CRISIS MANAGEMENTOF PRIVATE ELEMENTARY SCHOOL ADMINISTRATORS

Dr. Janet I. Adalem [a], Dr. Elizabeth A. Montero [b]
[a] St. Clare College, Caloocan City, Philippines
[b] Urdaneta City University, Pangasinan, Philippines
Corresponding email: drjanet67@gmail.com

Abstract

This study focused on the investigation of the extent of crisis management of the 168 respondent-school administrators who were responded to a Questionnaire, developed and validated by the researcher. The following are the salient findings in this study: The typical respondent- school administrators of this study is 50-59 years old, female, married, baccalaureate degree with units leading to a Master's degree, with 7-9 years of service as administrators. The respondents have extensive crisis management in connection with personnel and related to knowledge, technical skills, and attitude. The extents of crisis management of the respondents significantly differ from each other in the areas related to knowledge, technical skills, attitude and physical facilities, across the variable 'age.' Their extents of CM also differ across the variable 'sex' in the areas related to knowledge, technical skills, and attitude.

Keywords: Behavioral Practices, Student Teachers, Internship Program

1. Introduction and Research Focus

Crisis management practices are important to managers in the sense that organization exist for them. The success or failure of an organization, regardless of its nature is dependent on such skills or practices. Relatively, school administrators practice to discharge his administrative and supervisory functions are judged in terms of his competence in dealing with crisis situations and his ability to maintain desirable organizational climate in the total academic environment. It is his obligation to deal with such critical situations realistically and act on them constructively. Managing crisis help people deal with destructive forces and built upon constructive ones. It is built on the reality that frustrations and debates are inevitable and pervasive. It recognizes that there will be misunderstanding, mistrust, disrespect and even arrogance. Although crisis management is idealistic, it offers the hope of using difficulties to change and improve thereby giving us an innate feeling of confidence and unleash that together they can deal with future dilemmas.

2. Research Design

A descriptive study research design was use in this study, the main goal of which is to investigate the extent of crisis management of private school administrators. According to Best and Khan (1999), the descriptive method of study describes and interprets what is. "It is concern with conditions, opinions that are held, processes that are going on, effects that are evident or trends that are developing, it is primarily concerned with the present, although is often considers past events that influenced as they relate to current conditions.

The data show that there are more respondents, 136 of them or 81 percent are married. Only 32 of them or 19 percent are single. It could be conjectured that a female administrator reaching this position in the state of singlehood may have decided to be single throughout

her life.The majority of the respondent-administrators have a BS degree with some units leading to Master's degree, 87 of them or 51.8 percent. Only 26 of them or 15.5 percent have a doctor's degree, usually a Doctor of Education, major in educational management. What is surprising, however, is that 31 of the respondents or 18.5 percent have only a BS degree. Linking this finding with the data on the variable "age," and granting that administrator graduated his/her BS degree at 20 years old, it could be conjectured that some of them did not enrol in graduate school for a Master's degree, 10 years after graduating in the BS. Another implication of this finding is at least 31 of the administrators (18.5 percent) who are only BS degree holders are leading other BS degree holders in the gargantuan task of educating school children in foundational knowledge, skills, and attitudes. That is simply amazing.

Table 1: Profile of the Respondents
N=168

Profile Variable	Variable Category	Frequency	Percent
Age	30-39 years old	5	3.0
	40-49 year old	51	30.4
	50-59 years old	87	51.8
	60 and older	25	14.9
Sex	Female	151	89.9
	Male	17	10.1
	Total	168	100.0
CS	Single	32	19.0
	Married	136	81.0
Profile Variable	Variable Category	Frequency	Percent
Highest Educational Attainment	BS/AB	31	18.5
	BS with MA units	87	51.8
	MA/MS	20	11.9
	MA with doctoral Units	4	2.4
	EdD/PhD	26	15.5
Length of Service as Administrator	1- 3 years	24	14.3
	4- 6 years	54	32.1
	7- 9 years	59	35.1
	10- 12 years	17	10.1
	13 or more years	14	8.3

The overall weighted mean obtained by the respondents in their knowledge- related crisis management is 4.03, equivalent to "Extensive," in descriptive rating. This indicates that these school administrators employ their crisis management extensively in the area of knowledge-related crises in their respective schools. The indicator statement which garnered the highest weighted mean is item No. 3, "spend enough attention to supervise teachers in their performance of their assigned crisis management-related task," with 4.39, equivalent to "Very Extensive," in descriptive rating. The second highest weighted mean was obtained in item No. 4,

Table 2: Extent of Knowledge-Related Personnel Crises Management

In connection with crisis response preparedness and management, I, as administrator	Weighted Mean	DR
1.plan the Crisis management-related activities with the teachers for the school year	3.84	E
2. assign duties and responsibilities of teachers in line with their specializations and skills.	4.33	VE
3. spend enough attention to supervise teachers in their performance of their assigned crisis management-related tasks.	4.39	VE
4. encourage teachers to attend in service trainings in crisis management, for their professional development.	4.38	VE
5. motivate teachers to enrol in graduate schools and/or in courses on crisis management.	4.03	E
6. generate alternative solutions to the crises situations	4.04	E
7. develop and use leadership style compatible with subordinates in crisis-related situations	3.91	E
8.help resolve crisis management- related problems in constructive manner	3.83	E
9. introduce essential skills needed to organize people in crisis preparedness and management	4.22	VE
10. work with transparency regarding promotions and benefits	3.38	E
11. plan devices to measure teacher's performance in crisis-related problem solving as basis for enrichment activities.	4.13	E
12. identify capabilities, interest and training for developing crisis management-related competencies and skills	4.06	E
13. identify specific tasks and assignments to perform in crisis-related situations	3.80	E
14. prepare schedules for implementation of crisis management-related training activities	4.12	E
15. submit complete and accurate crisis management- related reports on time	4.01	E
Overall WM for Knowledge-RCM	4.03	E

Legend	Score Range	Descriptive Rating (DR)
	4.20-5.00	Very Extensive (VE)
	3.40-4.19	Extensive (E)
	2.60-3.39	Moderately Extensive (ME)
	1.80-2.59	Slightly Extensive (SE)
	1.00-1.79	Not Extensive (NE)

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"Very Extensive," in descriptive rating. The second highest weighted mean was obtained in item No. 4, "encourage teachers to attend in-services trainings in crisis management, for their professional development," with 4.38, equivalent to "Very Extensive."

Table 3: Technical Skills-Related Personnel Crisis Management

In connection to crisis preparedness, response and management in our school, I. as administrator . . .	WM	DR
1. orient my staff and teachers in the operation of the equipments needed in crisis-related situations	2.92	ME
2. provide for emergency procedures for school operations to continue, such as teaching-learning activities and computation of grades, when crisis-related disruptions occur,	4.50	VE
3. develop strategies for speedy response to crisis-related problems	4.40	VE
4. implement crisis management-related policies	4.35	VE
5. make sure that the staff and teachers are familiar with different types of crisis-related technology devices	4.32	VE
6. use technology to communicate and solve crisis management-related problems	4.30	VE
7. Initiate new crisis management-related program and procedures and follow it through implementation	4.30	VE
8. adopt new crisis related problem solving procedures	4.26	VE
9. consistently share expertise in crisis management-related technology with others	4.26	VE
10. continually trained on new crisis management-related technologies	3.97	E
11. set aside time to motivate the staff and teachers to learn crisis management-related technology	3.88	E
12. Initiate fund raising activities to support and sustain the school program on crisis preparedness and response management	3.85	E
13. communicate globally regarding crisis response management using the internet	4.08	VE
14. plan and arrange crisis preparedness and response-related training activities and events	4.38	VE
15. institute and actually observe safety mechanism and procedures for the school children	4.09	E
Overall WM for Technical Skills-RCM	4.12	E

Legend	Score Range	Descriptive Rating (DR)
	4.20-5.00	Very Extensive (VE)
	3.40-4.19	Extensive (E)
	2.60-3.39	Moderately Extensive (ME)
	1.80-2.59	Slightly Extensive (SE)
	1.00-1.79	Not Extensive (NE)

The overall weighted mean of the respondents for technical skills-related crisis management is 4.12, equivalent to "Extensive," in descriptive rating. Indicator statement item No. 2, " provide for emergency procedures for school operations to continue, such as teaching-learning activities and computation of grades, when crisis-related disruptions occur," obtained the highest weighted mean, 4.50 equivalent to "Very Extensive," in descriptive

rating. The second highest weighted mean was obtained for indicator statement item No.14, "plan and arrange crisis preparedness and response-related training activities and events," with 4.38 equivalent to "Very Extensive."

Table 4: Attitude-Related Personnel Crisis Management

In connection to crisis preparedness, response and management in our school, I. as administrator . . .	WM	TR
1. Professional jealousy among teachers about promotion does not interfere crisis management processes and procedures. **	2.44 (3.56)	P
2. Poor interpersonal relationship of school personnel and teachers does not affect crisis management effectiveness. **	1.76 (4.24)	VP
3. Negative attitude of teachers towards crisis management-related activities does not contribute to confusion and ineffectiveness in crisis management. **	1.89 (4.11)	P
4. Unprofessional behavior of school personnel do not affect crisis management**	2.42 (3.58)	P
5. Communication gap between the school head and teachers does not affect crisis management. **	2.48 (3.52)	P
6. Open thinking, and willingness to consider unusual ideas in crisis-related problem solving are important.	4.06	P
7. Personnel's different value system and different perception of crisis situations are to be respected and considered	3.71	P
8. Grievance committees are not necessary in the resolution of simple crisis-related problems. **	2.05 (3.95)	P
9. Unjust and unfair dealings of the administrator with their teachers are irrelevant in crisis management. **	1.79 (4.21)	VP
10. Lack of transparency regarding benefits helps alleviate crisis situations. **	1.96 (4.04)	P
11. Precautions and warnings should be instituted for teachers and personnel to avoid mistakes and ensure safety.	4.00	P
12. Telling teachers what has to be done and how to do tasks in a crisis situation is important.	4.01	P
13. Closely monitoring staff and teachers to ensure correct performance in crisis-related tasks is laudable.	3.96	P
14. Allowing staff and teachers to perform other tasks, aside from the assigned crisis-related task could improve crisis management.	3.57	P
15. Support the teachers in all their crisis-related problem solving endeavours is commendable.	3.93	P
Overall Weighted MEAN for Attitude-RCM	2.94 (3.78)	P

** Negative indicator statements () Adjusted values

Legend	Score Range	Descriptive Rating (DR)
	4.20-5.00	Very Extensive (VE)
	3.40-4.19	Extensive (E)
	2.60-3.39	Moderately Extensive (ME)
	1.80-2.59	Slightly Extensive (SE)
	1.00-1.79	Not Extensive (NE)

The fact that the respondent-administrators have positive attitudes towards crisis management, this indicates that they would not bulked at any crisis situation that they may encounter in their career as school administrators. In the first place, the respondents who rose from the ranks, have had lots of experiences handling school problems, some of which are of crisis proportions. No wonder, the ratings that they obtained indicate that they can handily manage a crisis.

Table 5: Physical Facilities-Related Crisis Management

In connection to crisis preparedness, response and management in our school, I. as administrator . . .	WM	DR
1. schedule classes and activities to compensate for the inadequacy of academic classrooms chairs, tables and desks	2.13	SE
2. implement mechanism and procedures to detect" Anay infestation" in buildings and take actions to eradicate the pest	2.12	SE
3. make sure that school lots are titled.	2.06	SE
4. tap NGOs and civic minded patrons to donate funds for the resolution of the Inadequacy of textbooks and other instructional materials	2.13	SE
5. tap pupil clubs and organizations to help in eradicating vandalism of students	2.46	SE
6. propose to the board of directors and/or the owners of the school to offer the owners of the hired buildings to convert the rentals as stock so as to avoid high rentals	2.11	SE
7. consider and propose a relocation or branching-out-plan to remedy the lack of enough land area for the construction of other facilities	2.15	SE
8. propose a priority plan for installation of safety facilities like fire exits and wide windows	2.23	SE
9. meet with NGOs for the purpose of networking and financial assistance to improve facilities and equipment	2.18	SE
10. include in the school budget risk management and insurance of school buildings	2.09	SE
11. institute alternative plans to avoid delays in giving test questions during exams	2.08	SE
12. secure low term loans from well-established banks to foster adequacy of money and funds for buildings	2.10	SE
13. hire a qualified accountant to keep records and accounts properly	2.49	SE
14.seek the help of commercial firms to earmark part of their advertising budget for the improvement of the condition of school buildings and of furniture	1.93	SE
15.enter into a MOA with colleges and institutions of higher learning to take on-the-job trainees to augment Insufficient number of staff	1.89	SE
Overall WM for Physical Facilities-RCM	2.14	SE

Legend   Score   Descriptive   Rating
            Range   (DR)
            4.20-5.00   Very Extensive (VE)

Asia Pacific Institute of Advanced Research (APIAR)

3.40-4.19	Extensive (E)
2.60-3.39	Moderately Extensive (ME)
1.80-2.59	Slightly Extensive (SE)
1.00-1.79	

Table 6: Fiscal Related Crisis Management

In connection to crisis preparedness, response and management in our school, I. as administrator . . .	WM	DR
1. look for government programs in which the school can participate in return for funding and subsidy from the government	3.79	E
2. set up a self-generating fund raising to augment inadequate financial support for incidental expenses	1.97	NE
3. make arrangement with banks for the management of reserved fund to cope up with delayed payment of tuition	4.32	VE
4. work out plans for non-monetary benefits to compensate for the low salaries of teachers	2.70	ME
5. explore and implement short term insurances like health insurance to augment Insufficient teacher's benefits	2.29	SE
6. consult parents and students regarding sudden increase of tuition fees in accordance with DepEd/ CHED guidelines	2.27	SE
7. implement viable schedules for giving of salaries on time	2.49	E
8. plan and implement a viable cash flow for salaries of teachers and other expenses	2.07	SE
9. plan and implement a self-sustaining fund generating scheme for bonuses and incentives of staff and teachers	2.18	SE
10. identify compensable hazards and institute viable scheme for paying the specific benefits to specific employees, to as to avoid across the board payments	2.11	SE
11. prepare financial statements and meet accounting policies	4.02	E
12. purchase educational/instructional materials and equipments	3.98	E
13. monitor revenues and expenditures regularly	4.03	E
14. attend in-service training for enhancing competence in financial management function	4.01	E
15. Institute a viable system of recording donations and other receipts	3.70	E
Overall WM for Fiscal-RCM	3.06	ME

Legend	Score Range	Descriptive Rating (DR)
	4.20-5.00	Very Extensive (VE)
	3.40-4.19	Extensive (E)
	2.60-3.39	Moderately Extensive (ME)
	1.80-2.59	Slightly Extensive (SE)

The overall weighted mean for fiscal -related crisis management is 3.06, equivalent to "Moderately Extensive," in descriptive rating. The indicator statement which obtained the highest weighted mean is item No. 3 "make arrangement with banks for the management of reserved fund to cope up with delayed payment of tuition," with 4.32, equivalent to "Very Extensive," in descriptive ratings. Seemingly, the item deserves priority because it involves a delicate issue-- that of the salary of the teachers.

Table 7: Disaster-Related Crisis Management

In connection to crisis preparedness, response and management in our school, I. as administrator . . .	WM	DR
1. use a set of criteria for the suspension of classes	2.05	SE
2. schedule time for the orientation of teachers on Disasters Risks Reduction Management Council (DRRMC)	3.68	E
3. plan and implement a viable arrangement for avoiding overcrowding of evacuees	1.72	NE
4. put into place a monitoring mechanism for avoiding vandalism by evacuees	1.81	SE
5. seek the assistance of the community to augment the Inadequate facilities, equipments, and other Instructional materials	1.84	SE
6.institute a day-to-day clean up policy with the help of the evacuee to avoid unsanitary classrooms after evacuation	2.20	SE
7.set up a monitoring-feedback system to anticipate conditions for declaring to cut classes	2.06	SE
8. implement a contingency plan for disposal or sale of destroyed facilities after calamities like floods typhoons, and earthquakes	2.09	SE
9. put in place a system of assistance for evacuees to leave the school premises as soon as calamity is over	1.87	SE
10. organize and institute a bayanihan group system for caring the evacuees as a community and proper garbage disposal	2.15	SE
11. organize the school and community officials to provide school safety/security during calamities	2.20	SE
12. provide an emergency operation plan	3.84	E
13. respond effectively to the actual occurrence of the disaster	3.83	SE
14. provide guidance and school safety committee	3.80	E
15. create and maintain safe learning environment	3.79	E
Overall WM for Disaster-RCM	2.60	ME

The overall weighted mean obtained by the respondents in disaster-related crisis management is 2.60, equivalent to "Moderately Extensive." There is a common American saying which states, thus: "The real test of the pudding is in the tasting." In crisis management terms, "the final and real verdict on the crisis preparedness and crisis management plan is in the effectiveness of its execution when disaster actually happens." There seem to be no viable contingency for such occurrence of overcrowding of evacuees. To think of it, how can an administrator refuse an evacuee seeking refuge in his/her school, when the evacuee is left with nowhere to go?

Table 8: Summary of Extent Crisis Management of Respondents

Areas of Crisis Management	WM	DR
I. Personnel Crisis Management		
A. Knowledge-Related	4.03	Extensive
B. Technical Skills-Related	4.12	Extensive
C. Attitude-Related	2.94 (3.78)	Extensive
II. Physical Facilities-Related Crisis Mgt	2.14	Slightly Extensive
III. Fiscal-Related Crisis Mgt	3.06	Moderately Extensive
IV. Disaster-Related Crisis Mgt	2.60	Moderately Extensive
Overall weighted MEAN for Extent of CM	3.15	Moderately Extensive

Legend

Score Range	Descriptive Rating (DR)
4.20-5.00	Very Extensive (VE)
3.40-4.19	Extensive (E)
2.60-3.39	Moderately Extensive (ME)
1.80-2.59	Slightly Extensive (SE)
1.00-1.79	Not Extensive (NE)

The overall weighted mean for crisis management of the respondents is 3.15, equivalent to "Moderately Extensive." This finding indicates that there is plenty of room for improvement on the part of the respondent-school administrators. The areas in which the respondents obtained weighted means, equivalent to the descriptive rating of "Extensive" are actually crisis management related to personnel. The respondent-school administrators of the private institutions are mainly concerned with administering personnel and the faculty. Physical facilities-related Crisis management obtained the lowest overall weighted mean because in most private schools this is the concern of the owners and board of trustees.

Table 9: ANOVA Results for Mean Difference of Extent of Crisis
Management across the Variable Age

Areas of Crisis Mgt	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Knowledge-Related Personnel Crisis Mgt	Between Groups	7.060	3	2.353	4.133	.007
	Within Groups	93.392	164	.569		
	Total	100.452	167			
Technical Skills-Related Personnel Crisis Mgt	Between Groups	13.690	3	4.563	6.654	.000
	Within Groups	112.466	164	.686		
	Total	126.156	167			
Attitude-Related Personnel Crisis Mgt	Between Groups	12.674	3	4.225	11.535	.000
	Within Groups	60.065	164	.366		
	Total	72.739	167			
Physical	Between Groups	18.324	3	6.108	5.294	.002

Facilities-Related Crisis Mgt	Within Groups	189.223	164	1.154
	Total	207.547	167	

The data on the table indicate that the variable "age" is a source variation of the extent of crisis management of the respondents, specifically in the following areas, namely: a) knowledge-related personnel crisis management (PCM) with F=4.733, sig @ 0.007, b) technical skills-related PCM with F=6.654, sig.@ .000, c) attitude-related PCM with F=11.535 sig.@ .000, and d) physical facilities-related CM with F=5.294 sig. @ .002.

Table 10: Results of the Post Hoc Test (Scheffe test) on theExtent of Crisis Management across theVariable Age

Dependent Variable:	(I) age	(J) age	Mean Diff (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Knowledge-Related PCM	50-59 years old	60 and older	.50854*	.17124	.035	.0248	.9923
Technical Skills-Related PCM	40-49 year old	50-59 years old	-.45245*	.14604	.025	-.8650	-.0399
	50-59 years old	60 and older	.68216*	.18792	.005	.1513	1.2130
Attitude-Related Personnel Crisis Mgt MEAN	30-39 years old	50-59 years old	-1.00434*	.27831	.006	-1.7905	-.2182
	40-49 year old	50-59 years old	-.43858*	.10673	.001	-.7401	-.1371
		60 and older	.57114*	.13733	.001	.1832	.9591
	60 and older	50-59 years old	-.57114*	.13733	.001	-.9591	-.1832
Physical Facilities-Related Personnel Crisis Mgt. MEAN	40-49 year old	50-59 years old	.68243*	.18943	.006	.1473	1.2175
	50-59 years old	40-49 year old	-.68243*	.18943	.006	-1.2175	-.1473

It should be noted that in knowledge-related PCM, the extent of crisis management of those belonging to the 50-59 years age bracket is significantly different from those in the 60 years and older age bracket. Their mean difference is .50854 sig. @ .035 in favor of those in the 50-59 years age bracket.In the area of technical skills-related CM, those in the 40-49 years bracket are different in their extent of CM from those in the 50-59 years bracket. Their mean difference is -0.45245 sig. @ 0.025, in favor of the 50-59 years old. Those in 50-59 years bracket are different from those in the 60 years and older with a mean difference of 0.68216 sig. @ .005, in favor of the 50-59 years old, the younger set.

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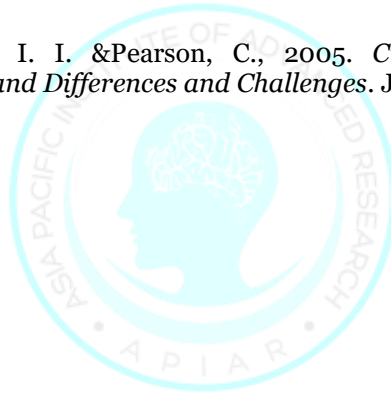
Appendix A: Letter to Float Questionnaire

The Schools Division Superintendent
Division of Pangasinan I
Lingayen, Pangasinan

Madam:

I have the honor to request your good Office permission to conduct data-gathering activity involving identified private elementary schools administrators in your schools division. The data to be collected will constitute an important part of the study entitled, "Crisis Management of Private Elementary School Administrators." This study is in partial fulfilment of the requirements of the degree of Doctor of Education, major in Educational Management, at the Urdaneta City University.

 Your kind consideration and approval of this request will be highly appreciated.

Very truly yours,
(Sgd) **Janet I. Adalem**
Researcher

Noted (Sgd) **Helen F. Dupale, Ed. D.**
Dean, UCU Graduate School

(Sgd) Elizabeth A. Montero, Ed. D.
Research Adviser/ University President

Approved: (Sgd) Dr. Aurorar T. Domingo, CESO VI
Schools Division Superintendent