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## The Influence of Emotional Intelligence and Community Support on School Crisis Management

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### ABSTRACT

This study investigates the influence of emotional intelligence (EI) and community support on school crisis management in Tagbina District 1, Surigao del Sur, Philippines. A descriptive-correlational research design was used, surveying 214 respondents, including school heads, teachers, and stakeholders. Findings revealed that student bullying and violence was identified as the most frequent crisis experienced in the past five years, with a mean rating of 3.550 (often category). In terms of community support, partnerships with local communities and organizations had the highest mean rating of 4.540 (always category), reflecting strong external collaboration. Among crisis leadership dimensions, instructional leadership had the highest mean of 4.428 (always category), emphasizing the role of guiding teachers and students during crises. Results further indicate a significant positive correlation between EI and crisis leadership effectiveness ( $r = 0.421, p < 0.01$ ), with empathy showing the strongest relationship in instructional ( $r = 0.780, p < 0.01$ ), organizational ( $r = 0.553, p < 0.01$ ), and community extension leadership ( $r = 0.406, p < 0.01$ ), while self-management was most strongly associated with human resource ( $r = 0.386, p < 0.01$ ) and strategic leadership ( $r = 0.467, p < 0.01$ ). Findings suggest the need for EI training programs for school leaders and strengthened community collaboration to improve crisis resilience.

### INTRODUCTION

In times of crisis, schools are essential for preserving stability and building resilience. Unexpected events that disrupt routine operations, however, put the well-being of students, employees, and teachers at risk and are frequently difficult for school administrators to manage. For instance, while schools in Tagbina District 1 experienced disruption and increased anxiety due to the COVID-19 pandemic, the necessity for emotionally intelligent leadership was highlighted. Similarly, the 7.4 magnitude earthquake in the Province of Surigao del Sur in December 2023 posed a significant challenge for school leaders to demonstrate emotional intelligence by staying composed under pressure, fostering collaboration among staff, and responding swiftly and empathetically to ensure the safety and well-being of the entire school community. These incidents highlight how crucial emotional intelligence and community support are to handle school crises effectively.

According to recent studies, emotional intelligence and community support are critical for crisis management. In times of crisis, leaders who attended to employees' and pupils' social, emotional, and psychological needs were crucial (Schechter *et al.*, 2022). Leadership success is significantly impacted by emotional intelligence and resilience, and there is a favorable correlation between these traits and enhanced leadership ability (Lamb & Carver, 2020). Effective communication, stress management, and team cohesion are all enhanced by emotional intelligence, which is essential for crisis leadership (Fernandes *et al.*, 2023). Building resilience requires cooperation and community assistance from organizations, families, and schools (Wilson, 2021).

These findings highlight how vital individual leadership abilities and group community efforts are to manage emergencies successfully.

Despite these findings, little study has been done on the combined effects of community support and emotional intelligence on school crisis management. Few studies examine the combined impact of these factors, especially in Tagbina District 1, although some studies have examined these factors independently. This gap offers an excellent opportunity to learn how local school leaders can use emotional intelligence and community collaboration to create more successful crisis response plans. Tagbina District 1 was selected due to its geographical and socio-economic characteristics. As a second-class municipality, it faces challenges related to infrastructure and crisis response, making it an ideal case for examining school crisis management.

This study aims to examine the relationship between EI, community support, and crisis leadership practices of school heads in Tagbina District 1. It gives schools and their communities important insights into effective crisis management strategies. School administrators can improve readiness and resilience by investigating emotional intelligence and community support. The result will serve as a guide to developing contingency plans for effective crisis management.

### LITERATURE REVIEW

#### Theoretical Foundations of School Crisis Management

Existing literature highlights the significance of Emotional Intelligence (EI) Theory (Goleman, 1995) in leadership, particularly in crisis situations. EI encompasses self-awareness, self-regulation, motivation, empathy, and

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social skills, which enable leaders to manage emotions effectively, maintain trust, and promote teamwork during crises. In the context of schools, emotionally intelligent leaders can make informed decisions under pressure and foster a supportive environment for students and staff.

Beyond individual leadership, Social Support Theory (Cobb, 1976) underscores the role of external networks in crisis management. It posits that emotional, informational, and practical support from community stakeholders—such as parents, local officials, and organizations—helps reduce stress and enhances resilience. Schools benefit from strong community collaboration in times of crisis, as collective efforts ensure a coordinated response and recovery.

To further structure crisis response, Crisis Management Theory (Mitroff & Pearson, 1993) provides a framework outlining key phases: prevention, preparedness, response, and recovery. Effective leadership is crucial at every stage, as emotionally intelligent leaders can foster communication, sustain morale, and make strategic decisions to navigate crises. Additionally, mobilizing external support strengthens a school's ability to recover and adapt to challenges.

Lastly, Resilience Theory (Garmezy, 1991) ties these perspectives together by emphasizing adaptability in the face of adversity. EI fosters resilience by enhancing problem-solving and stress management, while community support provides the resources necessary to facilitate recovery. Schools that integrate both emotionally intelligent leadership and external collaboration develop stronger crisis response mechanisms.

These theoretical perspectives collectively highlight the interplay between leadership, community involvement, and structured crisis response, offering a comprehensive framework for understanding the role of EI and community support in school crisis management.

### **The Role of Emotional Intelligence During Crises**

Emotional intelligence (EI) is crucial for school leaders, particularly during crises. Goleman's EI model—self-awareness, self-management, social awareness, and relationship management—frames effective leadership. Research (Jackman-Ryan *et al.*, 2020; Ford, 2022) highlights that school heads with high EI demonstrate superior crisis leadership. During the COVID-19 pandemic, emotionally intelligent leaders maintained trust, supported their communities, and navigated learning disruptions through self-regulation and empathy. EI enhances crisis resilience by fostering positive relationships, reducing stress, and promoting open communication (Wilson, 2021; Mutch, 2015). In the Philippines, where schools face frequent natural disasters, socio-political instability, and public health emergencies, EI is vital in managing both academic and emotional challenges. Studies (Alitagtag & Rosales, 2022; Omar *et al.*, 2023; Reyes *et al.*, 2021) confirm that emotionally intelligent school heads handle crises effectively by demonstrating empathy, emotional resilience, and strong communication skills.

Key EI dimensions in crisis leadership include self-

awareness and self-management, which help school heads regulate emotions under stress to ensure rational decision-making (Matić, 2020). Empathy and social awareness enable leaders to build trust and foster resilience through supportive leadership (Alomair & Fernandes, 2021; Wilson, 2021). Relationship management facilitates communication, collaboration, and conflict resolution, ensuring a smooth crisis response (Jimenez & Galicia, 2023). Decision-making under pressure requires balancing rationality with emotional considerations to maintain stability and continuity in learning (Lescano, 2021).

In disaster-prone Philippine regions, emotionally intelligent leadership is crucial for both crisis response and psychological recovery. As schools transition from the COVID-19 pandemic, EI remains essential in addressing both academic and emotional needs. Globally and locally, EI-driven leadership ensures school resilience, safety, and well-being, underscoring the need for continuous EI development among school heads.

### **Community Support in Crisis Management**

Community support is crucial for effective crisis management, as seen during the COVID-19 pandemic. Studies highlight that open communication and collaboration between schools, families, and local organizations ensure swift crisis response and resource distribution (Abramova *et al.*, 2021; Jackman-Ryan *et al.*, 2020). In Saudi Arabia, school leaders successfully relied on partnerships with parents and local agencies to transition to remote learning (Alomair & Fernandes, 2021). Strong community engagement fosters resilience by empowering stakeholders to address challenges collectively, with external experts like mental health professionals playing a vital role in both immediate crisis response and long-term recovery (Nickerson & Zhe, 2004; Thompson, 2022). Schools often serve as recovery hubs, where strong relationships with communities help sustain crisis management efforts (Mutch, 2015; Wilson, 2021).

In the Philippine context, community collaboration is essential, particularly in disaster-prone areas. Partnerships with local governments, private organizations, and parents help mobilize resources and provide emotional support (Pastor *et al.*, 2024). School-Based Management (SBM) fosters decentralized decision-making, allowing schools to respond more effectively to crises (Reyes *et al.*, 2021). Coordination between DepEd, LGUs, and stakeholders strengthens disaster risk reduction strategies (Fontanos *et al.*, 2021). The “Brigada Eskwela” initiative, though not a crisis program, enhances school resilience by promoting volunteerism (Valenzuela & Buenvenida, 2021). The pandemic also highlighted the importance of community-driven solutions in bridging the digital divide, with local efforts ensuring the continuity of learning (Race, 2020). Overall, community engagement enhances preparedness, response, and recovery, making schools and their surrounding communities more resilient in the face of crises (Baybay & Hindmarsh, 2019).

### **Crisis Management in Educational Settings**

Crisis leadership is essential for school leaders in managing disruptions such as natural disasters and health emergencies. Key leadership practices, including instructional, human resources, and strategic leadership, were crucial during the COVID-19 pandemic (Jackman-Ryan *et al.*, 2020). Effective crisis leaders demonstrate clear communication, quick decision-making, and adaptability (Ford, 2022; Karasavidou & Alexopoulos, 2019). Emotionally agile leadership fosters trust and resilience, ensuring stakeholder well-being and a collective approach to crisis response (Wilson, 2021; Marsh *et al.*, 2022). Proactive measures, such as contingency planning, enhance crisis resilience. Pastor *et al.* (2024) propose an Educational Crisis Resiliency Management Framework, emphasizing communication, flexibility, and emotional support. In the Philippines, school leaders often adopt reactive approaches to crises, balancing immediate responses with long-term goals (Reyes *et al.*, 2019). Strong leadership is crucial for fostering resilience and sustaining educational stability (Gonzales & Silayan, 2023). Ultimately, crisis leadership requires adaptability, proactive planning, and emotional intelligence to navigate challenges and ensure long-term recovery.

### The Role of Emotional Intelligence in Crisis Leadership

Studies consistently highlight the strong correlation between emotional intelligence (EI) and effective crisis leadership. Abramova *et al.* (2021) and Ford (2022) emphasize that emotionally intelligent leaders are better equipped to make informed decisions, foster collaboration, and navigate crises effectively. EI enables leaders to regulate emotions, maintain resilience, and communicate clearly under pressure, which are critical in crisis situations.

Jackman-Ryan *et al.* (2022) further reinforce that EI enhances leadership effectiveness, particularly in schools facing crises, by improving decision-making, empathy, and relationship-building. In the Philippine context, Jimenez and Galicia (2023) found that emotionally intelligent school heads manage crises more effectively, ensuring stability and well-being for students and staff. Given the frequent natural disasters and other crises in the Philippines, EI is a crucial competency for school leaders to maintain operational continuity and provide emotional support to their communities.

Lived experiences of school heads also highlight the role of EI in crisis leadership. Ford (2022) and Jackman-Ryan (2020) document how school principals utilized EI to navigate challenges during the COVID-19 pandemic, such as managing stress, making rapid decisions, and maintaining trust among stakeholders. Similarly, Jimenez and Galicia (2023) note that Filipino school heads with high EI demonstrated greater resilience and adaptability in the face of resource limitations and institutional challenges.

Overall, EI is a key factor in effective crisis leadership, as it equips leaders with the emotional regulation, empathy, and communication skills necessary to navigate

uncertainty and foster school resilience.

### Research Gaps

Existing literature often focuses on specific crises, such as the COVID-19 pandemic, overlooking the diverse range of challenges schools face, particularly in disaster-prone areas like the Philippines (Marsh *et al.*, 2022). While schools in different regions experience various crises—ranging from typhoons and earthquakes to local conflicts and accidents—the frequency and types of these crises remain underexplored, limiting the generalizability of crisis management strategies (Omar *et al.*, 2023). A more comprehensive examination of these crises is essential to understanding how school leaders can adapt their leadership approaches for enhanced resilience.

Emotional intelligence (EI) is widely recognized as a crucial trait in crisis leadership. However, despite its acknowledged importance in stress management and decision-making, there is limited empirical research linking specific EI competencies—such as self-regulation and empathy—to measurable crisis management outcomes in schools (Jimenez & Galicia, 2023; Thompson *et al.*, 2023). Moreover, little research has been conducted on integrating EI into crisis management training, particularly within the Philippine educational setting, where leadership styles are influenced by cultural factors. While community engagement is frequently discussed in the context of health emergencies, its broader role in long-term crisis management remains insufficiently examined (Reyes *et al.*, 2021). In rural and remote Philippine schools, collaboration with local government units (LGUs), parents, and non-governmental organizations (NGOs) is crucial for effective crisis response. However, there is limited research on how these partnerships can be systematically incorporated into school crisis management frameworks, particularly for non-health-related crises such as natural disasters and civil unrest. The effectiveness of different forms of community engagement—such as the role of LGUs in disaster preparedness—also warrants further study.

Additionally, studies on crisis leadership often emphasize EI but rarely explore its interaction with other leadership qualities, such as cultural intelligence, strategic decision-making, and adaptability (Escosora & Guhao, 2023). In the Philippine context, where collectivist values and hierarchical structures shape leadership styles, understanding how EI integrates with these traits is essential. Furthermore, existing research predominantly focuses on the perspectives of school heads (Alarcon, 2021; Wilson, 2021), with limited attention given to teachers, students, parents, and external partners. Their insights could provide a more holistic understanding of school crisis management and the additional support needed to enhance response efforts.

Finally, while many studies discuss crisis management practices, few provide empirical data on their long-term effectiveness and success rates (Omar *et al.*, 2023; Alomair & Fernandes, 2021). The absence of demographic and

institutional profiling in many studies also limits the applicability of findings across different educational contexts, such as urban vs. rural schools or public vs. private institutions (Dy, 2023). Future research should address these gaps to develop more adaptable, data-driven crisis management strategies.

The literature emphasizes that community support, leadership, and emotional intelligence are critical to crisis resilience. Nonetheless, there are still gaps in stakeholder perspectives and empirical validation. Future studies should measure the effects of EI and broaden crisis management strategies, particularly for Philippine schools that are vulnerable to natural disasters.

## MATERIALS AND METHODS

### Research Design

The study utilized a descriptive-correlational research design to determine the types and frequencies of school crises experienced in the past five years, the level of school heads' emotional intelligence and crisis leadership practices, the level of community support, and the relationship between EI and crisis leadership practices of school heads. A correlational research design examines the relationship between two or more variables without any manipulation by the researcher (Bhandari, 2023). This approach helps determine whether EI and crisis leadership practices are positively or negatively correlated, indicating the direction and strength of their association in the study. The descriptive component allows for a detailed examination of the frequency and nature of school crises, as well as an assessment of school heads' emotional intelligence and crisis leadership practices. This complements the correlational analysis by providing contextual insights into the relationships explored in the study.

### Research Locale

The study was conducted in 15 schools within Tagbina District 1, located in the municipality of Tagbina, Surigao del Sur. Tagbina is a second-class municipality and one of only two land-locked municipalities in Surigao del Sur, with a population of 41,051 as of the 2020 census (Philippine Statistics Authority, 2020). The municipality ranked 356th in infrastructure and 420th in resiliency out of 511 municipalities in the 2023 national ranking of first- to second-class municipalities, highlighting the region's limited resources. Given the geographical location and resource constraints faced by school administrators, this locale was selected to explore how they manage crises and mobilize community support.

### Research Respondents

A total of 269 DepEd employees work in the 15 schools of Tagbina District 1, including 254 teachers and 15 school heads. The study grouped the participants into three groups: teachers, school heads, and stakeholders. Using stratified random sampling, 156 teachers were chosen randomly to participate in the survey, ensuring proportional representation from small, medium, and

large schools. The sample size for teachers was determined using Slovin's formula:  $n = N / (1 + N^2)$ , where  $N$  is the population size (254 teachers), and  $e$  is the margin of error (5%). Using this formula, the computed sample size was approximately 156 teachers, ensuring a representative sample from different school sizes. Meanwhile, all 15 school heads and 44—including the GPTA presidents, barangay captains, LDRRM officer, nurses, and social workers—were chosen to complete the survey through complete enumeration. This resulted in a total of 215 participants. This guarantees sufficient representation of the many perspectives required to analyze the research problem comprehensively.

### Research Instrument

A validated and modified survey instrument to gauge the EI of school heads was used to gather quantitative data. The demographic and school profile, the type and frequency of school crises, community support, and crisis leadership practices were all examined using a survey questionnaire developed by the researcher. Several experts with expertise in educational leadership, disaster management, language, and research methodology, including two Education Program Supervisors (EPS), one Senior Education Program Specialist (SEPS), one Project Development Officer in the Division Disaster Risk Reduction Office, one District In-Charge (DIC), one Local Disaster Risk Reduction Management Officer (LDRRMO), and one master teacher, validated the instrument. The instrument was pilot-tested on 26 respondents to test its reliability, following the heuristic sampling principles. Cronbach's Alpha was calculated to measure internal consistency, resulting in a reliability coefficient of 0.988, which suggests excellent reliability. Steps were taken to minimize response bias, including ensuring anonymity, using neutral and clear question wording, and randomizing items within each section to reduce order effects. The questionnaire included indirect questioning techniques and assurances that responses would not be linked to individual performance evaluations to further reduce social desirability bias.

### Data Gathering Procedure

The data collection comprised several steps to guarantee a thorough and ethical approach to the study. First, a pilot test of the research instrument was conducted. The Graduate School Dean granted the required permissions and clearances. After receiving approval, the researcher requested authorization from the Schools Division Superintendent of Surigao del Sur and the Public Schools District In-charge of Tagbina District 1, where the study was conducted. Teachers, school administrators, and stakeholders were among the respondents informed of the study. This involved interacting with the respondents and stressing the value of their input into the study. The responders received a copy of the questionnaire, a letter of informed consent, and explicit instructions. This allowed the participants to read over the study's

specifics and voluntarily participate. The responders were given both printed and electronic versions of the research instruments. These techniques made gathering and analyzing quantitative data more secure and efficient. The data collection process spanned approximately four weeks, allowing sufficient time for follow-ups with non-respondents while ensuring minimal disruption to school operations. A tabular summary of the collected data was created. Finally, the researcher analyzed and interpreted the summarized data to answer the research questions.

**Ethical Considerations**

Obtaining informed consent was prioritized. Participants received comprehensive information about the study’s objectives, methods, potential risks and benefits, and their right to withdraw at any time without penalty (Hollander *et al.*, 2023). This aligns with the National Institutes of Health (2021) ethical guidelines, which strongly emphasize giving participants accurate information, making sure they understand it, and getting their consent voluntarily. Another key component of this study was confidentiality. The responses provided by participants were kept anonymous, and their identities were protected throughout the collection, processing, and reporting of data. Data was securely stored, and unique identities were used instead of personal names. The World Health Organization (2023) states that to protect participant privacy, research involving human subjects must follow stringent confidentiality requirements. Every attempt was made to reduce participant discomfort and possible injury. Considering the time limits of busy school personnel, survey questions were thoughtfully crafted to prevent unnecessary tension or anxiety. The NIH (2022) stresses that researchers must put precautions in place to lessen suffering and injury by the beneficence idea. The researcher promised to conduct an ethical study that protected the rights and welfare of participants by following these ethical principles, which would ultimately yield important insights into crisis management in Tagbina District 1.

**Statistical Treatment**

Techniques for quantitative data analysis were used in this study. The mean was calculated to answer research questions 1, 2, 3, and 4. This established the numerical responses’ central tendency, especially for the Likert scale items evaluating emotional intelligence, community support, school crisis management, and the types and frequency of school crises. The mean made finding trends and broad tendencies in the data more manageable, which offered an overall assessment of respondents’ perceptions. A higher or lower mean score showed the overall inclination of responses, which was crucial for determining the success of the components under study. Using Pearson’s correlation, the relationship between emotional intelligence and school crisis management was determined. In this statistical test, research question 5 was addressed. Tests for normality and the presence of

outliers before conducting Pearson’s correlation analysis were performed to ensure the validity of the results. The survey instrument’s internal consistency was evaluated using Cronbach’s alpha. To ensure that the items assessing each construct delivered reliable and consistent findings, a reliability coefficient of 0.70 or above was deemed appropriate.

**RESULTS AND DISCUSSION**

**Types and Frequencies of School Crises**

Table 1 indicates student violence and bullying as the most rated school crisis, with a mean rating of 3.550 falling in the “Often” category. It indicates the frequent occurrence of bullying and verbal and physical violence that has an extreme effect on the school environment. With the high occurrence of bullying, particularly the increasing rates of cyberbullying, schools are going to need improved anti-bullying programs and support systems (Thornberg *et al.*, 2022).

On the other hand, the least-rated crisis was landslide,

**Table 1:** Mean Distribution of the Types and Frequencies of School Crises

Types of School Crises	Mean	Descriptive Interpretation
Student Bullying and Violence	3.550	Often
Classroom Shortage	3.130	Sometimes
Typhoon-related School Disruption	2.970	Sometimes
Earthquake Damage	2.890	Sometimes
Evacuation Center	2.670	Sometimes
Postponed School Repairs	2.640	Sometimes
Student Medical Emergency	2.630	Sometimes
Pandemic-related Learning Modality Shift	2.580	Rarely
Teacher Burnout	2.510	Rarely
Insufficient Teaching Materials	2.400	Rarely
Teacher-Student Conflict	2.340	Rarely
Flooding	2.190	Rarely
Unsafe Building Condition	2.150	Rarely
Utility Disruption	2.090	Rarely
Unauthorized Entry	1.730	Never
Violence Near School	1.710	Never
Local Infrastructure Failure	1.710	Never
Self-harm or Suicide Attempt	1.660	Never
Contagious Illness Outbreak	1.600	Never
Teacher Medical Emergency	1.560	Never
School Bus Accident	1.460	Never
Teacher Death	1.430	Never
Drug and Alcohol Abuse	1.430	Never
Fire Emergency	1.290	Never
Landslide	1.220	Never
<b>Overall Mean</b>	<b>2.142</b>	<b>Rarely</b>

with a mean score of 1.220, which is in the “Never” category. This indicates that, while a possible danger in certain areas, landslides are a rare crisis in most schools. While rare, schools should be ready for such extreme crises with sound disaster risk reduction and management in place (Lee, 2021).

### Emotional Intelligence of School Heads

Table 2 indicates that social skills received the highest mean rating of 4.329, categorized as “Always.” This implies that school administrators constantly exhibit excellent interpersonal skills, enabling them to establish trusting bonds, communicate clearly, and work cooperatively with various stakeholders. Developing a positive school climate, settling disputes, and encouraging cooperation between teachers and students depend on strong social skills (Jimenez & Galicia, 2023).

Meanwhile, the poorest-performing EI dimension was

**Table 2:** Mean Distribution of Emotional Intelligence of School Heads

Indicators	Mean	Descriptive Interpretation
Self-Awareness	3.877	Often
Self-Management	4.032	Often
Motivation	4.221	Always
Empathy	4.250	Always
Social Skills	4.329	Always
<b>Overall Mean</b>	<b>4.142</b>	<b>Often</b>

self-awareness, with a mean score of 3.877 and rated as “Often.” It implies that although school heads may already know their own emotions and capabilities in general, deeper self-awareness can still be enhanced. Increased self-awareness can make leaders more sensitive to their emotional reactions and impact on other individuals, which is central to becoming an effective leader and making improved decisions (Lescano, 2021; Limlao, 2024).

### Community Support During Crises

The most substantial evidence of community support was the local organization and community partnerships, rated at an average of 4.540 and under the “Always” category. This supports the imperative call for collaborative projects between schools and local organizations in a crisis to access support and resources quickly. Effective partnerships ensure timely responses to crises, highlighting the imperative role that community cooperation plays in managing crises (Kapucu *et al.*, 2023; Lee, 2021).

On the other hand, the lowest-rated indicator was response mobilization at an average of 4.271, still in the “Always” category. Despite the score reflecting the community being well equipped to mobilize resources in a crisis, it also demonstrates some room for improvement in sharpening the speed and organization of responses. Effective and timely mobilization does much to mitigate

the impact of a crisis, and well-networked communities are better placed to provide quick assistance (Browder *et al.*, 2022; Chatzipanagiotou & Katsarou, 2023).

### Crisis Leadership Practices of School Heads

**Table 3:** Mean Distribution of Community Support During Crisis

Indicators	Mean	Descriptive Interpretation
Partnerships with Local Communities & Organizations	4.540	Always
Preparation of Community Contingency Plans	4.373	Always
Experiences in Community Engagement	4.341	Always
Participatory Development	4.434	Always
Response Mobilization	4.271	Always
<b>Overall Mean</b>	<b>4.392</b>	<b>Always</b>

Table 4 indicates that the most highly rated practice indicator for leadership was instructional leadership, with a mean of 4.428, under the “Always” category. This shows the need for school heads to emphasize the quality of education during crises so that teaching and learning are not interrupted. Several studies support this, citing instructional leadership as a need to guide teachers to adapt teaching strategies, hence ensuring the needs of students’ education are met even in challenging periods (Browder *et al.*, 2022; Chatzipanagiotou & Katsarou, 2023).

The lowest-ranked indicator was strategic leadership,

**Table 4:** Mean Distribution of Leadership Practices of School Heads During Crisis

Indicators	Mean	Descriptive Interpretation
Instructional Leadership	4.428	Always
Human Resource Leadership	4.350	Always
Organizational Leadership	4.360	Always
Community Extension Leadership	4.367	Always
Strategic Leadership	4.247	Always
<b>Overall Mean</b>	<b>4.350</b>	<b>Always</b>

with a mean score of 4.247 and a rating of “Always.” While this is a good strategic planning measure, the lower rating may suggest some improvement in proactively foreseeing and resolving long-term issues amid a crisis. Research highlights that effective strategic leadership involves managing short-term crises and foreseeing upcoming matters, thus ensuring the best possible preparation of resources for long-term recovery and sustainability (Alarcon, 2021; Brion & Kiral, 2021; Wenzel *et al.*, 2020).

### Correlation between Emotional Intelligence and

**Crisis Leadership Practices**

Table 5 shows that, in Instructional Crisis Leadership, the highest correlation was with Empathy ( $p = 0.000, r = 0.780$ ), indicating that highly empathetic individuals are better in instructional leadership during crises. The lowest correlation was with Motivation ( $p = 0.000, r = 0.325$ ), suggesting that, while motivation is relevant in crisis

leadership, it does not show as significant a correlation with instructional ability as empathy does. Empathy is necessary for understanding and meeting the needs of others in leadership roles, while motivation may be subject to individualistic factors rather than specific needs stemming from crises (Fernandes *et al.*, 2023; Imperial *et al.*, 2021). In Human Resource Crisis Leadership, the highest

**Table 5:** Correlation between Emotional Intelligence and Crisis Leadership Practices

Crisis Leadership Practices	Emotional Intelligence	p-value	Correlation	Interpretation
Instructional	Self-awareness	0.000	0.360	Significant
	Self-management	0.000	0.445	Significant
	Motivation	0.000	0.325	Significant
	Empathy	0.000	0.780	Significant
	Social Skills	0.000	0.340	Significant
Human Resource	Self-awareness	0.000	0.341	Significant
	Self-management	0.000	0.386	Significant
	Motivation	0.000	0.268	Significant
	Empathy	0.000	0.308	Significant
	Social Skills	0.000	0.275	Significant
Organizational	Self-awareness	0.000	0.425	Significant
	Self-management	0.000	0.475	Significant
	Motivation	0.000	0.374	Significant
	Empathy	0.000	0.553	Significant
	Social Skills	0.000	0.422	Significant
Community Extension	Self-awareness	0.000	0.405	Significant
	Self-management	0.000	0.356	Significant
	Motivation	0.000	0.319	Significant
	Empathy	0.000	0.406	Significant
	Social Skills	0.000	0.402	Significant
Strategic	Self-awareness	0.000	0.440	Significant
	Self-management	0.000	0.467	Significant
	Motivation	0.000	0.345	Significant
	Empathy	0.000	0.407	Significant
	Social Skills	0.000	0.294	Significant
<b>Overall (Crisis Leadership Practices vs. EI)</b>		<b>0.000</b>	<b>0.421</b>	<b>Significant</b>

correlation was with Self-management ( $p = 0.000, r = 0.386$ ), indicating that leaders with higher self-regulation are more effective in human resource management during crises. The lowest correlation was with Motivation ( $p = 0.000, r = 0.268$ ), indicating that, while motivation is relevant, it does not have as significant an effect on human resource management during crises. Effective self-management allows leaders to be calm and composed, which is critical in effective human resource management during crises; motivation, while helpful, may not have the same degree of direct effect in this specific situation (David, 2024; Matic, 2020).

For Organizational Crisis Leadership, the highest correlation was with Empathy ( $p = 0.000, r = 0.553$ ), which suggests that empathy is crucial in organizational crisis leadership. The lowest correlation was with Motivation

( $p = 0.000, r = 0.374$ ), which indicates that although motivation is required, it is not as highly correlated with organizational crisis leadership. Empathy is a critical factor in organizational leaders because it enables them to comprehend and respond to other people's feelings, while motivation is secondary in organizational crisis leadership (Fernandes *et al.*, 2023; Imperial *et al.*, 2021).

For Community Extension Crisis Leadership, the highest correlation was with Empathy ( $p = 0.000, r = 0.406$ ), which suggests the criticality of awareness of feelings among leaders in community extension work during a crisis. The lowest correlation was with Motivation ( $p = 0.000, r = 0.319$ ), which suggests that although motivation is crucial, it is not a key factor in community extension work during a crisis. While motivation might trigger action, leaders need empathy to extend community support and

cooperation during a crisis (Alarcon, 2021; David, 2024). For Strategic Crisis Leadership, the highest correlation was with Self-management ( $p = 0.000$ ,  $r = 0.467$ ), which suggests that control of emotions is critical in strategic decision-making during a crisis. The lowest correlation was with Social Skills ( $p = 0.000$ ,  $r = 0.294$ ), which suggests that although social skills are beneficial, they are not as critical as self-management in strategic crisis leadership. Those involved in strategic decision-making have to control their emotional reaction so that attention is sustained and clean decision-making can be enabled, whereas interpersonal competencies increase teamwork but are not as essential to sophisticated strategic planning (Alomair & Fernandes, 2021; David, Fernandes *et al.*, 2023). The overall correlation between Emotional Intelligence (EI) and Crisis Leadership Practices is  $r = 0.421$  ( $p < 0.01$ ), indicating a moderate positive relationship. This suggests that school heads with higher EI are more effective in crisis leadership but other factors may also influence leadership performance (Hale, 2023; Jenita *et al.*, 2024; Matic, 2020).

## CONCLUSION

Student bullying and violence were the most common school crises reported, showing that such occurrences are “Often” and that schools require more efficient and stronger anti-bullying programs. In contrast, landslides were the least common crisis, showing that environmental hazards, such as landslides, are low in the study area. Such results show that while responding to social issues like bullying should be a priority for school crisis management; environmental hazards are less of a problem. School heads have strong social skills, as reflected by the highest rating in this category, showing their capacity to establish relationships and manage interactions with others. However, the lower rating in self-awareness shows room for improvement in their capacity to examine their feelings and manage them well. Such contrast shows the need to establish self-awareness in developing their emotional intelligence. Community support during times of crisis is well-rated, with cooperation with local communities and organizations being the most critical factor. This shows good cooperation and interaction with external stakeholders during times of crisis. However, the lower rating for mobilization of response shows the need to enhance mobilization of response and coordination of resources and response during times of crisis, showing potential inefficiencies in crisis management processes. Crisis leadership behavior of school heads is always assertive, with instructional leadership being the highest rated, showing their commitment to ensuring the quality of education even during times of crisis. Despite a good rating, strategic leadership was the lowest among the evaluated areas, indicating the need to enhance planning for long-term crises and future-oriented decision-making to promote long-term preparedness and response. There is a strong relationship between crisis leadership practices and emotional intelligence; empathy is the most important

determinant of effective crisis management. This implies that highly empathetic educational leaders are best positioned to manage crises because they can rationally comprehend and respond to stakeholders’ needs and make well-informed strategic choices. The research indicates the importance of emotional intelligence in leadership, especially in effectively managing school crises. Educational institutions and policymakers may integrate emotional intelligence (EI) training into professional development programs for school heads, incorporating empathy-building and self-management, and EI assessment in leadership selection and training. In addition, schools may strengthen anti-bullying programs by implementing clear reporting mechanisms, conflict resolution training, and counseling services given that student bullying and violence remain persistent concerns, particularly in Tagbina District 1 schools. Furthermore, future researchers may expand the study’s scope by including multiple districts or provinces to improve generalizability and compare crisis management strategies in urban, rural, and disaster-prone school areas.

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