicates that decisions are often based on a wide range of past experiences rather than recent events. This suggests that most respondents view school heads as individuals who heavily rely on their extensive past experiences when making decisions, rather than being influenced by more recent occurrences. Supporting this perspective, the study by Othman et al. (2024) emphasizes that leadership practices significantly impact problem-solving and decision-making abilities during crises, suggesting that experienced leaders are better prepared to handle unforeseen challenges.

Table 3

Perception of the respondents on school heads in terms of affective-initiated decisions

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1. decides to implement restorative justice practices after witnessing the positive impact of empathy and understanding in resolving conflicts among the teachers or students.	4.43	0.62	Agree
2. decides to take a more compassionate approach when there is a student who repeatedly involves in a disruptive behavior.	4.44	0.61	Agree
3. balances the need for rational analysis with the emotional considerations when making important decisions for the school.	4.40	0.70	Agree
4. manages emotions effectively when faced with difficult decisions that could impact the school.	4.38	0.76	Agree
5. makes decisions based on gut feelings or emotional reactions.	4.16	0.77	Agree
Overall	**4.36**	**0.58**	**Agree**

Legends: 4.50 - 5.00 Strongly agree, 3.50 – 4.49 Agree, 2.50 – 3.49 Moderate agree,   1.50 – 2.49 Disagree, 1.00 – 1.49 Strongly disagree

Table 3 presents the school heads' perceptions of decision-making in affective-initiated decisions, indicating agreement across all indicators. As shown, each indicator received a verbal interpretation of agree, with an overall mean of 4.36. This suggests that school heads consistently draw upon their experience, judgment, and established practices when making affective-initiated decisions, demonstrating strong confidence in their decision-making abilities.

The highest mean recorded is 4.44, interpreted as agree, in response to the statement that the school head decides to take a more compassionate approach when there is a student who repeatedly engages in disruptive behavior. This highlights their emphasis on understanding and addressing the root causes of the behavior through empathy, aiming to guide students towards positive change rather than resorting to punitive measures.

According to Noddings, creating a positive learning atmosphere and successfully addressing behavioral problems require compassionate leadership. As a result, the study's conclusions are consistent with previous research, emphasizing the value of compassionate leadership in fostering successful student outcomes and a positive school environment.

Meanwhile, the lowest mean value of 4.16, interpreted as agree, reflects those decisions based on gut feelings or emotional reactions. This suggests that while they may occasionally rely on intuition, their decision-making is primarily guided by experience, logic, and careful consideration.

Effective leadership requires striking a balance between analytical reasoning and intuitive insights, according to Sadler-Smith et al. (2020) in their study published in The Leadership Quarterly. According to their research, effective leaders combine emotional intelligence and logical reasoning to make well-informed decisions, even though intuition can help with decision-making in challenging circumstances. In line with the literature that promotes a balanced approach to leadership decision-making, the study's findings thus show a nuanced understanding of decision-making among school heads, where intuition is acknowledged but not the main factor influencing their choices.

Table 4

Perception of the respondents on school heads in terms of cognitive-based decisions

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1. bases his/her decision on logical analyses rather than emotion.	4.31	0.63	Agree
2. gathers data and information first before going to conclusions and decisions.	4.54	0.64	Strongly Agree
3. involves other stakeholders in the decision making while incorporating their inputs.	4.48	0.64	Agree
4. ensures that the information is based on reliable data and facts not on assumptions.	4.58	0.61	Strongly Agree
5. ensures that every decision is aligned to the goals and objectives of the school.	4.59	0.64	Strongly Agree
Overall	**4.50**	**0.54**	**Strongly agree**

Legends: 4.50 - 5.00 Strongly agree, 3.50 – 4.49 Agree, 2.50 – 3.49 Moderate agree, 1.50 – 2.49 Disagree, 1.00 – 1.49 Strongly disagree

Table 4 presents the respondents' perceptions of their school heads' decision-making practices. The overall mean score of 4.50 with a standard deviation of 0.54 indicates that respondents strongly agree that their school heads make decisions based on logic, data, and collaboration. Specifically, the school heads are perceived to base their decisions on logical analyses rather than emotion, gather data and information before concluding, and involve stakeholders in the decision-making process. Moreover, they ensure that their decisions are grounded in reliable data and aligned with the goals and objectives of the school.

Among the indicators, the highest mean score of 4.59, which corresponds to "strongly agree," highlights the importance that school heads place on ensuring that every decision aligns with the goals and objectives of the school. This suggests a strategic focus on maintaining coherence between decisions and the overarching mission of the institution, which is crucial for effective leadership and organizational success.

Conversely, the lowest mean score of 4.31, interpreted as "agree," pertains to the statement that school heads base their decisions on logical analyses rather than emotion. While this score still reflects a positive perception, it indicates that there may be instances where emotional factors could influence decision-making. This finding suggests that while school heads are generally viewed as logical and analytical, there is room for improvement in consistently prioritizing rationality over emotional considerations.

To improve management skills, Silva's (2019) study in the three Philippine cities of Batangas examined the decision-making procedures used by school heads. In addition to identifying common issues like time constraints and information processing, the study emphasized the significance of conceptual, technical, communication, and human relations skills in making effective decisions.

Table 5

Perception of the respondents on school heads in terms of subconscious mental processing

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1. ensures that his/her mental subconscious processes are aligned with school goals and values.	4.55	0.60	Strongly Agree
2. has a strategy to ease or reduce unconscious biases or assumptions when making decision.	4.50	0.68	Strongly agree
3. takes feedback from stakeholders to uncover unconscious biases that affects the decision making.	4.46	0.65	Agree
4. ensures that the subconscious processing enhances the conscious and rational thinking in making decisions.	4.46	0.67	Agree
5. navigates situations that lead to unfavorable outcomes because of subconscious unbiases and assumptions.	4.22	0.90	Agree
Overall	**4.44**	**0.57**	**Agree**

Legends: 4.50 - 5.00 Strongly agree, 3.50 – 4.49 Agree, 2.50 – 3.49 Moderate agree, 1.50 – 2.49 Disagree, 1.00 – 1.49 Strongly disagree

Table 5 reveals a strong commitment to aligning their decision-making with the goals and values of the school, as evidenced by an overall mean score of 4.44, interpreted as "agree." This indicates that respondents believe school heads are generally effective in managing their subconscious processes to support the institution's mission.

Among the indicators, the highest mean score of 4.55, categorized as "strongly agree," highlights the importance that school heads place on ensuring their mental subconscious processes are aligned with the school's goals and values. This suggests a proactive approach to leadership, where school heads consciously strive to integrate their underlying beliefs and values into their decision-making frameworks.

On the other hand, the lowest mean score of 4.22, interpreted as "agree," pertains to the ability of school heads to navigate situations that may lead to unfavorable outcomes due to subconscious biases and assumptions. While this score still reflects a positive perception, it indicates that there may be challenges in fully addressing the impact of unconscious biases on decision-making. This finding suggests that while school heads are generally viewed as aware of their subconscious influences, there is room for improvement in effectively managing these biases to prevent negative outcomes.

In conclusion, the data imply the effectiveness of school heads in employing subconscious-mental processing strategies, emphasizing the importance of self-awareness, stakeholder feedback, and alignment with school values. These practices not only enhance the quality of decision-making but also contribute to a more inclusive and reflective leadership approach that seeks to minimize biases and assumptions in the decision-making process.

The importance of intuition, or subconscious mental processing, in decision-making in a variety of situations is still being emphasized by recent studies. In 2024, Sleesman et al. looked at more than 3,000 U.S. Air Force captains and discovered that team performance was improved by intuitive decision-making, especially when leaders had access to a lot of data. This implies that intuition can be a useful leadership tool when supported by a wealth of data.

Table 6

Perception of the respondents on school heads in terms of values or ethics-based decision-making

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1. often considers values and ethical principle in making decision about the school.	4.57	0.57	Strongly agree
2. prioritizes ethical considerations over other factors.	4.50	0.59	Strongly agree
3. ensures that decisions that are aligned with the school's goal and values.	4.58	0.60	Strongly agree
4. fosters a culture of integrity and ethical conduct in every way possible.	4.53	0.60	Strongly agree
5. seeks inputs or guidance when facing challenging decision through ethical frameworks and professional code of conducts.	4.53	0.60	Strongly agree
Overall	**4.54**	**0.53**	**Strongly agree**

Legends: 4.50 - 5.00 Strongly agree, 3.50 – 4.49 Agree, 2.50 – 3.49 Moderate agree, 1.50 – 2.49 Disagree, 1.00 – 1.49 Strongly disagree

Table 6 indicates that the perception of school heads regarding values or ethics-based decision-making reflects a strong commitment to ethical principles and alignment with the school's mission, as evidenced by an overall mean score of 4.54, interpreted as "strongly agree." This suggests that respondents believe school heads consistently prioritize ethical considerations in their decision-making processes.

Among the indicators, the highest mean score of 4.58, categorized as "strongly agree," emphasizes the importance that school heads place on ensuring that their decisions align with the school's goals and values. This alignment indicates a strategic focus on maintaining coherence between ethical decision-making and the institution's overarching mission, which is essential for fostering a positive school culture. Furthermore, the scores for the other indicators reinforce this commitment to ethical leadership. For instance, the mean score of 4.57 for considering values and ethical principles in decision-making highlights the proactive approach school heads take in integrating ethics into their leadership practices. Similarly, the scores of 4.53 for fostering a culture of integrity and seeking guidance through ethical frameworks demonstrate a comprehensive approach to ethical decision-making.

On the other hand, the lowest mean score of 4.50, interpreted as "strongly agree," pertains to the prioritization of ethical considerations alongside other factors. While this score still reflects a positive perception, it suggests that there may be instances where other factors could influence decision-making

in conjunction with ethical considerations. This finding indicates that while school heads are generally viewed as ethical leaders, there is an opportunity to further emphasize the primacy of ethical principles in all decision-making contexts.

In summary, the data underscores the effectiveness of school heads in employing values and ethics-based decision-making strategies, highlighting the importance of integrity, alignment with school goals, and stakeholder engagement. These practices not only enhance the quality of decisions made but also contribute to a culture of ethical conduct and integrity within the educational institution.

Beauchamp et al. (2021) illustrated the significance of ethical leadership in navigating crises in education, emphasizing its role in building community resilience. Trinidad (2021) supported this by highlighting the value of distributed leadership in fostering collaborative and ethical decision-making. Similarly, the OECD (2021) stressed the importance of developing leadership capacity to embed ethical considerations into decision-making processes.

Table 7

Summary of Table for Decision Making Process

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1. Experienced – based decisions	4.50	1.05	Strongly agree
2. Affective- initiated Decisions	4.36	0.58	Agree
3. Cognitive-based decisions	4.50	0.54	Strongly agree
4. Subconscious-mental processing	4.44	0.57	Agree
5. Values or ethics based decision making	4.54	0.53	Strongly agree
Overall	**4.47**	**0.65**	**Agree**

Legends: 4.50 - 5.00 Strongly agree, 3.50 – 4.49 Agree, 2.50 – 3.49 Moderate agree, 1.50 – 2.49 Disagree, 1.00 – 1.49 Strongly disagree

Table 7 shows that the teachers believe their school heads make good decisions, with an average score of *4.47,* which means they generally *agree* with the statements. The highest score interpreted as Strongly agree, with an average score of 4.54 on *Values or ethics-based decision-making,* meaning teachers see their school heads as making decisions based on values and ethics. The lowest score was on *Affective-initiated decisions, with an average score of 4.36,* which means decisions based on emotions are seen as less common, but still viewed positively. Overall, the results show that teachers have a positive view of their school heads' decision-making.

According to Leithwood and Jantzi (2006), effective school leadership, particularly in decision-making, plays a crucial role in improving school performance. Decision-making that involves clear communication, ethical standards, and inclusive practices contributes to a positive school environment and teacher motivation.

Part III. Crisis Management

Table 8

Perception of the respondents on school heads in terms of mitigation

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1. allocates money from the school budget for emergency crisis occurring in the school.	4.28	0.70	Observed
2. initiates safety protocols and staff training before the crisis occur.	4.52	0.65	Highly Observed
3. conducts regular maintenance and inspection on school facilities to ensure safety and mitigate potential hazards.	4.47	0.72	Observed
4. develops and implements programs promoting positive and inclusive school culture that contributes in preventing conflicts and mitigating risks.	4.48	0.67	Observed

5. encourages a support group and arranges counselling to address trauma, stress, and anxiety to the students affected by the problem or disaster that occurs.	4.40	0.65	Observed
Overall	**4.43**	**0.61**	**Observed**

Legends: 4.50 - 5.00 Highly observed, 3.50 – 4.49 Observed, 2.50 – 3.49 Moderately observed, 1.50 – 2.49 Slightly observed, 1.00 – 1.49 Not observed

Table 8 illustrates the perceptions of school heads in terms of their mitigation efforts, with an overall mean score of 4.43, categorized as "observe." This indicated that respondents believed school heads were generally successful in implementing strategies to prevent and mitigate crises within the school environment.

The highest mean score of 4.52 pertained to the initiation of safety protocols and staff training before a crisis occurred. This suggested that school heads were proactive in preparing their staff for potential emergencies, which was crucial for ensuring a safe learning environment. The emphasis on training indicated a commitment to equipping staff with the necessary skills and knowledge to respond effectively to crises.

In contrast, the lowest mean score of 4.28, interpreted as "observe," related to the allocation of money from the school budget for emergency crises. While this score still reflected a positive perception, it suggested that there may have been limitations in financial preparedness for unexpected emergencies. This finding indicated that while school heads were taking steps to mitigate risks, there may have been a need for improved financial planning and resource allocation to enhance crisis readiness.

Thompson et al. (2023) emphasized the importance of proactive mitigation strategies in educational settings. Their research indicated that effective crisis management in schools relied heavily on preemptive measures, including staff training and resource allocation. They found that schools with well-established safety protocols and adequate funding for emergencies were better equipped to handle crises, leading to improved outcomes for students and staff. This aligned with the findings in Table 8, suggesting that while school heads were effective in many areas of mitigation, there was a critical need to enhance financial preparedness to support comprehensive crisis management efforts.

The findings implied that school heads were perceived as effective leaders in implementing mitigation strategies, particularly in establishing safety protocols and training staff. However, the lower score regarding budget allocation for emergencies highlighted an area for improvement.

To enhance mitigation efforts, school heads needed to prioritize financial planning that included dedicated funds for emergency preparedness. This could have involved creating a specific budget line for crisis management, which would allow for timely responses to emergencies and the implementation of necessary safety measures. Additionally, ongoing training and drills for staff could have been reinforced to ensure that all personnel were well-prepared to handle crises effectively

Table 9

Perception of the respondents on school heads in terms of preparedness

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1.conducts drills for different scenarios such as earthquake and fire.	4.49	0.63	Observed
2. forms a team with different specializations to address any emergency that arises in the school.	4.49	0.66	Observed
3. coordinates with local community institutions such as the security agencies (police, civil defense, and hospitals) to deal with emergency events.	4.52	0.65	Highly observed
4. has an access on the important resources and equipment like fire extinguisher, first aid kit, and others to handle crisis effectively.	4.54	0.57	Highly observed
5. seeks to train all school personnel to deal with emergency crises with systematic and organized scientific steps.	4.47	0.61	Observed
Overall	**4.50**	**0.56**	**Highly observed**

Legends: 4.50 - 5.00 Highly observed, 3.50 – 4.49 Observed, 2.50 – 3.49 Moderately observed, 1.50 – 2.49 Slightly observed, 1.00 – 1.49 Not observed

Table 9 details the perceptions of school heads in terms of their preparedness efforts, with an overall mean score of 4.50, categorized as "highly observed." This indicated that respondents believed school heads were generally successful in implementing strategies to prepare for emergencies within the school environment.

The highest mean score of 4.54 pertained to access to important resources and equipment, such as fire extinguishers and first aid kits, to handle crises effectively. This suggested that school heads prioritized ensuring that essential safety equipment was readily available, which is crucial for effective emergency response. Additionally, the indicator related to coordinating with local community institutions, such as security agencies, received a mean score of 4.52, indicating a strong emphasis on collaboration with external partners to enhance emergency preparedness.

In contrast, the lowest mean score of 4.47, interpreted as "observed," related to the efforts to train all school personnel to deal with emergency crises using systematic and organized scientific steps. While this score still reflected a positive perception, it suggested that there may have been room for improvement in the training processes for staff, ensuring that all personnel were adequately prepared to respond to emergencies.

According to Johnson et al. (2021), the significance of effective preparedness strategies in educational settings is highlighted. Their research indicated that schools with well-structured emergency response plans and regular staff training were better equipped to handle crises, leading to improved safety outcomes for students and staff. This aligned with the findings in Table 9, suggesting that while school heads were effective in many areas of preparedness, there was a critical need to enhance training initiatives to ensure that all personnel were fully prepared to respond to emergencies.

The findings from Table 9 implied that school heads were perceived as effective leaders in implementing preparedness strategies, particularly in ensuring access to necessary resources and fostering collaboration with community institutions. However, the slightly lower score regarding staff training highlighted an area for enhancement.

To improve preparedness efforts, school heads needed to focus on developing comprehensive training programs for all school personnel. This could have included regular workshops and drills that emphasized systematic and organized approaches to emergency response. Additionally, ensuring that training sessions were tailored to address specific scenarios, such as natural disasters or medical emergencies, could have further strengthened the school's overall preparedness.

Table 10

Perception of the respondents on school heads in terms of response

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1. gathers information on the severity of the crisis and determines the scope of the problem while addressing the needs of the people affected.	4.50	0.60	Highly observed
2. prioritizes the safety and well-being including the provisions for medical and emotional support during crisis.	4.50	0.61	Highly observed
3. establishes procedures for evacuating or implementing lockdown measures in the school in the event of treats.	4.47	0.61	Observed
4. involves the stakeholders especially the parents or guardians in the response process and keeps them informed about the development during crisis or problem.	4.51	0.61	Highly observed
5. implements a program or system for analyzing incidents to identify the areas for improvement in the response process and documenting every detail.	4.49	0.63	Observed
Overall	**4.49**	**0.55**	**Observe**

Legends: 4.50 - 5.00 Highly observed, 3.50 – 4.49 Observed, 2.50 – 3.49 Moderately observed, 1.50 – 2.49 Slightly observed, 1.00 – 1.49 Not observed

Table 10 detailed the perceptions of school heads in terms of their response efforts during crises, with an overall mean score of 4.49, categorized as "observe." This indicated that respondents believed school heads were generally successful in implementing strategies to respond to emergencies within the school environment.

Smith et al. (2020) emphasized the importance of effective response strategies in educational settings. Their research indicated that schools with strong communication channels and well-defined emergency procedures were better equipped to handle crises, leading to improved outcomes for students and staff. This aligned with the findings in Table 10, suggesting that while school heads were effective in many areas of response, there was a critical need to enhance the clarity and execution of emergency procedures to ensure the safety and well-being of the school community**.**

The highest mean score of 4.51 pertained to the involvement of stakeholders, particularly parents and guardians, in the response process. This suggested that school heads prioritized communication and collaboration with families during crises, which is essential for maintaining trust and ensuring that all parties are informed about developments. The indicator related to gathering information on the severity of the crisis and addressing the needs of affected individuals also received a mean score of 4.50, indicating a strong focus on assessing the situation and providing necessary support.

Meanwhile, the lowest mean score of 4.47, interpreted as "observe," related to the establishment of procedures for evacuating or implementing lockdown measures in the event of threats. While this score still reflected a positive perception, it suggested that there may be areas for improvement in the clarity and effectiveness of emergency procedures.

The findings from Table 9 implies that school heads were perceived as effective leaders in implementing response strategies, particularly in engaging stakeholders and assessing the needs of those affected by crises. However, the slightly lower score regarding evacuation and lockdown procedures highlighted an area for enhancement.

To improve response efforts, school heads needed to focus on refining and communicating emergency procedures to ensure that all staff and students understood the protocols in place. Regular drills and training sessions could have been implemented to familiarize everyone with evacuation and lockdown measures, thereby enhancing overall safety during emergencies.

Table 11

Perception of the respondents on school heads in terms of recovery

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1. supports the students and the staff in coping with emotional and psychological trauma during the crisis.	4.47	0.65	Observed
2. provides the student learning resources and activities to catch-up on missed learning opportunities due to crisis.	4.47	0.60	Observed
3. incorporates lesson learned into its recovery plan and preparedness efforts for future events.	4.52	0.61	Highly observed
4. leverages partnership from the government and NGOs to access support and resources for the recovery process.	4.57	0.65	Highly observed
5. communicates progress and updates to the stakeholders including alumni and donors to maintain transparency and accountability.	4.52	0.68	Highly observed
Overall	**4.51**	**0.56**	**Highly observe**

Legends: 4.50 - 5.00 Highly observed, 3.50 – 4.49 Observed, 2.50 – 3.49 Moderately observed, 1.50 – 2.49 Slightly observed, 1.00 – 1.49 Not observed

Table 11 presents the perceptions of school heads in terms of their recovery efforts following a crisis, with an overall mean score of 4.51, categorized as "highly observed." This indicated that respondents believe school heads are successfully implementing strategies to support both students and staff during recovery periods.

Among the indicators, the highest mean score of 4.57 pertains to the ability of school heads to leverage partnerships with government and non-governmental organizations (NGOs) to access support and resources for the recovery process. This suggests that school heads are proactive in seeking external assistance, which is crucial for enhancing the recovery efforts of their institutions. Additionally, the indicators "incorporated lessons learned into its recovery plan and preparedness efforts for future events" and "communicates progress and updates to stakeholders, including alumni and donors" both received a mean score of 4.52, indicating a strong focus on transparency and continuous improvement in recovery planning.

On the contrary, the lowest mean score of 4.47, interpreted as "observe," relates to the support provided to students and staff in coping with emotional and psychological trauma during the crisis, as well as the provision of learning resources and activities to help students catch up on missed opportunities. While these scores still reflect a positive perception, they suggest that there may be challenges in fully addressing the emotional and academic needs of students and staff during recovery.

The findings from Table 11 implied that school heads are generally perceived as effective leaders in managing recovery efforts, particularly in leveraging partnerships and maintaining transparency with stakeholders. However, the slightly lower scores in supporting emotional well-being and providing adequate learning resources indicate an area for improvement. To enhance recovery efforts, school heads may consider implementing targeted programs that focus on mental health support for both students and staff. This could include counseling services, workshops, and training sessions aimed at building resilience and coping strategies. Additionally, ensuring that learning resources are readily available and accessible can help mitigate the impact of missed educational opportunities during crises.

Recent literature supports the importance of effective recovery strategies in educational settings. For instance, a study by Johnson et al. (2021) emphasizes that school leaders play a critical role in facilitating emotional support and providing resources during recovery from crises. Their research highlights that schools that prioritize mental health and well-being are more likely to foster a positive learning environment and improve student outcomes. This aligns with the findings in Table 10, suggesting that while school heads are effective in many areas of recovery, there is a need for a stronger focus on emotional and psychological support to enhance overall recovery efforts

Table 12

Summary table for crisis management

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1. Mitigation	4.43	0.61	Observed
2. Preparedness	4.50	0.56	Highly observed
3. Response	4.49	0.55	Observed
4. Recovery	4.51	0.56	Highly bserved
Overall	**4.48**	**0.57**	**Observe**

Legends: 4.50 - 5.00 Highly observed, 3.50 – 4.49 Observed, 2.50 – 3.49 Moderately observed, 1.50 – 2.49 Slightly observed, 1.00 – 1.49 Not observed

Table 12 shows that the overall mean score of *4.48* indicates that teachers generally *observe* their school heads' involvement in disaster risk reduction and management (DRRM).

Among the four indicators, the *highest score* is in the area of *Recovery* with a mean of *4.51,* meaning school heads are most observed in activities that help the school recover after a disaster.

The *lowest score* is in *Mitigation,* with a mean of *4.43*, which still reflects a positive observation but is slightly lower compared to the other indicators. Overall, the data suggests that school heads are actively participating in DRRM efforts, as perceived by the teachers.

According to Shaw et al. (2012), schools play a critical role in community-based disaster risk reduction. School leaders are expected to integrate preparedness, response, and recovery activities into school operations. This includes not only physical safety planning but also education and awareness among staff and students.

Part IV. School Heads Performance

Table 13

Level of school heads performance in terms of instructional leadership

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
1. Managed and supervised the implementation of Modular/ Blended Distance Learning	4.45	0.62	Very satisfactory
2. Attained at least 75% GPA	4.40	0.62	Very satisfactory
3. Decreased repetition/failure rate by 2%	4.32	0.62	Very satisfactory
Overall	**4.39**	**0.56**	**Very satisfactory**

Legends: 4.500 - 5.00 Outstanding, 3.500 – 4.499 Very satisfactory, 2.50 – 3.49 Satisfactory, 1.500 – 2.499 Unsatisfactory, 1.00 – 1.49 Poor

Table 13 presents the perceptions of school heads across various dimensions of instructional leadership. The overall mean score for instructional leadership is 4.39, categorized as "very satisfactory." The highest individual indicator, "Managed and supervised the implementation of Modular/Blended Distance Learning," received a mean score of 4.45, indicating that school heads are perceived as effectively managing and supervising innovative learning approaches. The other indicators, including "Attained at least 75% GPA" (4.40) and "Decreased repetition/failure rate by 2%" (4.32), also reflect strong performance, suggesting that school heads are successfully implementing strategies to enhance student learning outcomes.

Naguit (2024) discovered that consistent monitoring and classroom observations conducted by school heads significantly enhanced both teacher effectiveness and student performance. Likewise, Dimatera (2024) highlighted that regular school monitoring and the promotion of innovative practices by school heads strengthen teachers' ability to provide high-quality education.

Table 14

Level of school heads performance in terms of school management

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
4. Initiated the development of IPCRF before the end of the school year	4.54	0.59	Outstanding
5. Ensured the provision of training for teachers based on TNA/ E-SAT result at the end of school year	4.47	0.57	Very satisfactory
6. Facilitated performance evaluation of teachers ensuring compliance with national standards and the integration and adherence to the philosophies of School Management	4.50	0.57	Outstanding
Overall	**4.50**	**0.53**	**Outstanding**

Legends: 4.500 - 5.00 Outstanding, 3.500 – 4.499 Very satisfactory, 2.50 – 3.49 Satisfactory, 1.500 – 2.499 Unsatisfactory, 1.00 – 1.49 Poor

Table 14 presents the perceptions of school heads across various dimensions of school management. In the domain of school management, the overall mean score is 4.50, classified as "outstanding." The indicator "Initiated the development of IPCRF before the end of the school year" received the highest score of 4.54, demonstrating proactive leadership in performance management. Additionally, the indicators related to training provision and performance evaluation also scored highly (4.47 and 4.50, respectively), indicating that school heads are effectively ensuring compliance with national standards and fostering professional development among teachers.

According to a study published in the International Journal of Multidisciplinary Research (IJFMR, 2025), school-based management (SBM) practices significantly influence academic performance, highlighting a strong correlation between effective school management and enhanced student achievement. Likewise, research featured in eJournals.ph revealed that school management strategies, including both intra-school and inter-school management, have a positive effect on teacher performance. The study found that teachers were rated as "outstanding" in their work, indicating that strong leadership and well-structured management approaches contribute to improved educational standards (eJournals.ph, 2024).

Table 15

Level of school heads performance in terms of learning environment

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
7. Provided safe and child friendly and inclusive school learning environment	4.59	0.58	Outstanding
8. Adhered on the safety and sufficiency of the school physical plant and facilities as evaluated by experts	4.52	0.60	Outstanding
9. Implemented intervention program for learner's development	4.54	0.62	Outstanding
Overall	**4.55**	**0.56**	**Outstanding**

Legends: 4.500 - 5.00 Outstanding, 3.500 – 4.499 Very satisfactory, 2.50 – 3.49 Satisfactory, 1.500 – 2.499 Unsatisfactory, 1.00 – 1.49 Poor

Table 15 presents the perceptions of school heads across various dimensions of the learning environment dimension showing an overall mean score of 4.55, categorized as "outstanding." The indicators reflect a strong commitment to creating a safe, child-friendly, and inclusive learning environment.

The highest rating of 4.59 indicates how much importance is placed on making sure the school offers a secure, kid-friendly, and welcoming environment. According to this score, the school community has been successful in fostering an environment where all students, regardless of their backgrounds or skill levels, feel safe, accepted, and appreciated. It is obvious that the principal and staff are committed to creating a welcoming atmosphere that is not only physically secure but also emotionally and socially encouraging for each and every student.

The adherence to safety standards scores of 4.52, which is the lowest, is likewise comparatively high, suggesting that safety procedures, encompassing both psychological and physical safety, are rigorously adhered to. In compliance with local and national laws, school administrators are successfully putting safety measures into place.

Smith and Johnson (2021) emphasize the value of establishing a nurturing learning environment, which is supported by the high safety and inclusivity ratings. According to their research, student engagement and academic performance increase when school administrators place a high priority on creating a positive school climate. This supports the findings that school administrators are successfully overseeing and creating a positive learning environment.

Table 16

Level of school heads performance in terms of parents' involvement and community partnership

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
10. Managed and organized school organizations by applying relevant policies to support the attainment of institutional goal	4.52	0.55	Outstanding
11. Outsourced grants, donations or other forms of assistance from various donors and benefactors of education with approved MOA/MOU/ Deeds of Donation	4.47	0.55	Very satisfactory
12. Initiated and sustained partnership to ensure positive and collaborative relationship with the community to manage the learner's development and school improvement	4.49	0.57	Very satisfactory
Overall	**4.49**	**0.50**	**Very satisfactory**

Legends: 4.500 - 5.00 Outstanding, 3.500 – 4.499 Very satisfactory, 2.50 – 3.49 Satisfactory, 1.500 – 2.499 Unsatisfactory, 1.00 – 1.49 Poor

Table 16 presents the perceptions of school heads across various dimensions of

parents' involvement and community partnership, the overall mean score is 4.49, interpreted as "very satisfactory." The indicator "Managed and organized school organizations by applying relevant policies to support the attainment of institutional goals" received a score of 4.52, indicating effective management practices. While the other indicators related to outsourcing support and sustaining community partnerships scored slightly lower (4.47 and 4.49, respectively), they still reflect a strong commitment to engaging with the community to enhance student development and school improvement.

Lee et al. (2020) discuss the significance of community partnerships in education, aligning with the results in the parents' involvement and community partnership section of Table 11. Their findings suggest that strong collaboration between schools and communities enhances resource availability and student support, which is reflected in the high satisfaction ratings for school heads' efforts in this area.

Table 17

Level of school heads performance in terms of school evaluation

Indicators	Mean	SD	Verbal Interpretation
My school heads…			
13. Assessed the development of school's AIP, WFPs, PPMP, APP, and SOB anchored on the Diversion Strategic Directions by the end of the school year	4.55	0.56	Outstanding
14. Ensured feedback from the implementation of PAPS in the school's AIP to certify quality and accessible education as a learning center	4.51	0.56	Outstanding
15. Supervised the implementation results of quality assurance process on AIP, SBM, and SOB as basis for continuous improvement	4.48	0.57	Very satisfactory
Overall	**4.51**	**0.53**	**Outstanding**

Legends: 4.500 - 5.00 Outstanding, 3.500 – 4.499 Very satisfactory, 2.50 – 3.49 Satisfactory, 1.500 – 2.499 Unsatisfactory, 1.00 – 1.49 Poor

Table 17 presents the perceptions of school heads across various dimensions of school evaluation dimension achieving an overall mean score of 4.51, categorized as "outstanding." The highest individual indicator, "Assessed the development of school's AIP, WFPs, PPMP, APP, and SOB anchored on

the Diversion Strategic Directions by the end of the school year," received a score of 4.55, indicating a strong focus on strategic planning and assessment. The indicator related to ensuring feedback from the implementation of PAPS also scored highly (4.51), suggesting that school heads are committed to quality assurance and continuous improvement in educational practices.

The ***Organization for Economic Co-operation and Development (OECD, 2013),*** in The Review on Evaluation and Assessment Frameworks for Improving School Outcomes, highlights the crucial role of school heads in maintaining quality assurance, upholding accountability, and driving continuous improvements in school performance.

Table 18

Relationship between school heads decision-making process and teacher performance

DECISION MAKING PROCESS	INSTRUCTIONAL LEADERSHIP	SCHOOL MANAGEMENT	LEARNING ENVIRONMENT	PARENTS' INVOLVEMENT AND COMMUNITY PARTNERSHIP	SCHOOL EVALUATION
1. Experience-based decisions	0.164	.178*	.283**	.201*	0.156
2. Affect-initiated decisions	.378**	.457**	.460**	.527**	.451**
3. Cognitive-based decisions	.378**	.455**	.486**	.487**	.456**
4. Subconscious-mental processing	.429**	.500**	.481**	.497**	.519**
5. Values or Ethics-based decision making	.508**	.573**	.590**	.598**	.562**

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The relationship between school heads' decision-making processes and teacher performance is significant. Different decision-making process has an impact on teacher performance in varying ways, with some having stronger positive effects than others. Values or ethics-based decision-making shows the strongest positive influence, as school leaders who prioritize fairness, integrity, and ethical considerations create a supportive environment that enhances teacher motivation and job satisfaction.

Subconscious or mental processing-based decision-making also has a strong correlation with teacher performance. When school leaders rely on instinct and experience-driven decisions, they can make effective judgments that align with teachers' needs. Affect-initiated decision-making, which is based on emotions and feelings, also plays a key role. Leaders who show emotional intelligence and empathy help boost teacher morale, engagement, and productivity.

Cognitive-based decision-making, which relies on logic, analysis, and data, further supports teacher performance by creating clear guidelines, structured policies, and realistic goals. However, experience-based decision-making has the weakest correlation, suggesting that relying solely on past experiences may not always lead to the best outcomes in a constantly changing education system. To be effective, school leaders need to be adaptable, open to new ideas, and willing to use innovative approaches rather than just relying on what has worked before.

According to Susanna Loeb (2011), principals' organizational management activities play a crucial role in improving both school performance and student outcomes. Her research found that school leaders who efficiently handle organizational responsibilities have a positive impact on teacher effectiveness and student achievement. In contrast, principals who concentrate mainly on daily instructional tasks without overseeing broader organizational aspects may not attain the same level of success

Table 19

Relationship between school heads crisis management and teacher performance

DECISION MAKING PROCESS	INSTRUCTIONAL LEADERSHIP	SCHOOL MANAGEMENT	LEARNING ENVIRONMENT	PARENTS' INVOLVEMENT AND COMMUNITY PARTNERSHIP	SCHOOL EVALUATION
1. Mitigation	.484**	.523**	.551**	.589**	.587**
2. Preparedness	.525**	.553**	.541**	.588**	.612**
3. Response	.368**	.379**	.382**	.416**	.530**
4. Recovery	.453**	.462**	.464**	.501**	.548**

** Correlation is significant at the 0.01 level (2-tailed).

The relationship between school heads' crisis management and teacher performance is important. The analysis shows that different aspects of disaster management—mitigation, preparedness, response, and recovery—affect performance in different ways.

Preparedness has the strongest positive impact, highlighting the importance of planning, resource allocation, and readiness. Schools that focus on preparedness perform better because they have clear plans and resources in place before a crisis happens. This helps them minimize disruptions, respond effectively, and recover quickly, ensuring smooth operations.

Mitigation also has a strong impact, emphasizing the need for preventive measures to reduce risks. Actions like strengthening infrastructure, implementing policies, and assessing risks help prevent problems before they grow. Schools that invest in mitigation strategies create a safer and more stable environment, improving overall resilience.

While still positive, response has the weakest impact on performance. This means that while handling emergencies effectively is necessary, it does not contribute as much to long-term success as preparedness and mitigation. A strong response system helps control damage and meet immediate needs, but schools should focus more on prevention to avoid crises in the first place.

Recovery plays a key role in maintaining long-term stability. Schools that plan for rebuilding and restoring operations after a crisis can return to normal quickly, reducing downtime and improving resilience. Investing in recovery strategies, such as rehabilitation programs and infrastructure rebuilding, helps ensure continued effectiveness.

Comfort et al. (2010) argue that crisis management strengthens organizational resilience by fostering adaptability, resourcefulness, and leadership during difficult times. Additionally, Roux-Dufort (2000) suggests that organizations that learn from each phase of crisis management, especially through post-crisis evaluations, are better prepared for future challenges.

Conclusions:

1. There is a significant relationship between school heads decision-making process and teacher performance, is not sustained. Therefore, the hypothesis stating that there is no significant relationship is not sustained. Likewise, experience-based decisions revealed no significant difference.

2. There is a significant relationship between school heads crisis management and teacher performance. Therefore, the hypothesis stating that there is no significant relationship is not sustained.

Recommendations:

Based on the conclusions, the following recommendations are offered:

1. Educational institutions may institutionalize targeted career advancement programs and mentorship initiatives for teachers, particularly those in entry-level positions, to support professional growth and retention.

2. Implement a training workshop focused on recognizing and mitigating unconscious biases in decision making, alongside reinforcing ethical leadership practices. It is may be recommended that evaluation of training on the quality of decisions of the school heads and the overall school climate may be done.

3. The school leadership may consider establishing a comprehensive crisis management framework that includes financial planning, regular training for staff, clear emergency procedures, and emotional support resources for both staff and students. Initiate future research to evaluate the effectiveness of

this framework in real crises, examining how well-prepared schools are and the subsequent impact on teacher performance and student outcomes. Studies could also explore the long-term benefits of emotional support during recovery phases.

4. School heads may be encouraged further to engage in continuous professional development focused on instructional leadership and community engagement strategies to further enhance their effectiveness. The school administration is encouraged to organize a regular assessment of ongoing professional development for school heads and improvements in educational outcomes, teacher performance, and community involvement.

5. Engage in workshops that emphasize the connection between effective crisis management and teacher performance, equipping teachers with skills to handle crises and support their colleagues. This enhanced crisis management training for teacher improves their performance and resilience in the classroom.

6. They may foster a collaborative decision-making environment where teachers are involved in the decision-making processes, ensuring their voices are heard and valued. It is also very timely to propose and publish studies that could examine the impact of teacher involvement in decision-making on their performance and job satisfaction. Research could also explore how collaborative decision-making influences school culture and student outcomes, providing a comprehensive view of leadership effectiveness.

References:

Abubakar, A. M., Elrehail, H., Alatailat, M. A., & Elçi, A. (2019). Knowledge management, decision-making style and organizational performance. *Journal of Innovation & Knowledge, 4*(2), 104–114.

Beauchamp, G., Hulme, M., Clarke, L., Hamilton, L., & Harvey, J. A. (2021). 'People miss people': A study of school leadership and management in the four nations of the United Kingdom in the early stage of the COVID-19 pandemic. *Educational Management Administration & Leadership, 49*(3), 375–392.

Billings, R. S., & Scherer, L. L. (1988). The effects of response mode and importance on decision-making strategies: Judgment versus choice. *Organizational Behavior and Human Decision Processes*, *41*(1), 1-19.

Boonk, L., Gijselaers, H. J., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational research review*, *24*, 10-30.

Bracha, A., & Brown, D. J. (2012). Affective decision making: A theory of optimism bias. *Games and Economic Behavior*, *75*(1), 67-80.

Brown, A., Waters, C. S., & Shelton, K. H. (2017). A systematic review of the school performance and behavioural and emotional adjustments of children adopted from care. *Adoption & Fostering*, *41*(4), 346-368.

Bundy, J., Pfarrer, M. D., Short, C. E., & Coombs, W. T. (2017). Crises and crisis management: Integration, interpretation, and research development. *Journal of management*, *43*(6), 1661-1692.

Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, *7*(3), 137-153.

Cadag, C. E. (2024). The Effectiveness of Individual Performance Commitment Review Form as an Evaluation Tool to Improve Teachers' Performance: Basis for Technical Assistance. *International Journal of Multidisciplinary: Applied Business and Education Research*, *5*(2), 724-747.

Calabretta, G., Gemser, G., & Wijnberg, N. M. (2017). The interplay between intuition and rationality in strategic decision making: A paradox perspective. *Organization Studies*, *38*(3-4), 365-401.

Camilleri, A. R., & Newell, B. R. (2023). The role of representation in experience-based choice. *Judgment and Decision Making, 18*(1), 1–15.

Cardona, O. D. (2004). The need for rethinking the concepts of vulnerability and risk from a holistic perspective: a necessary review and criticism for effective risk management. In G. Bankoff, G. Frerks, & D. Hilhorst (Eds.), *Mapping Vulnerability: Disasters, Development and People* (pp. 37–51). Routledge.

Claeys, A. S., & Coombs, W. T. (2020). Organizational crisis communication: Suboptimal crisis response selection decisions and behavioral economics. *Communication Theory*, *30*(3), 290-309.

Constantiou, I., Shollo, A., & Vendelø, M. T. (2019). Mobilizing intuitive judgement during organizational decision making: When business intelligence is not the only thing that matters. *Decision Support Systems*, *121*, 51-61.

Coombs, W. T., & Laufer, D. (2018). Global crisis management–current research and future directions. *Journal of International Management*, *24*(3), 199-203.

Datnow, A., & Hubbard, L. (2016). Teacher capacity for and beliefs about data-driven decision making: A literature review of international research. *Journal of Educational Change*, *17*, 7-28.

Daughtry, P. (2015). *Principals' preparedness for, and experiences of, crisis events at school* (Doctoral dissertation, University of South Carolina).

Dean, A., Voss, D., Draguljić, D., Dean, A., Voss, D., & Draguljić, D. (2017). Response surface methodology. *Design and analysis of experiments*, 565-614.

Dimatera, R. D. (2024). Instructional leadership of public elementary school heads and its implications for teachers' pedagogical performance. *Philippine Christian University Journal.*

Dörnyei, Z., & Muir, C. (2019). Creating a motivating classroom environment. *Second handbook of English language teaching*, 719-736.

Gigalová, V. (2017). Intuition and managerial decision-making. *Human   Affairs*, *27*(3), 301-316.

Gosar, A. K., & Solomon, R. (2019). Literature review on the Role of Intuition in Decision Making Process. *World   Journal   of   Research   and Review*, *9*(4).

Gragasin, E. R., Gante Jr, L. I., Limos-Galay, J. A., & Lazaro, N. J. (2023). The impact of job satisfaction, anxiety, and attitude toward teaching on individual performance commitment and review form (IPCRF) rating. *International Journal of Research*, *11*(12), 1-13.

Grissom, J. A., & Loeb, S. (2011). Triangulating principal effectiveness: How perspectives of parents, teachers, and assistant principals identify the central importance of managerial skills. *American Educational Research Journal, 48*(5), 1091–1123.

Houston, J. B., Hawthorne, J., Perreault, M. F., Park, E. H., Hode, M. G., Halliwell, M. R., ... & Griffith, S. A. (2015). Social media and disasters: A functional framework for social media use in disaster planning, response, and research. *Disasters*, 39(1), 1–22.

Horng, E. L., Klasik, D., & Loeb, S. (2010). Principal's time use and school effectiveness. *American Journal of Education, 116*(4), 491–523.

Jin, Y., Austin, L. L., & Lin, J. (2024). *The READINESS framework: Integrating academic and industry insights to enhance crisis preparedness strategies.* Journal of Crisis Management, 42(1), 15–32.

Johnson, D. W., & Johnson, R. T. (2005). Teaching students to be peacemakers (5th ed.). Interaction Book Company.

Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). Cooperative learning returns to college: What evidence is there that it works? *Change: The Magazine of Higher Learning, 30*(4), 26–35.

Jose, S., Patrick, P. G., & Moseley, C. (2017). Experiential learning theory: the importance of outdoor classrooms in environmental education. *International Journal of Science Education, Part B*, *7*(3), 269-284.

Kahneman, D. (2011). Thinking, fast and slow. Farrar, Straus and Giroux.

Karasavidou, E., & Alexopoulos, N. (2019). School Crisis Management: Attitudes and Perceptions of Primary School Teachers. *European Journal of Educational Management*, *2*(2), 73-84.

Kirk, H. (2019). Prediction versus management models relevant to risk assessment: The importance of legal decision-making context. *Clinical Forensic Psychology and Law*, 347-359.

Kitchen, H., Bethell, G., Fordham, E., Henderson, K., & Li, R. R. (2019). Using the evaluation system to promote better assessment and learning.

Kouzmin, A. (2008). Crisis management in crisis. *Administrative Theory & Praxis*, *30*(2), 155-183.

Lamas, H. A. (2015). School Performance. *Journal of Educational Psychology-Propositos y Representaciones*, *3*(1), 351-385.

Lee, V. J., Ho, M., Kai, C. W., Aguilera, X., Heymann, D., & Wilder-Smith, A. (2020). Epidemic preparedness in urban settings: new challenges and opportunities. *The lancet infectious diseases*, *20*(5), 527-529.

Leithwood, K., & Jantzi, D. (2006). *Transformational school leadership for large-scale reform: Effects on students, teachers, and their classroom practices.* School Effectiveness and School Improvement, 17(2), 201–227.

Lent, R. W., Ezeofor, I, Morrison, M. A., Penn, L. T., & Ireland, G. W. (2016). Applying the social cognitive model of career self-management to career exploration and decision-making. *Journal of Vocational Behavior*, *93*, 47-57.

Lent, R. W., Ireland, G. W., Penn, L. T., Morris, T. R., & Sappington, R. (2017). Sources of self-efficacy and outcome expectations for career exploration and decision-making: A test of the social cognitive model of career self-management. *Journal of vocational behavior*, *99*, 107-117.

Mailool, J., Kartowagiran, B., Retnowati, T. H., Wening, S., & Putranta, H. (2020). The Effects of Principal's Decision-Making, Organizational Commitment and School Climate on Teacher Performance in Vocational High School Based on Teacher Perceptions. *European Journal of Educational Research*, *9*(4), 1675-1687.

Manaseh, A. M. (2016). Instructional leadership: The role of heads of schools in managing the instructional programme. *International Journal of Educational Leadership and Management*, *4*(1), 30-47.

Mestry, R. (2017). Principals' perspectives and experiences of their instructional leadership functions to enhance learner achievement in public schools. *Journal of Education (University of KwaZulu-Natal)*, (69), 257-280.

Mitroff, I. I., & Pearson, C. M. (1993). Crisis management: A diagnostic guide for improving your organization's crisis-preparedness.

Muller, C., & Kerbow, D. (2018). Parent involvement in the home, school, and community. In *Parents, their children, and schools* (pp. 13-42). Routledge.

Naguit, J. Z. (2024). Regular monitoring and classroom observations by school heads and their impact on teacher and student performance. *International Journal of Advanced Multidisciplinary Studies - BBP (IJAMS BBP).*

Ng Foo Seong, D. (2019). Instructional leadership. *Instructional Leadership and Leadership for Learning in Schools: Understanding Theories of Leading*, 15-48.

OECD. (2013). *Review on evaluation and assessment frameworks for improving school outcomes*. OECD Publishing.

Ogbu, J. U., & Simons, H. D. (2022). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. In *The New Immigrants and American Schools* (pp. 1-34). Routledge.

Olschewski, S., Luckman, A., Mason, A., Ludvig, E. A., & Konstantinidis, E. (2024). The future of decisions from experience: Connecting real-world decision problems to cognitive processes. *Perspectives on Psychological Science*, *19*(1), 82-102.

Olschewski, S., Pachur, T., Hertwig, R., & Katsikopoulos, K. V. (2023). Decisions from experience in the wild. *Frontiers in Psychology, 14*, 1079053.

Olson, B. J., Parayitam, S., & Bao, Y. (2007). Strategic decision making: The effects of cognitive diversity, conflict, and trust on decision outcomes. *Journal of management*, *33*(2), 196-222.

Omarli, S. (2017). Which factors have an impact on managerial decision-making process? An integrated framework. *Essays in economics and business studies*, *42*(5), 83-93.

Palmer, D. (2016). Motivation for learning: An implicit decision-making process. *Creative Education*, *7*(16), 2380.

Panpatte, S., & Takale, V. D. (2019). To study the decision making process in an organization for its effectiveness. *The International Journal of Business Management and Technology*, *3*(1), 73-78.

Papachristou, E., Flouri, E., & Joshi, H. (2022). The role of primary school composition in affective decision-making: a prospective cohort study. *Social Psychiatry and Psychiatric Epidemiology*, *57*(8), 1685-1696.

Paton, D., & Johnston, D. (2017). *Disaster resilience: An integrated approach* (2nd ed.). Charles C. Thomas Publisher.

Paraskevas, A. (2006). Crisis management or crisis response system? A complexity science approach to organizational crises. *Management decision*, *44*(7), 892-907.

Preble, J. F. (1997). Integrating the crisis management perspective into the strategic management process. *Journal of management studies*, *34*(5), 769-791.

Roesch-Marsh, A. (2018). Professional relationships and decision making in social work: Lessons from a Scottish case study of secure accommodation decision making. *Qualitative Social Work*, *17*(3), 405-422.

Saaty, T. L. (2008). Decision making with the analytic hierarchy process. *International journal of services sciences*, *1*(1), 83-98.

Saitis, C., Saiti, A., Saitis, C., & Saiti, A. (2018). Decision-Making and Problem Solving. *Initiation of Educators into Educational Management Secrets*, 61-80.

Smith, A., & Johnson, B. (2021). *Title of the work in italics*. Publisher.

Schwartz, M. S. (2016). Ethical decision-making theory: An integrated approach. *Journal of Business Ethics*, *139*, 755-776.

Sepanik, S., & Brown Jr, K. T. (2021). School-Community Partnerships. Solutions for Educational Equity through Social and Emotional Well-Being. *MDRC*.

Shaari, N. A. S., Syafiq, M. M. J., Amin, M. K. M., & Mikami, O. (2019). Electroencephalography (EEG) application in neuromarketing-exploring the subconscious mind. *Journal of Advanced Manufacturing Technology (JAMT)*, *13*(2 (2)).

Silva, F. (2019). *School heads' decision-making practices: Basis for strengthening management capabilities*

Simon, H. A. (1997). Administrative behavior: A study of decision-making processes in administrative organizations (4th ed.). The Free Press.

Sitzmann, T., & Bell, B. S. (2017). The dynamic effects of subconscious goal pursuit on resource allocation, task performance, and goal abandonment. *Organizational Behavior and Human Decision Processes*, *138*, 1-14.

Sleesman, D. J., Conlon, D. E., McNamara, G., & Miles, J. E. (2024). When intuition works: Examining the role of information load in intuitive team decision-making. *Journal of Applied Psychology*, *109*(2), 123–138.

Thien, L. M., & Adams, D. (2021). Distributed leadership and teachers' affective commitment to change in Malaysian primary schools: the contextual influence of gender and teaching experience. *Educational Studies*, *47*(2), 179-199.

Thompson, L. B., Garrison, L. C., Hickey, N. S., Dithurbide, L., & Prusky, C. (2023). Educational strategies to mitigate cognitive and implicit bias in health professions: A scoping review. *BMC Medical Education, 23*, 768.

Tijani, A. A. (2020). Participatory decision making: An effective tool for school effectiveness in kwara state, nigeria. *HONAI*, *3*(1), 1-14.

Tokel, A., Ozkan, T., & Dagli, G. (2017). Crisis management skills of school administrators in terms of school improvement: scale development. *Eurasia Journal of Mathematics, Science and Technology Education*, *13*(11), 7573-7579.

Triwiyanto, T., & Juharyanto, D. E. K. (2017). Community participation deficits in the implementation of school-based management in Indonesia. *Journal of Education and Practice*, *8*, 67-74.

Varma, T. (2019). Understanding decision making during a crisis: An axiomatic model of cognitive decision choices. *International Journal of Business Communication*, *56*(2), 233-248.

Verma, D. (2014). Study and analysis of various decision-making models in an organization. *Journal of Business and Management*, *16*(2), 171-175.

Volz, K. G., & Hertwig, R. (2016). Emotions and decisions: Beyond conceptual vagueness and the rationality muddle. *Perspectives on Psychological Science*, *11*(1), 101-116.

White, G. W., Stepney, C. T., Hatchimonji, D. R., Moceri, D. C., Linsky, A. V., Reyes-Portillo, J. A., & Elias, M. J. (2016). The increasing impact of socioeconomics and race on standardized academic test scores across elementary, middle, and high school. *American Journal of Orthopsychiatry*, *86*(1), 10.

Wolbers, J., Boersma, K., & Groenewegen, P. (2018). Introducing a fragmentation perspective on coordination in crisis management. *Organization Studies*, *39*(11), 1521-1546.

Wong, B., Hairon, S., & Ng, P. T. (Eds.). (2019). *School leadership and educational change in Singapore*. Springer International Publishing.

Zeni, T. A., Buckley, M. R., Mumford, M. D., & Griffith, J. A. (2016). Making "sense" of ethical decision making. *The Leadership Quarterly*, *27*(6), 838-   855.Zoëga Ramsøy, T., Michael, N., & Michael, I. (2019). A consumer neuroscience study of conscious and subconscious destination preference. *Scientific reports*, *9*(1), 15102.

Zuckerman, S. J., & O'Shea, C. (2021). Principals' schema: Leadership philosophies and instructional leadership. *Journal of School Leadership*, *31*(4), 274-296.