

School management strategies in crisis response: Mitigating the effects of class suspension

Rosalyn B. Salas, LPT^a, Anicia S. Madarang, EdD^b

^arsalysalas20@gmail.com

^baniciamadarang@mabinicollege.edu.ph

Mabini Colleges, Inc., Governor Panotes Avenue,
 Daet, Camarines Norte, 4600, Philippines

Abstract

This study aimed to determine school management strategies in crisis response to mitigate class suspension effects. Anchored on Crisis Management, Social Cognitive, and Equity theories, this quantitative descriptive-correlational research utilized total enumeration, gathering data from 20 school heads and 301 teachers in Labo East District via a validated researcher-made questionnaire. Data were analyzed using weighted mean, Pearson's r , and Spearman's ρ at a 0.05 level of significance to formulate a data-driven intervention. Findings revealed that strategies were Always Implemented, led by Communication and Stakeholder Coordination (WM=4.59), though Planning scored lowest (WM=4.40). Suspensions exerted a High Effect on student learning, particularly on learners falling behind (WM=4.21) and requiring extensive recovery time (WM=4.00). Pearson's r confirmed significant positive relationships ($p < .01$) between implementation and learning effects, specifically in Learning Continuity ($r = .276$). Strategies were perceived as Very Effective, notably in Communication (WM=4.31), while Spearman's ρ established strong correlations between strategies and effectiveness ($\rho = .693$). The study concludes that while schools excel in immediate safety, gaps exist in pedagogical continuity and plan revision. Consequently, the study proposed The LABO Handbook, a localized manual featuring a Multi-Hazard Connectivity Census, decentralized logistics, and Day 1 Recovery Protocol. Recommendations include that SDRRM officers may institutionalize systematic plan reviews, teachers may prioritize remediation bridge programs for at-risk learners, and stakeholders may fully adopt the proposed handbook to transition school management from a reactive to a proactive system of resilience. This ensures that instructional delivery remains consistent, equitable, and resilient despite experiencing any natural, health, security, or environmental hazard in district schools.

Keywords: School management strategies, crisis response, class suspension, learning continuity, learning and service situation continuity plan (LSCP)

1. Introduction

Educational institutions require structured management to balance immediate safety with long-term continuity, as crises may be viewed as cyclical processes involving preparedness, response, and recovery (Brock et al., 2021; Gigliotti, 2019). While necessary, frequent class suspensions contribute to significant learning gaps, reduced student engagement, and declining academic performance (Kuhfeld et al., 2020). This is particularly critical in the Philippines, where an average of 20 tropical cyclones and increasing extreme heat alerts frequently interrupt the school calendar (PAGASA, 2022).

To address these disruptions, DepEd Order No. 022, s. 2024 mandates the creation of Learning and Service Continuity Plans (LSCPs) that utilize modular, blended, and online delivery to safeguard students while reducing instructional loss. This policy aligns with broader legal frameworks like the Education Act of 1982 and RA 10121, which require schools to incorporate risk reduction and quality assurance into their operations. However, a significant digital divide persists, as extended closures often increase educational gaps for disadvantaged communities with limited technological access (Tria, 2020).

Effective school management demands proactive planning, stakeholder collaboration, and flexible alternative learning methods (Fulgencio et al., 2021). Despite existing policies, many institutions, especially in rural areas, struggle with limited resources, insufficient teacher training, and technological barriers that obstruct successful crisis response (Salac and Kim, 2016). Consequently, there is an urgent need to analyze how school leaders can move beyond reactive survival tactics toward sustainable, inclusive strategies that ensure equal educational access for all students regardless of socio-economic background.

In the Labo East District of Camarines Norte, these challenges are exacerbated by geographic isolation, frequent power outages, and mountain-related flooding. Local schools often resort to reactive measures that prioritize physical safety over academic assessment, resulting in inconsistent remote teaching. This localized vulnerability underscores the necessity of this research to develop a proactive resilience framework. By exploring innovative management strategies, this study supports the Department of Education's goal of building a crisis-resilient system that maintains instructional quality even during environmental or public health emergencies.

1.1. Objective of the Study

This study determined school management strategies in crisis response for mitigating class suspension effects, specifically assessing implementation and effectiveness across planning, academic continuity, communication, student support, and evaluation. It further evaluated the extent of suspension impacts on academic performance, engagement, and learning continuity, while testing for significant relationships between implemented strategies, student learning effects, and overall strategic effectiveness to propose a data-driven intervention for enhanced crisis management.

2. Methodology

This quantitative study utilized a descriptive-correlational design to examine school management strategies and their impact on student performance, engagement, and learning continuity (Creswell and Creswell, 2022). The descriptive component assessed implementation and effectiveness, while the two-fold correlational analysis, using Pearson (r) and Spearman rank-order correlation (ρ), determined significant relationships between strategy implementation, student learning effects, and perceived strategic success (Fraenkel et al., 1993). Data were collected via researcher-made questionnaires from a total enumeration of all elementary school administrators and teachers in Labo East District to ensure comprehensive evidence-based insights.

2.1. Population, Sample Size, and Sampling Technique

This study was conducted in the Labo East District, Schools Division of Camarines Norte, from May to December 2025. Utilizing total enumeration, the research included the entire population of 20 school heads and 301 teachers from all 21 public elementary schools to ensure full district representation and eliminate sampling bias. School heads provided strategic insights into policy implementation and institutional readiness, while teachers offered frontline perspectives on pedagogical adaptations and student engagement during

disruptions. This comprehensive approach captured the interconnected experiences of all internal stakeholders, providing a thorough and generalizable dataset for enhancing localized school crisis response strategies.

2.2. Data Gathering Procedures

Data collection was systematically conducted following formal approvals from DepEd authorities and orientations for participants, with strict adherence to ethical protocols regarding informed consent and anonymity. The study utilized a researcher-developed, three-part Likert-scale questionnaire validated by five experts in educational management and disaster risk reduction. Reliability testing through a pilot study (N=20) yielded high Cronbach's Alpha coefficients across all subscales: Strategy Implementation ($\alpha = 0.825$ to 0.886), Learning Effects ($\alpha = 0.939$ to 0.950), and Strategic Effectiveness ($\alpha = 0.915$ to 0.962). This instrument assessed five dimensions of crisis response, planning, academic continuity, communication, student support, and evaluation, and three areas of student learning impact, with printed copies distributed across Labo East District over one month to ensure a comprehensive and reliable empirical dataset.

2.3. Statistical Treatment of Data

Data were analyzed using SPSS version 21 employing both descriptive and inferential statistics at a 0.05 significance level. Weighted means addressed SOPs 1, 2, and 4 by describing the implementation, learning impacts, and perceived effectiveness of crisis management strategies. Following a Kolmogorov-Smirnov test for normality, SOP 3 evaluated the relationship between strategy implementation and learning effects using the parametric Pearson Product-Moment Correlation (r):

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

(Field, 2024). Conversely, as normality testing indicated a non-normal distribution ($p < .05$), SOP 5 utilized the non-parametric Spearman Rank-Order Correlation (ρ) to establish the link between strategy implementation and strategic effectiveness:

$$r_s = 1 - \frac{6\sum d_i^2}{n(n^2 - 1)}$$

. This comprehensive statistical approach ensured that the findings regarding school management responses in Labo East District were both accurate and empirically grounded.

3. Results and Discussion

3.1. School Management Strategies in Crisis Response Implemented in Mitigating the Effects of Class Suspensions

School management strategies for Crisis Response Planning and Implementation in Labo East District were Always Implemented (Overall WM=4.40), with regular emergency drills and preparedness trainings receiving the highest rating (WM=4.58, AI). This proactive focus on procedural readiness and physical safety, specifically through NSED and flood drills, aligns with the fundamental safety components suggested by Melnick and Darling-Hammond (2020). However, the regular review and update of the crisis plan obtained the lowest score (WM=4.22, AI), indicating that heavy administrative workloads and the shift toward dynamic

multi-hazard threats often prioritize immediate logistics over long-term strategic revision (Netolicky, 2020). Ultimately, these results demonstrate a strong institutional foundation for managing disruptions, corroborating the view that resilient leadership necessitates collaborative planning models to maintain a school's mission despite external shocks (Harris and Jones, 2020).

Table 1. School Management Strategies in Crisis Response Implemented in Mitigating Class Suspension Effects along Crisis Response Planning and Implementation

Indicators		Weighted Mean	Interpretation
1.	The school has a documented crisis management plan.	4.33	AI
2.	Emergency drills and preparedness trainings are conducted regularly.	4.58	AI
3.	Roles and responsibilities are clearly assigned during crises.	4.49	AI
4.	Crisis plans are regularly reviewed and updated.	4.22	AI
5.	Schools coordinate with local authorities for crisis planning.	4.39	AI
Overall Weighted Mean		4.40	AI
<i>Rating Scale:</i>			
<i>Descriptive Interpretation:</i>			
4.20 - 5.00 - Always Implemented (AI)			
3.40 - 4.19 - Implemented (I)			
2.60 - 3.39 - Sometimes Implemented (SI)			
1.80 - 2.59 - Partially Implemented (PI)			
1.00 - 1.79 - Not Implemented (NI)			

The Academic and Learning Continuity Measures in Labo East District were Always Implemented (Overall WM=4.46), specifically led by the availability of alternative delivery modes (WM=4.58, AI) such as modular and digital platforms. This institutionalized flexibility reflects the "new normal" requirement for distance learning (Tria, 2020) and emergency remote teaching during environmental disruptions (Alvarez, 2020). Conversely, conducting student assessments during disruptions received the lowest rating (WM=4.27, AI), as technical barriers like power outages often defer formal evaluation until classes resume (Alipio, 2020; Reich et al., 2020). Despite these assessment gaps, the district's adherence to learning continuity plans and proactive academic interventions effectively mitigates the impact of school closures (Azevedo et al., 2021), ensuring that structured modular and online alternatives sustain education in climate-vulnerable regions (Lagmay and Rodrigo, 2022).

Table 2. School Management Strategies in Crisis Response Implemented in Mitigating Class Suspension Effects along Academic and Learning Continuity Measures

Indicators		Weighted Mean	Interpretation
1.	Alternative delivery modes (modular, online, blended) are available.	4.58	AI
2.	Learning materials are accessible during suspensions.	4.48	AI
3.	Teachers adapt lesson plans for alternative modalities.	4.52	AI
4.	Students are assessed even during periods of disruption.	4.27	AI
5.	Remedial sessions are provided after suspensions.	4.44	AI
Overall Weighted Mean		4.46	AI
<i>Rating Scale:</i>			
<i>Descriptive Interpretation:</i>			
4.20 - 5.00 - Always Implemented (AI)			
3.40 - 4.19 - Implemented (I)			
2.60 - 3.39 - Sometimes Implemented (SI)			
1.80 - 2.59 - Partially Implemented (PI)			
1.00 - 1.79 - Not Implemented (NI)			

Communication and Stakeholder Coordination in Labo East District were always implemented (Overall WM=4.59), highlighted by the prompt notification of parents (WM=4.75, AI) through digital platforms like Messenger and Facebook to bridge the crisis-induced gap (Tria, 2020) and maintain rapid leadership

communication (Harris and Jones, 2020). However, collecting stakeholder feedback after disruptions scored lowest (WM=4.37, AI), indicating that pedagogical evaluation often becomes a secondary concern behind immediate operational survival (Starkey et al., 2021) and top-down instruction (Reich et al., 2020). Nevertheless, the high overall implementation reflects successful synergy with the LGU and DepEd, where school leaders act as vital connectors who build trust through transparent coordination (Netolicky, 2020) and consistent alignment with local authorities (Melnick and Darling-Hammond, 2020).

Table 3. School Management Strategies in Crisis Response Implemented in Mitigating Class Suspension Effects along Communication and Stakeholders Coordination

Indicators		Weighted Mean	Interpretation
1.	Parents are promptly informed of suspensions.	4.75	AI
2.	There is a designated crisis communication channel.	4.46	AI
3.	Teachers provide updates to students during suspensions.	4.74	AI
4.	Feedback is collected from stakeholders after disruptions.	4.37	AI
5.	Coordination with the LGU and DepEd is maintained.	4.63	AI
Overall Weighted Mean		4.59	AI
<i>Rating Scale:</i>			
<i>Descriptive Interpretation:</i>			
4.20 - 5.00 - Always Implemented (AI)			
3.40 - 4.19 - Implemented (I)			
2.60 - 3.39 - Sometimes Implemented (SI)			
1.80 - 2.59 - Partially Implemented (PI)			
1.00 - 1.79 - Not Implemented (NI)			

Student Support and Well-being in Labo East District was Always Implemented (Overall WM=4.47), led by teachers consistently monitoring student welfare (WM=4.57, AI) through personalized mobile and social media interaction. This proactive engagement addresses essential psychological needs for relatedness (Chiu, 2023) and fulfills the critical pastoral role required to safeguard the emotional health of learners during school closures (Mohan et al., 2020). Conversely, the availability of specialized psychosocial support received the lowest rating (WM=4.38, AI), as the scarcity of licensed counselors often limits interventions to teacher-led Psychological First Aid despite the clear institutional focus on instructional continuity (Reich et al., 2020; Netolicky, 2020). Nevertheless, the district's integration of "Kumustahan" sessions ensures a supportive climate that treats mental health as a prerequisite for effective learning and a foundational element of the Philippine educational "new normal" (Melnick and Darling-Hammond, 2020; Tria, 2020).

Table 4. School Management Strategies in Crisis Response Implemented in Mitigating Class Suspension Effects along Student Support and Well-Being

Indicators		Weighted Mean	Interpretation
1.	Guidance services are offered to students.	4.47	AI
2.	Teachers monitor students' well-being.	4.57	AI
3.	Psychosocial support is available.	4.38	AI
4.	At-risk learners receive targeted support.	4.41	AI
5.	Students feel safe during post-suspension transitions.	4.50	AI
Overall Weighted Mean		4.47	AI
<i>Rating Scale:</i>			
<i>Descriptive Interpretation:</i>			
4.20 - 5.00 - Always Implemented (AI)			
3.40 - 4.19 - Implemented (I)			
2.60 - 3.39 - Sometimes Implemented (SI)			
1.80 - 2.59 - Partially Implemented (PI)			
1.00 - 1.79 - Not Implemented (NI)			

Evaluation and Improvement of Crisis Response Strategies in Labo East District were Always Implemented (Overall WM=4.41), led by the sharing of good practices across schools (WM=4.45, AI). This active collaboration during INSET and LAC sessions builds district-wide resilience through the exchange of proven pedagogical methods (Harris and Jones, 2020; Starkey et al., 2021). Conversely, the formal evaluation of strategy effectiveness scored lowest (WM=4.39, AI), as the pressure of immediate instructional recovery often forces leaders to prioritize survival over deep reflection (Netolicky, 2020; Reich et al., 2020). Nevertheless, the district's commitment to documenting lessons learned ensures that crisis plans remain living documents, continuously refined to meet the evolving challenges of the Philippine educational "new normal" (Melnick and Darling-Hammond, 2020; Tria, 2020).

Table 5. School Management Strategies in Crisis Response Implemented in Mitigating Class Suspension Effects along Evaluation and Improvement of Crisis Response Strategies

Indicators		Weighted Mean	Interpretation
1.	The school evaluates the effectiveness of response strategies.	4.39	AI
2.	Lessons learned are documented.	4.41	AI
3.	Adjustments are made to the crisis response plan.	4.40	AI
4.	Staff are debriefed after major suspensions.	4.41	AI
5.	Good practices are shared across schools.	4.45	AI
Overall Weighted Mean		4.41	AI
<i>Rating Scale: Descriptive Interpretation:</i>			
4.20 - 5.00 -		Always Implemented (AI)	
3.40 - 4.19 -		Implemented (I)	
2.60 - 3.39 -		Sometimes Implemented (SI)	
1.80 - 2.59 -		Partially Implemented (PI)	
1.00 - 1.79 -		Not Implemented (NI)	

3.2. Extent of the Effects of Class Suspensions on Student Learning

The Extent of the Effects of Class Suspensions on Academic Performance in Labo East District was perceived as a High Effect (Overall WM=3.86), with the need for additional academic recovery time receiving the highest rating (WM=4.00, HE). This reflects how sudden teaching stops force teachers to dedicate succeeding hours to reviews rather than new lessons, a necessity for fixing significant learning losses, corroborated by Kuhfeld et al. (2020) and Engzell et al. (2021). Conversely, the inability to complete planned instructional content scored lowest (WM=3.75, HE), as teachers often utilize curriculum compacting or Most Essential Learning Competencies (MELCs) to technically cover the breadth of work despite sacrificing depth of understanding (Azevedo et al., 2021; Tria, 2020). Ultimately, these persistent disruptions create a cumulative academic disadvantage and lower mastery levels, confirming that extreme weather in the Philippines actively erodes student learning outcomes and necessitates thorough instructional continuity frameworks (Mohan et al., 2020; Lagmay and Rodrigo, 2022).

Table 6. Extent of Effects of Class Suspensions on Student Learning along Academic Performance

Indicators		Weighted Mean	Interpretation
1.	Class suspensions disrupted learners' ability to complete academic requirements.	3.91	HE
2.	Learners encountered difficulty in understanding lessons after suspensions.	3.87	HE
3.	Learners' academic performance declined due to repeated suspensions.	3.82	HE
4.	Assessment results were negatively affected during suspended periods.	3.77	HE
5.	Additional time was needed for learners to recover academically.	4.00	HE
6.	Teachers were unable to complete the planned instructional content.	3.75	HE
7.	Key learning competencies had to be rushed after resumption.	3.98	HE

8. Learners performed poorly in assessments after class suspensions.	3.82	HE
9. Opportunities to give timely feedback to learners were reduced.	3.87	HE
10. Learning goals for the period were not fully achieved.	3.84	HE
Overall Weighted Mean	3.86	HE
<i>Rating Scale: Descriptive Interpretation:</i>		
4.20 - 5.00 -	<i>Very High Effect (VHE)</i>	
3.40 - 4.19 -	<i>High Effect (HE)</i>	
2.60 - 3.39 -	<i>Moderate Effect (ME)</i>	
1.80 - 2.59 -	<i>Low Effect (LE)</i>	
1.00 - 1.79 -	<i>No Effect (NE)</i>	

The Extent of the Effects of Class Suspensions on Student Engagement in Labo East District was perceived as a High Effect (Overall WM=3.70), with the challenge of conducting group activities receiving the highest rating (WM=3.91, HE). This reflects how geographic isolation and limited connectivity in the district compromise the collaborative "pangkatang gawain" nature of the curriculum, forcing a shift from synchronous interaction to individual modular tasks (Raes et al., 2020; Chiu, 2023). Conversely, the decline in active classroom participation after suspensions scored lowest (WM=3.53, HE), as students often require a transition period to regain their academic focus and momentum once the daily school routine is disrupted by extreme weather (Lagmay and Rodrigo, 2022; Mohan et al., 2020). Ultimately, the loss of a structured environment acts as a significant barrier to behavioral engagement, necessitating a renewed focus on digital and alternative means to motivate independent learners in less-developed settings (Starkey et al., 2021; Alipio, 2020).

Table 7. Extent of Effects of Class Suspensions on Student Learning along Student Engagement

Indicators	Weighted Mean	Interpretation
1. Learners appeared less motivated to participate in academic tasks.	3.71	HE
2. Focus and attention during instructional delivery were diminished.	3.68	HE
3. Peer-to-peer interaction was limited or disrupted.	3.60	HE
4. Learners showed reduced interest in class activities.	3.68	HE
5. Active classroom participation declined following suspensions.	3.53	HE
6. Communication between teachers and learners decreased.	3.70	HE
7. Learners failed to submit or complete assignments.	3.71	HE
8. Group activities became challenging to conduct.	3.91	HE
9. Some learners relied on peers or parents for outputs.	3.79	HE
10. A lack of a structured learning environment reduced engagement.	3.64	HE
Overall Weighted Mean	3.70	HE
<i>Rating Scale: Descriptive Interpretation:</i>		
4.20 - 5.00 -	<i>Very High Effect (VHE)</i>	
3.40 - 4.19 -	<i>High Effect (HE)</i>	
2.60 - 3.39 -	<i>Moderate Effect (ME)</i>	
1.80 - 2.59 -	<i>Low Effect (LE)</i>	
1.00 - 1.79 -	<i>No Effect (NE)</i>	

The Extent of the Effects of Class Suspensions on Learning Continuity in Labo East District was perceived as a High Effect (Overall WM=3.81), with the phenomenon of learners falling behind academically receiving the highest rating (WM=4.21, VHE). This starkly illustrates how independent study during prolonged suspensions creates significant instructional gaps between students with varying home support, a disparity corroborated by Engzell et al. (2021) and Azevedo et al. (2021) as leading to long-term academic setbacks. Conversely, inconsistent teaching delivery and the omission of lessons received the lowest ratings (WM=3.65, HE), suggesting that while structural content coverage is slightly more resilient, the resulting fragmented pedagogical flow remains a temporary, inconsistent substitute for planned systems (Alvarez, 2020; Reich et al., 2020). Ultimately, these frequent environmental interruptions in the Bicol region prevent steady learning

patterns, necessitating stronger, technologically integrated approaches to prevent the permanent erosion of instructional quality and student participation (Tria, 2020; Lagmay and Rodrigo, 2022).

Table 8. Extent of Effects of Class Suspensions on Student Learning along Learning Continuity

Indicators		Weighted Mean	Interpretation
1.	Teaching and learning delivery became inconsistent.	3.65	HE
2.	Learners had limited access to instructional materials.	3.73	HE
3.	Learners struggled to transition between different learning modes.	3.79	HE
4.	Certain lessons or topics were skipped or omitted.	3.65	HE
5.	Some learners fell behind academically and failed to keep up.	4.21	VHE
Overall Weighted Mean		3.81	HE
<i>Rating Scale: Descriptive Interpretation:</i>			
4.20 - 5.00 -		Very High Effect (VHE)	
3.40 - 4.19 -		High Effect (HE)	
2.60 - 3.39 -		Moderate Effect (ME)	
1.80 - 2.59 -		Low Effect (LE)	
1.00 - 1.79 -		No Effect (NE)	

3.3. Relationship Between the School Management Strategies in Crisis Response Implemented in Mitigating Class Suspensions and Extent of the Effects on Student Learning

Using the Pearson Product-Moment Correlation (r) following a confirmed normal distribution, analysis revealed that all five dimensions of school management strategies in crisis response share statistically significant, positive relationships with academic performance, student engagement, and learning continuity ($p < .01$). Notably, Crisis Response Planning and Implementation showed the strongest link to learning continuity ($r = .276$), while Academic Continuity Measures significantly influenced performance ($r = .236$), and Evaluation and Improvement correlated most with student engagement ($r = .246$). These findings indicate an administrative reality in Labo East District where the intensity of management response, such as delivering modules via tricycle or setting up localized hubs, directly scales with the severity of instructional disruptions to prevent a total cessation of learning. This alignment with the Philippine "new normal" confirms that a strong management response is vital for educational resilience (Tria, 2020) and that adaptive leadership is required to sustain a school's mission during crises (Harris and Jones, 2020). Furthermore, these results corroborate that teacher-led psychological support and technologically integrated strategies are the primary mechanisms for maintaining student engagement and consistent learning paths in climate-vulnerable regions (Chiu, 2023; Lagmay and Rodrigo, 2022). Ultimately, institutionalized crisis response serves as the critical factor in mitigating potential learning losses and preventing students from falling behind (Azevedo et al., 2021), providing the empirical rationale for the proposed intervention to protect the academic future of learners.

Table 9. Test for Significant Relationship Between the School Management Strategies in Crisis Response Implemented in Mitigating Class Suspensions and Extent of the Effects on Student Learning

School Management and Crises Response	Extent of Effect on Students' Learning					
	Academic Performance		Student Engagement		Learning Continuity	
	r	p-value	r	p-value	r	p-value
Crisis Response Planning and Implementation	.224**	.000	.220**	.000	.276**	.000
Academic and Learning Continuity Measures	.236**	.000	.171**	.002	.153**	.006
Communication and Stakeholder Coordination	.204**	.000	.216**	.000	.214**	.000
Student Support and Well-being	.177**	.001	.182**	.000	.208**	.000
Evaluation and Improvement of Crisis Response Strategies	.224**	.000	.246**	.000	.232**	.000

**Correlation is significant @ 0.01 level

*Correlation is significant @ 0.05 level

3.4. Level of Effectiveness of the School Management's Crisis Response Strategies in Mitigating the Effects of Class Suspensions on Student Learning

The Level of Effectiveness of Crisis Response Planning and Implementation in Labo East District was rated Very Effective (Overall WM=4.25), with emergency preparedness activities achieving the highest success (WM=4.34, VE). This effectiveness is demonstrated by the seamless execution of pre-planned protocols and the activation of remote communication during disruptions, aligning with findings that proactive leadership and prepared safety guidelines are foundational to institutional welfare (Melnick and Darling-Hammond, 2020; Harris and Jones, 2020). Conversely, coordination with disaster risk reduction agencies received the lowest rating (WM=4.15, E), indicating that while internal readiness is thorough, the synergy with external offices like the MDRRMO often requires significant local adaptation to manage institutional constraints (Netolicky, 2020; Reich et al., 2020). Ultimately, the district's ability to maintain order through precise plan execution serves as a critical factor in sustaining the resilience of the basic education system and minimizing potential learning losses during closures (Tria, 2020; Azevedo et al., 2021).

Table 10. Level of Effectiveness of the School Management's Crisis Response Strategies along Crisis Response Planning and Implementation

Indicators		Weighted Mean	Interpretation
1.	Crisis management plans were implemented promptly during class suspensions.	4.21	VE
2.	Roles and responsibilities in crisis situations were clearly assigned and executed.	4.31	VE
3.	Emergency preparedness activities effectively supported class suspension responses.	4.34	VE
4.	Coordination with disaster risk reduction agencies enhanced crisis readiness.	4.15	E
5.	Resource allocation during crises supported uninterrupted learning.	4.24	VE
Overall Weighted Mean		4.25	VE
<i>Rating Scale: Descriptive Interpretation:</i>			
4.20 - 5.00 - <i>Very Effective (VE)</i>			
3.40 - 4.19 - <i>Effective (E)</i>			
2.60 - 3.39 - <i>Moderately Effective (ME)</i>			
1.80 - 2.59 - <i>Ineffective (IE)</i>			
1.00 - 1.79 - <i>Very Ineffective (VI)</i>			

Academic and Learning Continuity Measures in Labo East District were rated Very Effective (Overall WM=4.27), with assessment practices during suspensions receiving the highest rating (WM=4.45, VE) for maintaining instructional quality. This success is driven by the integration of clear rubrics and structured tools into modular packages, reinforcing the critical role of pedagogy and structured evaluation in crisis-driven distance learning (Starkey et al., 2021; Tria, 2020). In contrast, post-suspension remedial and catch-up sessions received the lowest score (WM=4.20, VE), as a tightly packed school calendar often forces teachers to rush remediation to stay on schedule with upcoming lessons (Azevedo et al., 2021; Reich et al., 2020). Despite these time constraints, the district's high accessibility to materials and successful adaptation to alternative delivery modes act as a vital lifeline for instructional continuity, ensuring that students in climate-vulnerable regions can continue their education during extreme weather events (Alvarez, 2020; Lagmay and Rodrigo, 2022).

Table 11. Level of Effectiveness of the School Management's Crisis Response Strategies along Academic and Learning Continuity Measures

Indicators		Weighted Mean	Interpretation
1.	Alternative learning delivery modes (e.g., modular, online, blended) were effectively implemented.	4.24	VE
2.	Learning materials were made accessible during class suspensions.	4.21	VE
3.	Teachers successfully adapted instructional strategies during suspensions.	4.23	VE
4.	Remedial and catch-up sessions addressed learning gaps post-suspension.	4.20	VE

5. Assessment practices during suspensions maintained instructional quality.	4.45	VE
Overall Weighted Mean	4.27	VE
<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>	
4.20 - 5.00 -	Very Effective (VE)	
3.40 - 4.19 -	Effective (E)	
2.60 - 3.39 -	Moderately Effective (ME)	
1.80 - 2.59 -	Ineffective (IE)	
1.00 - 1.79 -	Very Ineffective (VI)	

Communication and Stakeholder Coordination in Labo East District was rated Very Effective (Overall WM=4.31), with seeking stakeholder feedback to improve crisis responses achieving the highest success (WM=4.45, VE). This effectiveness is driven by school heads utilizing digital platforms and parent associations to foster two-way communication, allowing for logistical adjustments that prioritize family safety, a collaborative approach essential for building institutional resilience and valuing community voices (Harris and Jones, 2020; Netolicky, 2020). Conversely, the regular dissemination of updates on learning continuity plans received the lowest rating (WM=4.12, E), as the focus on immediate physical survival during prolonged disruptions often causes delays in communicating pedagogical adjustments like modified lesson targets or deadlines (Reich et al., 2020; Starkey et al., 2021). Despite these inconsistencies, the district's strong synergy with LGUs and parents ensures that communication channels serve as vital lifelines for safety and educational stability, confirming that clear, localized coordination is a prerequisite for the Philippine educational "new normal" (Melnick and Darling-Hammond, 2020; Tria, 2020).

Table 12. Level of Effectiveness of the School Management's Crisis Response Strategies along Communication and Stakeholder Coordination

Indicators		Weighted Mean	Interpretation
1.	Timely and clear communication about class suspensions was provided to all stakeholders.	4.28	VE
2.	Stakeholder feedback was sought to improve crisis responses.	4.45	VE
3.	School leaders coordinated effectively with parents, LGUs, and DepEd during suspensions.	4.35	VE
4.	Communication channels remained active and responsive throughout the suspension period.	4.36	VE
5.	Updates on learning continuity plans were regularly disseminated.	4.12	E
Overall Weighted Mean		4.31	VE
<i>Rating Scale:</i>	<i>Descriptive Interpretation:</i>		
4.20 - 5.00 -	Very Effective (VE)		
3.40 - 4.19 -	Effective (E)		
2.60 - 3.39 -	Moderately Effective (ME)		
1.80 - 2.59 -	Ineffective (IE)		
1.00 - 1.79 -	Very Ineffective (VI)		

Student Support and Well-being in Labo East District was rated Very Effective (Overall WM=4.25), with initiatives to maintain student motivation and engagement achieving the highest success (WM=4.29, VE). This effectiveness is driven by "Kumustahan" sessions and localized incentives that combat isolation during typhoons or extreme heat, fulfilling the qualitative psychological needs and intrinsic motivation essential for remote learning (Chiu, 2023; Mohan et al., 2020). Conversely, the consistent observation of safety and well-being protocols received the lowest rating (WM=4.20, VE), as school management faces inherent tensions and a lack of direct control over student home environments, necessitating a shared responsibility with the broader community (Melnick and Darling-Hammond, 2020; Netolicky, 2020). Despite these challenges, the district's holistic approach builds high trust and mitigates emotional trauma, confirming that student mental health and safety are foundational pillars of the Philippine educational "new normal" and must be balanced with technology-supported systems for resilience (Tria, 2020; Starkey et al., 2021).

Table 13. Level of Effectiveness of the School Management's Crisis Response Strategies along Student Support and Well-being

Indicators		Weighted Mean	Interpretation
1.	Counseling and psychosocial support services were provided to students during disruptions.	4.26	VE
2.	Students at risk of falling behind were given targeted support.	4.26	VE
3.	Teachers monitored student well-being during class suspensions.	4.26	VE
4.	Initiatives were in place to maintain student motivation and engagement.	4.29	VE
5.	Safety and well-being protocols were consistently observed during crisis periods.	4.20	VE
Overall Weighted Mean		4.25	VE
<i>Rating Scale:</i>			
<i>Descriptive Interpretation:</i>			
4.20 - 5.00 -	Very Effective (VE)		
3.40 - 4.19 -	Effective (E)		
2.60 - 3.39 -	Moderately Effective (ME)		
1.80 - 2.59 -	Ineffective (IE)		
1.00 - 1.79 -	Very Ineffective (VI)		

Evaluation and Improvement of Crisis Response Strategies in Labo East District were rated Very Effective (Overall WM=4.20), with post-suspension evaluations leading to improved learning continuity receiving the highest rating (WM=4.31, VE). This success is evident in the practical shifts made by school heads, such as adjusting modular retrieval schedules and improving digital filing, to refine continuity plans based on a learning and adapting mindset that builds institutional resilience (Harris and Jones, 2020; Starkey et al., 2021). Conversely, demonstrating continuous improvement in long-term crisis preparedness received the lowest rating (WM=4.08, E), as budget constraints and the focus on daily survival often limit the upgrading of permanent infrastructure and large-scale digital hubs (Netolicky, 2020; Reich et al., 2020). Despite these tensions, the district has successfully integrated reflective practices that utilize stakeholder feedback to ensure each subsequent suspension is managed with greater efficiency, confirming that the sustainability of the Philippine educational "new normal" depends on constant evaluation and the use of living guidelines updated through localized experience (Tria, 2020; Melnick and Darling-Hammond, 2020).

Table 14. Level of Effectiveness of the School Management's Crisis Response Strategies along Evaluation and Improvement of Crisis Response Strategies

Indicators		Weighted Mean	Interpretation
1.	Crisis response strategies were regularly evaluated for effectiveness.	4.24	VE
2.	Lessons learned from previous suspensions informed current practices.	4.19	E
3.	Adjustments to crisis response plans were made based on stakeholder feedback.	4.20	VE
4.	Post-suspension evaluations led to improvements in learning continuity.	4.31	VE
5.	The school demonstrated continuous improvement in crisis preparedness.	4.08	E
Overall Weighted Mean		4.20	VE
<i>Rating Scale:</i>			
<i>Descriptive Interpretation:</i>			
4.20 - 5.00 -	Very Effective (VE)		
3.40 - 4.19 -	Effective (E)		
2.60 - 3.39 -	Moderately Effective (ME)		
1.80 - 2.59 -	Ineffective (IE)		
1.00 - 1.79 -	Very Ineffective (VI)		

3.5. Relationship Between the School Management Strategies in Crisis Response and the Effectiveness in Mitigating the Effects of Class Suspension

Following a Kolmogorov–Smirnov test indicating a non-normal distribution ($p < .05$), the Spearman rank-order correlation (ρ) revealed that all dimensions of school management strategies possess moderate to strong, statistically significant positive relationships with the effectiveness of mitigating class suspension effects ($p < .01$), leading to the rejection of the null hypothesis. Notably, Student Support and Well-being emerged as the strongest correlate ($\rho = .693$), followed by Evaluation and Improvement ($\rho = .672$) and Communication and

Stakeholder Coordination ($\rho = .657$), illustrating that mitigation success is directly proportional to the intensity of management response. These findings reflect a distinct local reality in Labo East District, where the community measures effectiveness through the "felt presence" of the school, such as teacher-led "Kumustahan" sessions and coordination with Barangay officials, rather than mere logistics. This prioritization of the human element confirms that school leadership is most effective when adopting a people-centered approach that treats psychosocial welfare and physical safety as prerequisites for academic learning (Harris and Jones, 2020; Melnick and Darling-Hammond, 2020). Furthermore, the significant link between communication and effectiveness underscores the role of school leaders as vital connectors whose transparency maintains institutional stability and trust during periods of uncertainty (Netolicky, 2020). Ultimately, these correlations validate that minimizing learning disruptions depends on a strategic synergy between proactive operational planning and the sustained prioritization of the learners' holistic welfare.

Table 15. Test for Significant Relationship Between the School Management Strategies and the Effectiveness in Mitigating the Effects of Class Suspension

School Management Strategies	Effectiveness in Mitigating the Effects of Class Suspension		Remarks	Decision
	ρ	p -value		
Crisis Response Planning	.561**	.000	Significant	Reject H_0
Academic and Learning Continuity Measures	.616**	.000	Significant	
Communication and Stakeholders Coordination	.657**	.000	Significant	
Student Support and Well-Being	.693**	.000	Significant	
Evaluation and Improvement of Crisis Response Strategies	.672**	.000	Significant	

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

3.6. Proposed Intervention to Enhance School Management's Crisis Response Strategies in Mitigating Class Suspensions Effects

The proposed intervention, The LABO Handbook: Localized Action for Bridging Obstacles, is a proactive management framework developed to mitigate the very high effect of students falling behind due to suspensions (WM=4.21) by institutionalizing the Multi-Hazard Connectivity Census and Baay Learner Profiling System. This data-driven approach categorizes learners into zones, Digital-Synchronous, Digital-Asynchronous, and Analog, to eliminate instructional delays and ensure targeted resource allocation during LSCP activation. To address communication inconsistencies and limited material access (WM=3.73), the handbook features a Multi-Hazard LSCP Trigger Matrix and the Barangay Drop Logistics Protocol, utilizing local hubs to maintain pedagogical links despite physical barriers. Furthermore, a Low Data Usage First Policy and screenshot-based summaries address digital inequity, while a 10% MOOE Contingency Fund for "Red Tag" kits secures the sustainability of modular production. Finally, to neutralize the high need for academic recovery time (WM=4.00), the handbook mandates the Day 1 Recovery Protocol, featuring a Traffic Light Assessment and peer-tutoring bridge mechanisms to close learning gaps immediately upon resumption, ensuring that school management shifts from reactive survival to a standardized system of resilience (DepEd Order No. 022, s. 2024).

4. Conclusion and Recommendations

The study concludes that while Labo East schools excel in safety and communication, critical gaps in assessment and plan revision necessitate a shift from reactive to proactive management. Class suspensions create substantial learning deficits that current measures fail to fully neutralize, requiring structured recovery protocols. Because administrative interventions scale directly with disruption severity, the first null hypothesis was rejected, confirming that management intensity is an adaptive necessity. Furthermore, the crisis response

framework is effective but requires a transition toward long-term strategic evolution; the rejection of the second null hypothesis established that mitigation success is directly proportional to management quality and psychosocial support. Ultimately, The LABO Handbook serves as the critical evidence-based mechanism to institutionalize localized profiling and decentralized logistics, transforming school management into a standardized system of resilience and instructional equity.

School Heads and Crisis Management Committees may transition from mandatory drills to systematic plan reviews that adapt to evolving threats, while teachers and supervisors prioritize Bridge Programs and increased remediation hours to counteract students falling behind. District Planning Officers may utilize localized disruption data to proactively scale management responses, and School Management Teams must secure funding for long-term digital and physical infrastructure to shift from localized improvements to institutional resilience. Classroom teachers and guidance staff may further institutionalize "Kumustahan" protocols and psychosocial support, as these people-centered interventions are the strongest factors in mitigating the emotional and academic effects of suspensions. Specifically, Baay Elementary School may fully implement The LABO Handbook, utilizing the Connectivity Census and Barangay Drop logistics to ensure consistent instructional delivery across geographic and digital barriers. Finally, future researchers may conduct longitudinal or qualitative studies in analog-dependent areas (Zone C) to further refine how localized management frameworks can effectively bridge the digital divide during extended environmental crises.

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