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## Stakeholders' Involvement and Mental Fortitude of Basic Education Teachers on Emergency Preparedness During Crisis

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### Abstract

This study assessed the stakeholders' involvement and mental fortitude of basic education teachers on emergency preparedness during crisis in Kalilangan East and West Districts, Division of Bukidnon, conducted during the 2024-2025 school year with 335 respondents. The descriptive method was used to describe the prevailing conditions of variables concerning stakeholders' involvement and teachers' mental fortitude and their effects on emergency preparedness during crises of basic education teachers. The correlation method was employed to assess the relationship between stakeholders' involvement and mental fortitude toward the emergency preparedness during crises, while the multiple linear regression analysis was used to determine the predictors of emergency preparedness during crises of basic education teachers.

Findings reveal a high level of stakeholder involvement especially in implementation, and strong teacher mental fortitude with self-efficacy and emotional regulation rated highest. The result of mental fortitude shows that basic education teachers possess a high level of mental fortitude, with notable strengths in self-efficacy, emotional regulation, resilience, and focus and concentration, which collectively enhance their ability to effectively manage crisis situations and maintain a supportive educational environment during natural disasters. Emergency preparedness was rated highly satisfactory, except for disaster risk reduction which needs improvement.

There is a significant relationship between stakeholders' involvement, mental fortitude, and emergency preparedness during crisis among basic education teachers. The best predictors of emergency preparedness during crises are emotional regulation, stakeholder evaluation, and planning, while stakeholder involvement in implementation showed a negative effect, indicating operational challenges.

**Keywords:** Emotional Regulation, Evaluation, Crisis, Implementation and Planning

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### Introduction

#### Background of the Study

The Philippines is globally recognized as one of the most disaster-prone countries due to its unique geographical location along the Pacific Ring of Fire. This positioning exposes the country to a wide range of natural calamities such as typhoons, earthquakes, floods, and landslides. On average, the Philippines experiences about 20 typhoons annually, many of which cause extensive damage to infrastructure, agriculture, and human lives. In recent years, extreme weather events, exacerbated by climate change, have resulted in widespread flooding and landslides, particularly affecting vulnerable regions like Mindanao. For instance, in early 2024

alone, more than 812,600 individuals in Region 10 (Northern Mindanao) were impacted by heavy rains and landslides. Within this region, the province of Bukidnon, including communities in Kalilangan East and West districts, has been repeatedly affected by natural disasters causing severe interruptions to daily life, including education. Flooding and environmental hazards have damaged school facilities, leading to frequent school closures and disrupting the continuity of learning.

In this context, basic education teachers occupy a crucial role as frontline responders in emergencies within school settings. Their responsibilities go beyond instructional duties to include safeguarding student welfare during crises by implementing safety protocols and managing emergency responses effectively. However, despite their pivotal role, numerous studies reveal that many teachers feel unprepared for disaster situations largely due to insufficient training, lack of resources, and limited institutional support. The COVID-19 pandemic further underscored the vulnerabilities within the education system by abruptly shifting teaching to remote modalities without adequate preparatory measures or mental health support for educators. These challenges collectively highlight systemic gaps in emergency preparedness that can compromise the safety and resilience of school communities.

Recognizing the urgency to enhance disaster resilience among schools, the Philippine Department of Education (DepEd) has actively pursued policy and programmatic interventions aimed at improving emergency preparedness. The establishment of the Disaster Risk Reduction Management Office (DRRMO) under DepEd Order No. 50, series of 2011, institutionalized a framework for developing safety mechanisms and resilience-building initiatives across schools. Further mandates such as DepEd Order No. 21, series of 2015, require schools to conduct quarterly multi-hazard drills for earthquakes, floods, and other identified risks. Complementary to these regulations are comprehensive school safety programs designed to cultivate a culture of preparedness and continuous risk reduction. Nevertheless, challenges remain in ensuring these policies effectively translate into consistent practical preparedness at the school level, particularly in underserved or disaster-prone areas where resource constraints and limited stakeholder engagement persist.

Effective emergency preparedness, as the literature indicates, depends not only on formal policies but also on the active involvement of various stakeholders and the psychological readiness or mental fortitude of teachers. Stakeholders include local government units, school administrations, parents, community members, and non-governmental organizations, whose collaborative participation enhances resource mobilization, communication, planning, and implementation of safety measures. Studies show that when stakeholders such as parents and community leaders take part meaningfully in school safety initiatives, the overall effectiveness of disaster risk reduction efforts improves significantly. Similarly, the mental fortitude of teachers—their resilience, self-efficacy, emotional regulation, and ability to maintain focus under stress—is critical to sustaining quality educational delivery and ensuring calm, effective crisis management in emergencies. A supportive environment that fosters these psychological capacities alongside systems of stakeholder collaboration strengthens teacher preparedness and school safety outcomes.

This study focuses on exploring the intersection of stakeholders' involvement and teachers' mental fortitude in influencing emergency preparedness during crises impacting basic education teachers in the Kalilangan East and West districts of Bukidnon Province for the school year 2024-2025. Specifically, it addresses systemic gaps by investigating how collaborative school-community partnerships and the psychological resilience of educators collectively shape readiness for disasters. By situating this inquiry within an ecological framework, the research acknowledges multiple layers of influence, from immediate school

environments to broader socio-political systems, that affect teachers' capacity to prepare for and respond to emergencies. The findings aspire to contribute to improved policy formulation, targeted training programs, and community engagement strategies that holistically enhance school safety and crisis management in disaster-prone Philippine settings.

### **Statement of the Problem**

This study determined to assess the relationship of stakeholders' involvement and mental fortitude of basic education teachers on emergency preparedness during crisis in Kalilangan East and West District for the school year 2024-2025. Specifically, it aimed to answer the following:

1. What is the level of stakeholders' involvement in supporting teachers in terms of:
  - a. planning;
  - b. implementation;
  - c. monitoring;
  - d. evaluation; and
  - e. communication?
2. What is the level of mental fortitude do teachers possess in the following domains:
  - a. resilience;
  - b. self-efficacy;
  - c. focus and concentration; and
  - d. emotional regulation?
3. What is the level of the emergency preparedness during crisis of teachers in terms of:
  - a. enabling environment;
  - b. safe learning facilities;
  - c. school disaster management; and
  - d. disaster risk reduction and management?
4. Is there a significant relationship between emergency preparedness during crisis of teachers and;
  - a. stakeholders' involvement; and
  - b. mental fortitude?
5. Is there any variable, singly or in combination, that best predicts the emergency preparedness during crisis of the teachers?

### **Objectives of the Study**

This study determined to investigate the relationship of stakeholders' involvement and mental fortitude of basic education teachers on emergency preparedness during crisis in Kalilangan East and West District school year 2024- 2025. Specifically, it sought to answer the following:

1. Identify the level of stakeholders' involvement in supporting teachers in terms of:
  - a. Planning;
  - b. Implementation;
  - c. Monitoring;
  - d. Evaluation; and
  - e. Communication.

2. Determine the level of mental fortitude the teachers possess in the following domains:
  - a. Resilience;
  - b. Self-Efficacy;
  - c. Focus and Concentration; and
  - d. Emotional Regulation.
3. Assess the level of emergency preparedness during crisis of teachers in terms of:
  - a. Enabling Environment;
  - b. Safe Learning Facilities;
  - c. School Disaster Management; and
  - d. Disaster Risk Reduction and Management.
4. Ascertain if there is any significant relationship between emergency preparedness during crisis of teachers and;
  - a. Stakeholders' Involvement; and
  - b. Mental Fortitude.
5. Find out if there is any variable, singly or in combination, that best predicts emergency preparedness during crisis of the teachers.

### **Significance of the Study**

Determining the effectiveness of this study about stakeholders' involvement and mental fortitude of basic education teachers on emergency preparedness during crisis would provide benefits to the following groups of individuals:

First, the Department of Education (DepEd) in the Philippines benefit from this study by gaining insights into how stakeholder involvement and mental fortitude can strengthen its Disaster Risk Reduction and Management (DRRM) framework. Specifically, the findings will inform policy development and training programs, ensuring they incorporate strategies to engage stakeholders effectively and build the mental resilience of teachers. This holistic approach will, in turn, enhance the overall preparedness of schools to handle emergencies.

Second, the Division of Bukidnon finds this research valuable as it can serve as a blueprint for implementing district-wide initiatives that promote stakeholder collaboration and mental fortitude among teachers. By leveraging the study's insights, education officials can design targeted strategies that address the specific challenges faced by schools in disaster-prone areas, thereby improving safety and readiness across the division.

Third, school principals and heads gains a deeper understanding of how stakeholders' involvement and mental fortitude influence teachers' emergency preparedness. For instance, the findings guided them in fostering collaborative relationships with parents, community members, and other stakeholders to create a supportive environment. This, in turn, enhances the school's ability to respond effectively to crises and ensure the safety of all members of the school community.

Fourth, teachers benefits from the study by gaining insights into the critical role of stakeholder involvement and mental fortitude in their emergency preparedness. Specifically, understanding these dynamics empowers them to advocate for stronger collaboration with stakeholders and seek support to build their mental resilience. As a result, this directly improve their capacity to manage crises and maintain a safe learning environment for their students.

Fifth, parents derive significant value from the study. By understanding the importance of stakeholders' involvement and teachers' mental fortitude in emergency preparedness, they become more actively engaged in school safety initiatives. For example, informed parents are more likely to support and participate in programs that

promote a secure learning environment, ensuring the well-being of their children during crises.

Sixth, students ultimately be the primary beneficiaries of this research. When stakeholders are actively involved and teachers are mentally resilient, students are more likely to experience a safe and supportive learning environment, even during emergencies. Consequently, this sense of security is crucial for their academic and emotional well-being, enabling them to thrive despite challenging circumstances.

Finally, the broader field of educational research also benefit from this study, as it contributes to the growing body of literature on the interplay between stakeholders' involvement, mental fortitude, and emergency preparedness. Specifically, the findings provide a nuanced understanding of how these factors collectively influence crisis management in educational settings. Furthermore, future researchers can build on this study to explore additional dimensions of stakeholder' involvement, mental resilience, and their implications for educational practices, thereby advancing the field further.

### **Scope and Delimitations of the Study**

This study employed descriptive statistics and quantitative methods to investigate the relationship between stakeholders' involvement, teachers' mental fortitude, and emergency preparedness. A stratified random sample of over 335 basic education teachers from Kalilangan East and West Districts in Bukidnon participated in the research, focusing on public elementary and secondary schools selected for their vulnerability to natural disasters.

To facilitate easy access and efficient data collection, a structured questionnaire was administered via Google Forms. Prior to distributing the questionnaire, proper consent was obtained from both participating teachers and school heads to ensure ethical compliance and transparency throughout the research process.

### **Definition of Terms**

In order to give a clear understanding of this study, the following terms are either defined theoretically or operationally as used in this study.

Communication refers to the process of exchanging information, thoughts, and emotions among individuals or groups. In an educational context, it emphasizes clear dialogue among stakeholders, including teachers, administrators, students, and parents. Effective communication strategies foster collaboration and enhance the implementation of educational initiatives.

Disaster Risk Reduction and Management (DRRM) involves strategies aimed at minimizing the impact of disasters on educational institutions. This includes assessing risks and developing comprehensive response plans to enhance resilience. Schools must ensure they are prepared for various emergencies through proactive measures.

Emergency Preparedness During Crisis for Teachers refers to the proactive planning and readiness of educators to respond effectively to these potential crises. It encompasses the

establishment of clear emergency protocols and participation in regular training. This preparedness is crucial for maintaining educational continuity during disasters, ensuring that both teachers and students are equipped to handle emergencies with confidence and resilience. A crisis refers to unforeseen natural phenomena, such as floods, typhoons, earthquakes, and other emergencies that can disrupt normal activities and pose significant risks to safety and well-being.

Emotional Regulation is the ability to manage and respond to one's emotions constructively. This skill is essential for teachers to maintain a positive learning environment, especially during stressful situations. Effective emotional regulation enhances teachers' resilience and supports their responses during crises.

Enabling Environment refers to a supportive context characterized by policies, resources, and training that facilitate effective emergency preparedness. This environment encourages collaboration among all stakeholders involved in education. A well-established enabling environment is vital for fostering a culture of safety within schools.

Focus and Concentration denote the capacity of teachers to maintain attention on their tasks and responsibilities, particularly in high-pressure situations. This ability is crucial for effective teaching and crisis management. Maintaining focus ensures that educators can deliver essential information and support to students without distraction. Implementation refers to the execution of plans or strategies within an educational context. It involves translating theoretical frameworks into practical actions that influence teaching and learning outcomes. Effective implementation is vital for achieving desired educational objectives and fostering a positive school climate.

Mental Fortitude indicates the psychological resilience and strength that enable teachers to manage challenges and stressors effectively. This trait encompasses aspects like resilience, self-efficacy, and emotional regulation. Developing mental fortitude is essential for educators to navigate crises and maintain their effectiveness. Monitoring refers to the ongoing process of tracking the progress and performance of educational programs and practices. Effective monitoring ensures that educational strategies are implemented as intended and allows for timely adjustments.

This process is critical for enhancing the quality of education and ensuring accountability.

Planning denotes the systematic process of setting goals and determining the necessary actions to achieve them within an educational setting. It involves assessing current conditions and developing strategies to address needs. Strategic planning is crucial for aligning resources and ensuring that all stakeholders work towards common objectives.

Resilience refers to the ability of individuals to recover from setbacks and adapt to changes effectively. In the educational context, resilience is vital for teachers to manage the pressures of their roles. Promoting resilience helps educators maintain a supportive learning environment during crises.

Safe Learning Facilities refer to physical environments within schools designed to withstand emergencies and ensure a secure setting for teaching and learning. These facilities play a crucial role in protecting students and staff during crises. Ensuring safe learning spaces is integral to maintaining educational continuity.

School Disaster Management encompasses a systematic approach to planning, implementing, and evaluating measures that prepare schools for emergencies. This includes developing

emergency plans and conducting training for staff and students. Effective school disaster management is essential for ensuring the safety and well-being of the educational community.

Self-Efficacy refers to an individual's belief in their ability to execute behaviors necessary to achieve specific outcomes. High self-efficacy among teachers enhances their confidence in managing classroom dynamics and responding to crises effectively. This belief is vital for fostering a resilient and adaptive educational environment.

### **Theoretical Framework**

This study is anchored on the different main concepts and theories regarding stakeholders' involvement, mental fortitude, and emergency preparedness of basic education teachers. The review aims to provide a comprehensive understanding of how these factors influence crisis management and the overall effectiveness of teachers in emergency situations.

### **Review of Related Literature and Studies**

#### **Stakeholders' Involvement**

In education, stakeholders are defined as individuals or groups who have an interest in the success of a school and its students. This includes administrators, teachers, parents, community members, and other local entities. Watts (2023) emphasized that each stakeholder plays a unique role in increasing support for educational objectives, highlighting that their involvement is crucial for achieving common goals through collaborative efforts, which significantly enhances the likelihood of success. Similarly, successful curriculum implementation depends on the collaborative efforts of those involved in the process, asserting that stakeholders are essential for the progress and innovation of educational programs (Ronahlayne, 2021).

Furthermore, Ashqar et al. (2020) conducted a case study examining Israeli stakeholders' responses to student performance in international assessments, finding that media coverage significantly influenced parental pressure on schools and governments to enhance educational outcomes. In the context of emergency preparedness, recent studies have underscored the significant role of stakeholder involvement. For example, Tan et al. (2022) explored the impact of community engagement on disaster preparedness in schools, finding that active participation from parents and local organizations leads to more effective emergency plans and better overall school readiness. This aligns with the goals of the current study, which investigates how stakeholder involvement influences emergency preparedness among basic education teachers.

De Torres (2021) explored stakeholder engagement in fostering student self-learning during the pandemic, advocating for a creative learning environment that encourages diverse participation from stakeholders. This is particularly relevant to mental fortitude, as a supportive network can enhance teachers' resilience during crises. A local study by Ramos (2022) examined the role of community involvement in disaster risk reduction in schools, finding that communities with strong stakeholder engagement had significantly better preparedness and response strategies during emergencies.

Ochunga et al. (2017) investigated the impact of stakeholder participation on the sustainability of community development projects, revealing a weak yet significant negative correlation between passive participation and project sustainability, which emphasizes the necessity for proactive engagement. Gamede et al. (2021) analyzed the connection between stakeholder participation and poor academic performance in South African rural schools, attributing many challenges to a lack of qualified teachers and resources, which underscores the necessity for active involvement from rural education stakeholders.

Additionally, Sattar et al. (2022) linked stakeholder participation and classroom context to student academic outcomes, indicating that the roles of parents, teachers, peers, and students are significant, even though such participation accounted for only a small variance in performance. The importance of stakeholder involvement extends to mental fortitude, as indicated by Lim and Tan (2023), who found that supportive relationships among stakeholders contribute to teachers' resilience and emotional regulation during crises. Their research suggests that when teachers feel supported by parents and community members, they are better equipped to manage stress and maintain effective teaching practices during emergencies.

Lastly, De Vera (2022) examined the extent of stakeholder participation in school-based management, concluding that while involvement in governance and curriculum implementation was rated high, the actual implementation of school-based management was perceived as low. In a similar vein, Santos (2023) highlighted the challenges faced by educators in urban areas of the Philippines regarding stakeholder involvement, stressing the need for comprehensive strategies to enhance engagement during crises. Arguelles and Castillo (2025) investigated stakeholder engagement practices in rural and remote schools in the Philippines, revealing that while schools focus on retaining stakeholders, there is a need for improved communication, teamwork, and data-driven decision-making to maximize the impact of these partnerships.

### **Planning**

Planning is a fundamental component of educational success, involving the setting of objectives, identification of resources, and determination of strategies to achieve desired outcomes. Effective planning requires input from various stakeholders to ensure that the needs and perspectives of all parties are considered. Ronahlayne (2021) highlighted that collaborative planning processes lead to more comprehensive and innovative educational programs. By involving stakeholders in planning, schools can create a sense of ownership and commitment, which is vital for successful implementation.

The roles of stakeholders in educational planning vary significantly. According to Ashqar et al. (2020), administrators play a crucial role in guiding the planning process, while teachers contribute their classroom experiences and insights. In the Philippine context, a study by Ramos (2022) found that engaging teachers in the planning phase led to more effective curriculum development, as their firsthand experiences informed relevant strategies tailored to local needs. Parents and community members also provide valuable feedback on the effectiveness of educational strategies. A recent study by Serrano, Villanueva, and Cruz (2023) emphasized that community engagement in planning disaster preparedness initiatives significantly improves school readiness, demonstrating the importance of including diverse perspectives in the planning process.

Despite the benefits, challenges often arise in stakeholder involvement during the planning phase. Ochunga et al. (2017) noted that passive participation can lead to ineffective planning outcomes, as it may not accurately reflect the needs or priorities of the community. Furthermore, a local study by Lim and Tan (2023) identified that a lack of resources and qualified personnel can hinder stakeholder engagement in planning processes, particularly in rural settings like those in Mindanao. This highlights the necessity for active and meaningful participation to enhance the quality of educational planning.

The effectiveness of stakeholder involvement in planning is directly linked to improved educational outcomes. Sattar et al. (2022) demonstrated that schools with strong stakeholder engagement in the planning process experienced higher student achievement and satisfaction. Additionally, research by Bautista (2023) showed that inclusive planning practices in

Philippine schools resulted in better alignment of educational objectives with community needs. Lim and Tan (2023) further supported this by showing that well-planned educational programs that incorporate stakeholder feedback foster resilience and adaptability among teachers, particularly during crises.

### **Implementation**

Stakeholder participation is widely recognized as a critical factor in the successful implementation of educational programs and initiatives, particularly in the context of School Improvement Plans (SIPs) aimed at enhancing educational outcomes (Chacha, Tangi, & Mhagama, 2023; Onyango, 2020; Torres, 2021). The active engagement of stakeholders—including educators, administrators, parents, community members, and students—can lead to a more comprehensive understanding of needs, better resource allocation, and increased ownership of the implementation process. By involving stakeholders, schools can transform requirements into actionable objectives, laying the groundwork for effective strategies that align with community expectations (Onyango, 2020). This collaborative approach not only ensures diverse perspectives are considered but also fosters a sense of shared responsibility for achieving desired educational outcomes.

However, several challenges can hinder effective stakeholder involvement in the implementation of educational initiatives, especially in the context of SIPs. Chacha, Tangi, and Mhagama (2023) identified key obstacles such as political interference, lack of awareness among stakeholders regarding their roles and responsibilities, poverty limiting participation, negligence of some parents, lack of transparency in decision-making processes, and poor relationships between parents and teachers. These findings resonate with other research in the region. For instance, Torres (2021) highlights that an impersonal school environment can inhibit stakeholder involvement in educational issues. Additionally, Bekoe and Quartey (2013) found that farming activities, parents' low understanding of education, poor communication, and unrecognized opinions hinder effective community participation. Aryeh-Adjei (2021) noted that guardians and parents may not prioritize school-related issues, while Polycarp (2021) identified negative attitudes towards education, low parental education levels, lack of accountability, and irregular parent meetings as significant barriers to community involvement.

Local studies further emphasize these challenges. Pascual (2017) demonstrated that inadequate stakeholder engagement in the planning and implementation of SIPs negatively affected school performance in the Philippines. Similarly, Frew (2010) indicated that poor communication and collaboration between schools and local communities in Ethiopia stifled effective stakeholder participation, leading to suboptimal educational outcomes. These studies collectively highlight the necessity of addressing systemic barriers to stakeholder engagement, particularly in the context of SIPs aimed at improving performance and resilience among teachers.

### **Monitoring**

Effective monitoring is essential to ensure that educational objectives are being met and that stakeholders remain actively engaged throughout the process. Research indicates that when stakeholders participate actively in monitoring, educational outcomes improve, and accountability is enhanced. Key stakeholders—including parents, teachers, administrators, and community members—play a vital role in this process. According to Chacha, Tangi, and Mhagama (2023), stakeholder involvement in monitoring activities leads to more accurate assessments of school performance and fosters a sense of ownership among community members. Their active participation allows for diverse perspectives to be included in evaluation processes, which can lead to more effective and tailored educational strategies.

In the context of emergency preparedness specifically, a study by Tan et al. (2022) emphasized that when parents and community members engage in monitoring school safety initiatives, schools are better equipped to handle crises such as floods and earthquakes. This collaborative approach enhances the school's ability to implement timely and effective emergency protocols. Moreover, Serrano, Villanueva, and Cruz (2023) found that active participation in monitoring disaster readiness significantly increased community satisfaction and trust in schools, reinforcing the connection between stakeholder engagement and effective emergency preparedness. However, challenges can hinder effective participation in monitoring activities.

Chacha et al. (2023) identified a lack of awareness regarding the roles and responsibilities of stakeholders as a significant barrier. Many stakeholders may not fully understand how they can contribute to the monitoring process, limiting their effectiveness. Economic constraints, such as poverty and lack of resources, can also impede participation (Polycarp, 2021). A study by Pascual (2017) illuminated this issue, showing that inadequate stakeholder engagement in the monitoring and evaluation of school disaster readiness negatively impacted overall emergency preparedness. Additionally, Torres (2021) underscores that an impersonal school environment can diminish motivation among stakeholders to engage in monitoring efforts; when they feel disconnected from the school community, their willingness to participate decreases, adversely affecting educational outcomes.

To overcome these challenges, several strategies can be implemented to enhance stakeholder involvement in monitoring. Frew (2010) suggests that schools should provide training and resources to stakeholders to help them understand their roles in the monitoring process. Workshops and informational sessions can empower stakeholders by clarifying their responsibilities and demonstrating how their involvement can lead to improved educational outcomes. This is particularly relevant in the Philippines, where Dela Cruz and Reyes (2023) emphasize that informing community members about monitoring procedures is critical for enhancing local capacity in disaster preparedness.

Establishing clear communication channels is essential for effective monitoring. Onyango (2020) advocates for regular meetings and updates between stakeholders and school administrators to ensure that everyone is informed and engaged in the monitoring process. By fostering open dialogue, schools can enhance stakeholder trust and commitment. Implementing community-based monitoring systems that allow for local input can also be beneficial. A study by Bañez and Villanueva (2022) argues that involving community members in monitoring activities increases accountability and ensures that educational programs reflect local needs and priorities, especially in contexts prone to disasters.

## **Evaluation**

Effective emergency preparedness in educational institutions necessitates a comprehensive and collaborative approach, with stakeholders' involvement in evaluation playing a crucial role in ensuring the relevance, responsiveness, and effectiveness of safety measures (UNISDR, 2015). Stakeholder engagement in evaluation ensures diverse perspectives are considered, leading to a more comprehensive understanding of the program's impact and potential areas for improvement during crises. This participatory approach aligns with the principles of good governance, promoting transparency and accountability in creating a safe learning environment (IFRC, 2018).

International studies continue to highlight the positive impact of stakeholder involvement on emergency preparedness evaluation. UNESCO (2017) and UNICEF (2020) emphasize the importance of stakeholder engagement in evaluating the effectiveness of school-based disaster risk reduction programs. These organizations advocate for participatory evaluation methods

that empower stakeholders to identify vulnerabilities, assess capacities, and prioritize actions to mitigate risks. International research emphasizes that the effective utilization of evaluation findings depends on the commitment of policymakers, school administrators, and community leaders to act on the recommendations generated through participatory evaluation processes (IFRC, 2018).

Local Philippine studies also underscore the benefits of stakeholder involvement in evaluating emergency preparedness efforts. A study by Perez (2015) on disaster risk reduction initiatives in schools in Metro Manila found that engaging teachers, students, and parents in the evaluation of evacuation plans and emergency response protocols led to more effective implementation and improved student safety during drills.

However, both acknowledge the challenges of implementing participatory evaluation approaches in emergency preparedness. A study by Santos (2019) on disaster preparedness programs in vulnerable communities in the Philippines identified barriers such as power imbalances, limited resources, and logistical constraints. In Rorya District, Mara, Tanzania, Chacha, Tangi, and Mhagama (2023) identified the following as major challenges that affect stakeholders in supporting teaching and learning process: political interference, lack of awareness, poverty, negligence of some parents, lack of transparency and poor relationships with parents. Moreover, the integration of stakeholder feedback into emergency preparedness planning and improvement remains a crucial aspect of evaluation. International research emphasizes that the effective utilization of evaluation findings depends on the commitment of policymakers, school administrators, and community leaders to act on the recommendations generated through participatory evaluation processes (IFRC, 2018). This includes establishing clear mechanisms for incorporating stakeholder feedback into emergency preparedness plans, training programs, and resource allocation, as well as creating a culture of continuous learning and improvement within schools and communities (UNISDR, 2015).

### **Communication**

Research underscore the importance of clear and inclusive communication in emergency preparedness. For instance, a review by Comfort et al. (2015) of disaster response efforts in various countries highlights that effective communication systems, including redundant channels and multilingual support, are essential for reaching vulnerable populations and coordinating relief efforts. Furthermore, research by Quarantelli (2016) emphasizes the role of social media in facilitating communication during crises, but also cautions against the spread of misinformation and the need for verified information sources. A study by UNICEF (2020) emphasizes the need for clear, consistent, and age-appropriate communication strategies to ensure the well-being and safety of students and staff during emergencies.

In the Philippine context, where communities are frequently exposed to natural disasters, effective communication is particularly vital. Local studies emphasize the importance of integrating indigenous knowledge and local communication networks into emergency preparedness strategies (NDRRMC, 2016). For example, a study by Roman and Santiago (2017) on community-based disaster risk reduction in coastal communities in the Philippines found that leveraging traditional communication methods, such as community meetings and local radio broadcasts, enhanced the effectiveness of early warning systems and promoted community participation. However, challenges remain in reaching remote and marginalized communities, particularly those with limited access to technology (ADPC, 2018).

Studies also underscore the need for two-way communication channels that allow stakeholders to provide feedback, raise concerns, and participate in decision-making processes (IFRC, 2018). This participatory approach not only enhances the relevance and effectiveness of

emergency preparedness measures but also builds trust and strengthens community resilience. Clear communication should be delivered regularly to the stakeholders, while it is also important to consider that the political situation, a lack of transparency, poverty, negligence of parents, and poor parental relationship are potential sources of challenges (Chacha, Tangi, & Mhagama, 2023).

### **Mental Fortitude**

Mental fortitude, defined as the psychological strength to cope with stress and adversity, is increasingly recognized as a crucial factor in the effectiveness of teachers, particularly in crisis situations. A study by Villanueva and Ramos (2023) found that teachers with higher levels of mental fortitude demonstrated greater resilience and adaptability during crises, which significantly enhanced their ability to implement emergency preparedness plans effectively. This aligns with the findings of a global study by McGowan et al. (2022), which emphasized that mental fortitude is essential for educators to maintain a positive school climate and effectively manage stress during emergencies.

Theoretical frameworks such as the Resilience Theory provide a foundation for understanding the role of mental fortitude in educational settings. According to this theory, resilience is not merely an individual trait but is influenced by environmental factors, including school climate and support systems (Masten, 2018). In the Philippine context, a study by Cruz and Santos (2023) revealed that supportive school environments significantly bolster teachers' mental fortitude, enabling them to cope better with the demands of crisis situations. This finding is echoed in international research by Johnson et al. (2021), which found that schools that foster a culture of support and collaboration among staff reported higher levels of teacher resilience and mental fortitude.

Moreover, the impact of mental fortitude on teachers' well-being and performance during crises has been documented in various studies. For instance, a qualitative study by Lim and Tan (2023) highlighted that teacher who engaged in self-care practices and received emotional support from colleagues exhibited higher mental fortitude, which in turn improved their effectiveness in crisis management. This is consistent with the work of Roffey (2019), who argued that a positive school climate, characterized by strong relationships and support networks, is vital for enhancing teachers' mental resilience.

### **Resilience**

Recent studies have highlighted the importance of resilience in enhancing teachers' capacity to manage crises effectively. For instance, a study by Reyes and Bañez (2023) found that teachers who exhibited higher levels of resilience were better equipped to implement emergency preparedness plans and maintain a positive learning environment during crises. This finding aligns with the work of Rutter (2019), who emphasized that resilience is not merely an individual trait but is significantly influenced by environmental factors, including school climate and community support. A study by Santos and Cruz (2023) revealed that supportive school environments, characterized by strong leadership and collaborative practices, significantly enhance teachers' resilience, enabling them to cope better with the demands of crisis situations. This is echoed in international research by Fletcher and Sarkar (2020), which found that resilience training programs for educators can lead to improved coping strategies and better overall well-being.

Moreover, the role of resilience in fostering a stakeholders' involvement has been documented in various studies. For example, a qualitative study by Lim and Tan (2023) highlighted that teacher who engaged in resilience-building activities, such as professional development and

peer support, reported higher levels of job satisfaction and commitment, which are essential for effective emergency preparedness. This aligns with findings from Bowers et al. (2023), who noted that teachers who perceive a supportive stakeholders' involvement are more likely to develop resilience, resulting in improved responses to emergencies.

Additionally, research by Bañez and Villanueva (2022) demonstrated that resilience is directly linked to teachers' mental health; those with higher resilience reported lower levels of stress and burnout, which are crucial during crises. This is consistent with the work of McGowan et al. (2022), who indicated that resilient educators can foster a sense of safety and security among students, promoting a more effective learning environment during difficult times.

### **Self-Efficacy**

Self-efficacy, defined as an individual's belief in their capability to execute behaviors necessary for achieving specific goals, is a critical factor influencing teachers' responses to crises. In the Philippines, where educators often face challenges such as natural disasters and socio-economic issues, self-efficacy plays a crucial role in enhancing their emergency preparedness. A study by Reyes and Dela Cruz (2023) found that teachers with higher levels of self-efficacy reported greater confidence in their ability to implement emergency protocols and manage classroom dynamics, particularly during crises. Further research by Santos et al. (2023) explored the relationship between self-efficacy and mental fortitude among basic education teachers in the Philippines. The findings indicated that teachers with robust self-efficacy not only exhibited higher resilience but also effectively employed coping strategies during stressful situations, thereby enhancing their overall mental fortitude. This aligns with Klassen and Chiu's (2010) meta-analysis, which revealed a positive correlation between teacher self-efficacy and job satisfaction, while also indicating that higher self-efficacy leads to lower levels of burnout. Such insights highlight self-efficacy as a protective factor, equipping educators to handle the emotional toll of crisis situations more effectively. This adaptability was particularly evident during the COVID-19 pandemic, where the ability to pivot to online learning was essential. A study by Dela Cruz and Reyes (2023) noted that teachers with high self-efficacy were more successful in engaging students through digital platforms, demonstrating the importance of self-belief in navigating unprecedented challenges.

Moreover, a meta-analysis by Zee and Koomen (2016) highlighted the reciprocal relationship between teacher self-efficacy and student engagement. Teachers who exhibit high self-efficacy foster a supportive stakeholders' involvement that not only enhances their performance but also positively influences student learning outcomes. This interconnectedness underscores the importance of enhancing self-efficacy not just for the benefit of educators but also for the holistic development of students, particularly during times of crisis.

Additionally, Filipino cultural values, such as "bayanihan," which emphasizes community support and cooperation, can enhance self-efficacy among teachers. A study by Lim and Tan (2023) found that teachers who engaged in collaborative efforts within their schools reported increased self-efficacy, as they felt a shared sense of responsibility and support during crises. This communal approach not only builds individual confidence but also strengthens the overall resilience of the educational community.

### **Focus and Concentration**

Focus and concentration are vital cognitive skills that significantly influence teachers' effectiveness, especially in high-stress environments like crises. In the Philippines, recent research highlights the critical role these skills play in enhancing teachers' mental fortitude and their ability to implement emergency preparedness strategies. A study by Abila (2024) revealed

that teachers who reported higher levels of focus and concentration were notably more effective in managing classroom dynamics and executing emergency protocols during crises. This finding underscores the importance of attention regulation, which is essential for effective teaching and learning in unpredictable situations.

In examining the relationship between examining the relationship between stakeholders' involvement and teachers' focus, Santos and Dela Cruz (2024) found that a positive school climate—characterized by supportive leadership and collaborative relationships—significantly enhances teachers' concentration. Their research suggests that when educators feel supported, they are better able to focus on their tasks, which is crucial during emergencies. This aligns with findings by Pomerantz et al. (2023), who emphasized that a nurturing school environment fosters better attention and focus among educators, thereby improving their overall performance and resilience.

On the other hand, research by Hattie (2020) indicates that teachers' ability to maintain focus directly influences student engagement and learning outcomes. In the context of emergency preparedness, teachers who can concentrate effectively are better equipped to deliver critical information and support to students, enhancing the overall safety and well-being of the classroom environment. This is particularly relevant in the Philippines, where natural disasters frequently disrupt educational processes, necessitating a high level of focus from educators to ensure effective communication and preparedness.

Furthermore, a recent meta-analysis by Zins et al. (2022) highlighted the role of emotional regulation in enhancing focus and concentration. Teachers who engage in emotional regulation techniques, such as mindfulness and stress management, reported improved concentration levels, positively impacting their teaching efficacy during crises. This suggests that integrating emotional regulation strategies into professional development programs could enhance teachers' concentration and overall ability to navigate challenging situations.

Lastly, a study by Lim and Tan (2023) explored the impact of digital distractions on teachers' focus in the classroom. Their findings indicated that teachers who employed strategies to minimize distractions, such as structured classroom environments and technology guidelines, experienced significant improvements in their concentration levels. This approach not only benefitted their teaching practices but also created a more conducive learning environment for students, particularly during crises when maintaining focus is paramount. and teachers' focus, Santos and Dela Cruz (2024) found that a positive school climate—characterized by supportive leadership and collaborative relationships—significantly enhances teachers' concentration. Their research suggests that when educators feel supported, they are better able to focus on their tasks, which is crucial during emergencies. This aligns with findings by Pomerantz et al. (2023), who emphasized that a nurturing school environment fosters better attention and focus among educators, thereby improving their overall performance and resilience.

### **Emotional Regulation**

Emotional regulation is a critical skill for teachers, particularly in the context of emergency preparedness and crisis management. In the Philippines, recent studies have highlighted the importance of emotional regulation in enhancing teachers' mental fortitude during crises. For instance, Reyes and Villanueva (2023) found that teachers who practiced effective emotional regulation strategies reported higher levels of resilience and adaptability in the face of emergencies. This aligns with the findings of Gross (2015), who posited that emotional regulation is essential for maintaining psychological well-being and effective functioning during stressful situations. The ability to manage emotions not only aids teachers in coping

with their own stress but also positively influences their interactions with students, fostering a supportive classroom environment that is crucial during crises.

Moreover, a study conducted by Alarcon et al. (2024) examined the role of emotional intelligence in emotional regulation among Filipino teachers. The researchers found that teachers with higher emotional intelligence were better equipped to regulate their emotions, which in turn enhanced their ability to prepare for and respond to emergencies effectively. In the context of stakeholders' involvement, a positive environment that encourages emotional expression and support can significantly enhance teachers' emotional regulation capabilities, leading to improved preparedness during crises (Cahapay, 2023).

In addition, research by Brackett et al. (2019) has shown that emotional regulation training for educators can lead to significant improvements in their emotional well-being and classroom management skills. This training not only equips teachers with the tools to manage their emotions but also fosters a positive school climate with stakeholders' involvement, which is essential for effective emergency preparedness. The study highlights the interconnectedness of emotional regulation, stakeholders' involvement, and teachers' mental fortitude, suggesting that interventions aimed at enhancing emotional regulation can have far-reaching benefits for both educators and students during crises. Then, a recent study by Lim et al. (2024) explored the impact of mindfulness practices on emotional regulation among teachers in the Philippines. The findings indicated that teachers who engaged in mindfulness reported lower levels of stress and higher emotional regulation, which positively affected their teaching effectiveness during emergencies. This supports the theory proposed by Kabat-Zinn (1990), which posits that mindfulness can enhance emotional regulation by promoting awareness and acceptance of one's emotional states.

Lastly, a study by Dela Cruz and Santos (2023) examined the relationship between school climate and emotional regulation among teachers in disaster-prone areas. Their research found that a supportive stakeholders' involvement significantly improved teachers' emotional regulation abilities, which in turn enhanced their preparedness for emergencies. This aligns with the findings of McLafferty et al. (2022), who emphasized the importance of a stakeholders' involvement in fostering resilience and effective emotional management among educators.

### **Emergency Preparedness During Crisis**

Theories of crisis management, including the Social-Ecological Model, emphasize the interconnectedness of individual, relational, community, and societal factors in shaping preparedness behaviors. This model indicates that a supportive school climate, characterized by strong stakeholders' involvement, enhances teachers' emotional resilience, enabling them to respond more effectively during emergencies (Bronfenbrenner, 1979). Research shows that teachers who feel supported by their schools are more likely to engage in disaster preparedness activities, such as participating in training and drills, which are critical for effective crisis management (Davis et al., 2020).

In the Philippines, studies indicate that educators perceive their role in disaster preparedness as significant. For example, a study conducted in Kidapawan City revealed that teachers felt a profound responsibility to ensure the safety of their students during emergencies, which directly impacts their engagement in preparedness initiatives (Gonzales, 2021). Teachers who receive training in emergency response and emotional resilience report feeling more equipped to handle crises, enhancing the overall safety of their schools (Reyes, 2022). Furthermore, a study by Villanueva (2023) found that teachers who participated in collaborative preparedness initiatives demonstrated higher levels of confidence and efficacy in managing emergencies.

The integration of disaster education within the curriculum has also been shown to improve teachers' preparedness. A systematic review of disaster education programs found that such initiatives significantly boost teachers' confidence and effectiveness in crisis response, leading to better outcomes for students during emergencies (López-Marrero & Yarnal, 2010). Schools that adopt a proactive approach to disaster education not only prepare teachers but also empower students to respond appropriately in crisis situations. This is particularly relevant in the context of the Philippines, where natural disasters are frequent, and community involvement is crucial (Bautista et al., 2023).

International perspectives further support the importance of resilience training for educators. Research in the United States indicates that teachers participating in resilience-building programs reported lower stress levels and increased preparedness for emergencies (Benson et al., 2019). This aligns with findings from the Philippines, where resilience training has been shown to enhance teachers' emotional well-being and crisis management capabilities (Deliva, 2023). Moreover, a study by Smith and Tschannen-Moran (2020) found that resilience training not only improved teachers' coping strategies but also fostered a culture of safety and preparedness within schools.

The role of school leadership is critical in fostering a culture of preparedness. Transformational leadership, which emphasizes collaboration and communication, has been linked to improved emergency preparedness in educational settings. Research by Kruger and Hoadley (2021) highlights that schools with strong, supportive leadership tend to have more effective crisis management strategies and higher levels of teacher engagement in preparedness efforts. This is particularly relevant in the Philippine context, where effective leadership can significantly influence teachers' perceptions of their roles in disaster management (Reyes, 2022).

### **Enabling Environment**

An enabling environment encompasses the foundational policies, structures, and support systems that facilitate effective disaster risk reduction and emergency preparedness in educational settings. Key elements of this environment include the adoption of relevant guidelines, establishment of support systems, development of comprehensive disaster risk reduction management (DRRM) planning, and fostering partnerships with community stakeholders. Research by Cabilao-Valencia et al. (2018) underscores the importance of schools tailoring existing DRRM policies to their specific contexts, as this customization enhances their capacity to respond effectively to local hazards. Furthermore, Domingo Dela Cruz and Ormilla (2022) emphasize that schools with appointed DRRM coordinators experience improved coordination of preparedness activities, which is crucial for implementing effective emergency plans. Additionally, comprehensive DRRM planning is essential for schools to identify potential hazards, assess vulnerabilities, and outline clear response protocols. According to Cubillas et al. (2022), schools that engage in thorough planning are better positioned to navigate crises, minimizing disruptions to educational activities and ensuring student safety. The importance of engaging with community and external partners cannot be overstated; collaborative efforts facilitate resource sharing, knowledge exchange, and training opportunities. As noted by Lapada (2022), such partnerships are vital for enhancing the resources available for emergency preparedness, particularly in disaster-prone areas.

International studies further support these findings. For instance, a study by Veil et al. (2011) highlights that schools in the United States that implement comprehensive emergency management frameworks demonstrate significantly improved preparedness levels. Similarly, a study in Australia by McLoughlin et al. (2019) shows that schools that foster strong community ties and establish communication networks are more effective in managing crises. These

findings illustrate that an enabling environment not only enhances preparedness but also fosters resilience among educators and students alike.

Moreover, the interplay between stakeholders' involvement and emotional resiliency is critical in shaping teachers' ability to manage crises. A supportive stakeholders' involvement, characterized by trust, collaboration, and open communication among staff, significantly bolsters teachers' confidence and crisis management capabilities. Research by Lapada (2022) indicates that teachers who perceive their school environment as supportive are more likely to engage in proactive emergency preparedness measures. Furthermore, emotional resiliency is essential for teachers to cope with the stress and challenges posed by crises. Cabilao-Valencia et al. (2018) found that teachers with higher emotional resilience were better equipped to handle emergencies, demonstrating the reciprocal relationship between school climate and individual emotional strength. This is further supported by the work of Mahlapahlapana and Osher (2014), which suggests that schools prioritizing emotional well-being create environments conducive to effective crisis management. As highlighted by Cubillas et al. (2022), awareness and compliance with disaster risk reduction measures are critical for enhancing overall preparedness in disaster-prone regions.

### **Safe Learning Facilities**

Safe learning facilities are essential for ensuring that educational environments can withstand crises and provide secure spaces for both students and teachers. This concept encompasses not only the physical structure of school buildings but also critical aspects such as accessibility, adequate space, health and hygiene, and safety training. Research by Cabilao-Valencia et al. (2018) highlights that schools equipped with resilient infrastructure and emergency resources are better prepared to handle crises effectively, including features like reinforced buildings, proper drainage systems, and access to emergency supplies. Accessibility is particularly vital, as schools should be designed to accommodate students of all physical abilities, ensuring that every learner can access educational resources and participate in emergency drills. A study by Domingo Dela Cruz and Ormilla (2022) emphasizes the need for inclusive designs that cater to students with disabilities, thereby enhancing overall safety and preparedness within the school environment.

Moreover, adequate space is another crucial factor; sufficient space for classrooms, recreation, and sanitation is essential for health and safety. Insufficient space can lead to overcrowding, compromising safety during emergencies. Research by Cubillas et al. (2022) found that teachers in schools with well-maintained facilities and adequate space for activities reported higher levels of emergency preparedness. This preparedness is critical as it directly influences teachers' confidence in managing crises and their ability to implement safety protocols effectively. Health and hygiene practices are also integral to a safe learning environment, with schools promoting basic health practices and providing sanitation facilities to safeguard the well-being of students and staff. Lapada (2022) notes that access to clean water, functional toilets, and proper waste disposal significantly contributes to a safe atmosphere, particularly during health crises.

Safety training is essential for enhancing awareness and preparedness among both staff and students. Schools should implement comprehensive training programs covering emergency procedures, evacuation plans, and first aid. Research by Nakagawa et al. (2019) indicates that schools with robust safety training protocols are more effective in managing emergencies, as both teachers and students are better equipped to respond appropriately, fostering a culture of preparedness. Internationally, studies further support the significance of safe learning facilities in emergency preparedness. In the United States, the Federal Emergency Management Agency

(FEMA) emphasizes the need for secure facilities and comprehensive emergency preparedness plans. According to FEMA (2020), schools that invest in safe infrastructure and conduct regular safety drills are better equipped to respond to emergencies, enhancing the overall safety of the school community. Similarly, in Japan, Nakagawa et al. (2019) highlight the importance of earthquake-resistant school buildings and comprehensive safety training for teachers, noting that schools with robust infrastructure and well-defined emergency protocols significantly improve teachers' confidence and effectiveness in crisis management.

### **School Disaster Management**

A critical aspect of school disaster management is the availability and maintenance of emergency equipment. Schools should be equipped with essential tools such as fire extinguishers, first aid kits, and other safety resources. Research by Cabilao-Valencia et al. (2018) demonstrates that the presence of adequate emergency equipment significantly enhances teachers' confidence and readiness to respond during crises. Proper training on the use of this equipment further empowers teachers, fostering a proactive approach to disaster preparedness. Similarly, studies conducted outside the Philippines highlight the importance of emergency supplies; for instance, a study in the United States by FEMA (2020) found that schools investing in safety equipment and training are better positioned to manage emergencies effectively.

Clear and well-communicated evacuation plans are vital for effective crisis management. Schools must establish designated evacuation routes and temporary shelters to ensure the safety of students and staff during emergencies. Nakagawa et al. (2019) emphasize that schools that regularly practice evacuation drills improve teachers' familiarity with procedures, enhancing their capacity to lead students calmly and efficiently during actual emergencies. This preparedness is particularly important in the Philippine context, where earthquakes and typhoons are frequent. The Department of Education has emphasized the development of comprehensive evacuation plans as part of the Disaster Risk Reduction and Management framework (Alejandro, 2019). Internationally, research by O'Brien and O'Keefe (2021) shows that schools with well-defined evacuation protocols are able to reduce chaos and confusion during emergencies, thus significantly improving safety outcomes.

Continuity strategies are essential for ensuring that educational activities can resume swiftly after a disaster. Schools need to develop plans that address how they will continue to deliver education during and after emergencies. Research by Cubillas et al. (2022) highlights that schools with established continuity strategies, such as alternative learning modalities and resource allocation, are better equipped to maintain educational services in the aftermath of a disaster. This capability not only supports students' educational needs but also alleviates stress for teachers, allowing them to focus on both teaching and emotional support. International studies, such as those by Dempsey et al. (2020) in Australia, reinforce the idea that effective continuity plans are crucial for minimizing disruption to learning and maintaining teacher morale.

Engaging students, parents, and community members in disaster preparedness activities enhances the overall resilience of schools. A study by Domingo Dela Cruz and Ormilla (2022) found that schools that actively involve the community in drills and preparedness initiatives are more effective in managing emergencies. This collaborative approach fosters a sense of shared responsibility and ensures that everyone is aware of their roles during a crisis. Community involvement also enhances the resource pool available to schools, facilitating a more comprehensive response to disasters. In a similar vein, research by McLennan et al. (2019) in New Zealand highlights the importance of community engagement in disaster

preparedness, noting that schools that involve local stakeholders can leverage additional resources and support networks, thereby improving overall readiness.

### **Disaster Risk Reduction and Management**

Emergency preparedness among teachers encompasses their ability to respond effectively to crises, influenced by various factors, including training, resources, and emotional support. Cabilao-Valencia et al. (2018) found that teachers who receive adequate training in disaster preparedness feel more confident in managing emergencies, which directly impacts their decision-making and leadership during crises. Regular drills and training sessions not only familiarize teachers with emergency protocols but also enhance their overall preparedness. Similarly, a study by Kauffman et al. (2021) in the United States emphasized that comprehensive training programs significantly improve teachers' confidence and readiness to handle emergencies.

Integrating disaster risk reduction into the educational curriculum and school culture is vital for enhancing teachers' emergency preparedness. Key components include curriculum integration, co-curricular activities, psychosocial support, and monitoring and evaluation. Schools should embed DRR concepts in various subjects to educate students from an early age. Research by Nakagawa et al. (2019) suggests that teachers trained to incorporate DRR into their teaching practices feel more capable of fostering a culture of preparedness among their students. Co-curricular activities, such as drills and environmental initiatives, supplement classroom learning and promote awareness. Domingo Dela Cruz and Ormilla (2022) found that schools actively engaging students in preparedness drills not only enhance readiness but also improve teachers' confidence in managing emergencies.

Psychosocial support mechanisms are essential for helping both students and teachers cope with the psychological impacts of disasters. Providing emotional support through counseling services and peer support groups can mitigate stress associated with emergencies. Lapada (2022) emphasizes that schools with robust psychosocial support systems see better emotional outcomes for teachers and students, fostering resilience in the face of adversity. This is supported by findings from a study by Ritchie et al. (2020), which indicated that schools with comprehensive mental health services are better equipped to support teachers and students during crises.

Monitoring and evaluation of DRRM practices are crucial for ensuring that schools adapt and improve their strategies over time. Regular assessments can identify gaps in preparedness and inform future training and resource allocation.

Alejandro (2019) stresses the importance of evaluating DRRM initiatives within the Philippine Department of Education to enhance effectiveness and responsiveness. Similarly, a study by Dempsey et al. (2020) in Australia highlighted that ongoing evaluation of disaster preparedness plans is essential for improving school resilience and response capabilities.

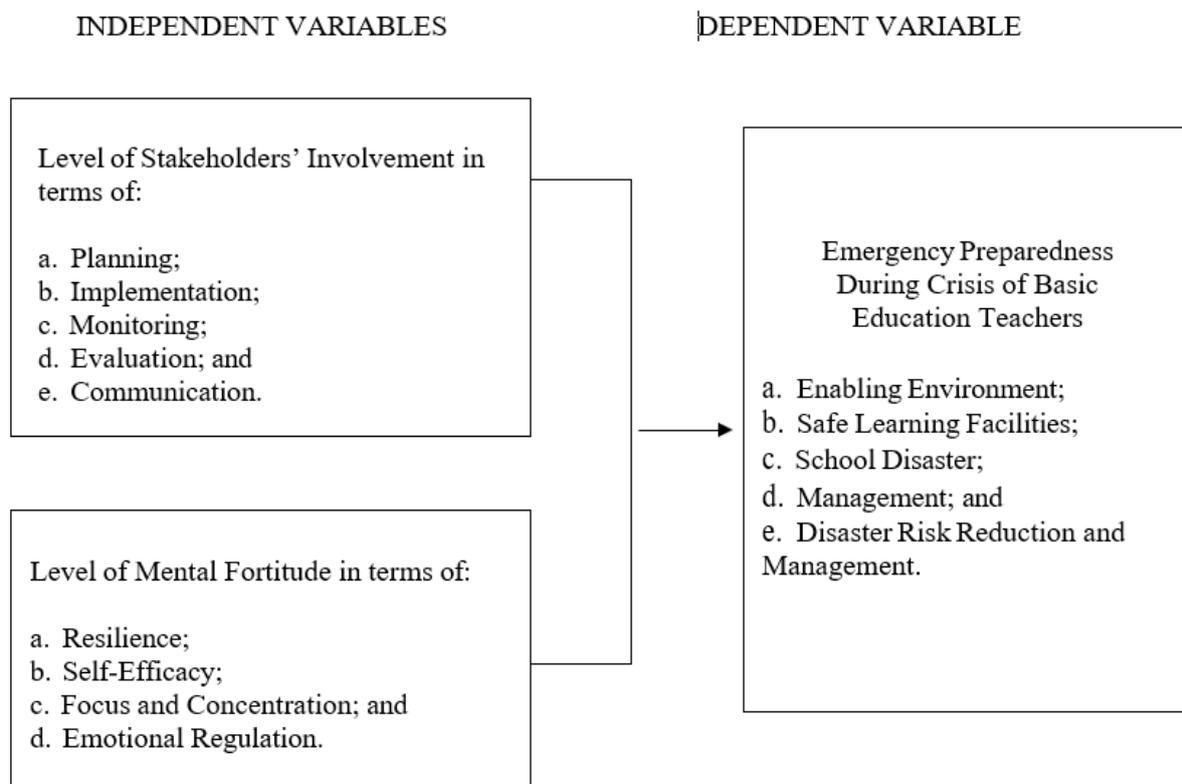
### **Conceptual Framework**

This study, investigating the relationship between stakeholders' involvement and mental fortitude of basic education teachers an emergency preparedness during crisis in Kalilangan East and West Districts, is anchored in Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979, 1994, 2005). This theory posits that individual development is shaped by a series of nested and interconnected environmental systems, which in this context, influence teacher preparedness. Specifically, the microsystem encompasses the teacher's immediate environment, including relationships with students, colleagues, and administrators,

reflecting the study's focus on stakeholders' involvement within the school. The mesosystem captures interactions between microsystems, such as the school-parent or school- community relationship, highlighting the importance of collaboration for enhanced preparedness. External environments that indirectly affect teachers, such as local government policies and DepEd support, constitute the exosystem, which this study addresses through its examination of the enabling environment. Overarching cultural values and beliefs about education and disaster preparedness form the macrosystem, shaping societal norms and influencing behavior during emergencies. Finally, the chronosystem acknowledges the influence of historical events, such as the COVID-19 pandemic, on educational practices and preparedness strategies.

Within this ecological framework, stakeholders' involvement, encompassing planning, implementation, monitoring, evaluation, and communication, and mental fortitude, including resilience, self-efficacy, focus, and emotional regulation, are posited to influence emergency preparedness. This study suggests that teacher preparedness is not solely an individual trait but a product of this entire ecological system. By assessing preparedness in terms of enabling environment, safe learning facilities, school disaster management, and DRRM, this research examined the effectiveness of that system in supporting teachers. Understanding the interrelationships within the school environment (micro and meso systems) on how the teacher and how others can support to strengthen their mental fortitude help to have a better emergency preparedness. Therefore, this study provided actionable recommendations for improving communication between schools and parents (mesosystem), supporting policies from local government (exosystem), and promoting cultural norms valuing disaster preparedness (macrosystem), thereby improving teachers' capabilities on emergency preparedness.

#### Research Paradigm



**Figure 1. Schematic diagram that shows the relationship between the Stakeholders' Involvement and Mental Fortitude of Basic Education Teachers an Emergency Preparedness During Crisis**

**Hypothesis of the Study**

The hypothesis formulated below were subjected to testing within 0.05 level of significance:

H<sub>01</sub>: There is no significant relationship among stakeholders' involvement, emotional resiliency, and emergency preparedness in the crisis management of teachers.

H<sub>02</sub>: There is no variable, singly or in combination, that best predicts emergency preparedness in the crisis management of teachers.

**Methodology**

This chapter presented the methods and procedures that were used in the data gathering and analysis. It included the research design, the locale, the participants, and the statistical treatment of data.

**Research Design**

This study employed the descriptive-correlational technique. It described the prevailing conditions of variables concerning the stakeholders' involvement and mental fortitude and their effects on the emergency preparedness during crisis of basic education teachers. Pearson-Product Moment correlation statistics was used to assess the relationship between stakeholders' involvement and mental fortitude toward emergency preparedness during crisis of basic education teachers. The multiple linear regression analysis was conducted to determine which variables predict emergency preparedness during crisis of basic education teachers.

**Locale of the Study**

The study was conducted in Kalilangan District under the Division of Bukidnon, located in the province of Bukidnon, Philippines. This district is composed of two key areas: Kalilangan East and Kalilangan West. The Kalilangan East District consists of 18 schools, namely Agaton Elementary School, Aquino Elementary School, Bangbang Elementary School, Barorawon Elementary School, Kalilangan Central School, Kibaning Elementary School, Kidansalan Elementary School, Kimagting Elementary School, Kinura Elementary School, Lampanusan Elementary School, Macaopao Elementary School, Maulawe Elementary School, Manubiray Elementary School, Public Elementary School, Kalilangan National High School Junior High School, Kalilangan National High School Senior High School, Lampanusan National High School Junior High School, and Lampanusan National High School Senior High School. On the other hand, the Kalilangan West District includes 10 schools: Pamotolon Elementary School, Canituan Elementary School, Malinao Central Elementary School, Imbariz Elementary School, Pud-ong Elementary School, Kibaritan Elementary School, Pasayanon Elementary School, Forchacu II Elementary School, Forchacu III Elementary School, and Forchacu IV Elementary School.

Kalilangan is characterized by a rich cultural heritage and a commitment to improving educational outcomes for its students. The research targeted samples of 335 basic education teachers from various public schools within the Kalilangan District. This group includes educators from both elementary and secondary levels, ensuring a comprehensive understanding of the factors influencing emergency preparedness and crisis management across different educational stages.

Kalilangan District is recognized for its commitment to enhancing educational standards and resilience in the face of natural disasters. The area frequently experiences various natural calamities, including typhoons, floods, and earthquakes, making it crucial to assess the capabilities of public-school teachers in crisis management and emergency preparedness. This study aims to explore the interplay between stakeholders' involvement, emotional resiliency, and emergency preparedness among teachers in this context.

By focusing on the Kalilangan District, the research provided valuable insights into how stakeholders' involvement in school environment affects teachers' emotional strength in managing crises. The findings contributed to local educational policies and strategies aimed at improving teacher training and support systems, ultimately enhancing the overall safety and preparedness of schools in the region. This study sought to address the specific needs and challenges faced by teachers in Kalilangan District, providing a contextually relevant analysis that can inform future training and support initiatives.



Source: [wikimedia.org/wiki  
Ph\\_bukidnon\\_kalilangan\\_political\\_map.png](https://www.wikimedia.org/wiki/File:Ph_bukidnon_kalilangan_political_map.png)  
 LEGEND:  Locale of the Study

**Figure 2. Map of Kalilangan, Bukidnon Philippines showing the locale of the study Respondents of the Study**

The study involved a total of 335 teachers from the Kalilangan District within the Division of Bukidnon, comprising both elementary and secondary public-school educators. This diverse sample is intentionally selected to ensure a comprehensive understanding of emergency preparedness in crisis management and its implications across various educational levels. By including teachers from both elementary and secondary schools, the research aimed to capture a broad spectrum of experiences and perspectives, thereby enriching the insights gained regarding the effectiveness of crisis management practices in the educational context.

**Table 1. Respondents of the study in Kalilangan District**

District	Total No. of Teachers (N)	Total No. of Respondents (n)	Percentage %
Kalilangan East District	336	270	81%
Kalilangan West District	78	65	19%
Total	N=414	n=335	<b>100.00</b>

### Data Gathering Procedure

To collect the necessary data for this study, the researcher initiated a formal request for permission from the School Division Superintendent of the Kalilangan East and West District, Division of Bukidnon. This request was endorsed by the School District Supervisor, ensuring institutional support for the research. Once permission was granted, the selected respondents were informed about their participation in the study through a cover letter. This communication outlined the purpose of the research, assured participants of the confidentiality of their responses, and provided details on how their input contributed to the study. The data collection was facilitated through an electronic survey distributed via a Google survey link. This link was shared through various platforms, including email, WhatsApp, and social media channels such as Instagram, Facebook, and LinkedIn. Respondents were given ample time to complete the questionnaires, ensuring that they provided accurate and thoughtful responses. The survey consists of three parts: the first part assessed stakeholders' involvement, the second part evaluated mental fortitude, and the third part focused on emergency preparedness during crisis. Each part employed structured questionnaires adapted from established tools to ensure reliability and validity in measuring the respective constructs.

Upon completion of the data collection, the researcher compiled the responses for analysis, ensuring that all data is stored securely and in accordance with ethical research practices. This thorough data-gathering procedure aimed to obtain a comprehensive understanding of the interplay between stakeholders' involvement, mental fortitude, and emergency preparedness during crisis among public elementary school teachers in the Kalilangan District.

### The Research Instruments

The study utilized a standardized survey questionnaire which was subjected to content validation and pilot testing specifically designed to investigate the extent of stakeholders' involvement and mental fortitude of basic education teachers and emergency preparedness during crisis in Kalilangan Districts, Division of Bukidnon. The methodology employed in this study was based on the Likert scale format, which is widely acknowledged for its capacity to gather quantitative data. This framework guaranteed that the responses obtained from participants were accurate, measurable, and consistent. The utilization of a systematic approach ensured a structured retrieval of material, derived directly from the perspectives and insights of the senior teachers. Through this particular approach, the study aimed to attain a

comprehensive understanding of the primary issues while upholding a strict commitment to the quantitative method. This specific instrument had a Cronbach Alpha of 0.939 for reliability.

The first part of the questionnaire was designed to assess stakeholders' involvement in helping teachers on emergency preparedness during crisis, focusing on planning, implementation, monitoring, evaluation and communication. Consisting of 10 items for each category—planning, implementation, monitoring, evaluation, and

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree (SA)	Very Highly Involved
4	3.50-4.49	Agree (A)	Highly Involved
3	2.50-3.49	Moderate (M)	Moderately Involved
2	1.50-2.49	Disagree (D)	Less Involved
1	1.00-1.49	Strongly Disagree (SD)	Not Involved at All

communication—the scale evaluated stakeholders' involvement to help teachers enhance their readiness and responsiveness to emergencies. This section aims to capture the extent to which stakeholders engage in collaborative efforts, thereby fostering a supportive environment that strengthens the overall effectiveness of emergency preparedness initiatives within educational settings. Each item was rated on a 5-point scale from strongly disagree to strongly agree, providing a comprehensive tool for understanding the degree of engagement and support from stakeholders. The instrument demonstrated high reliability, with a Cronbach Alpha of 0.925, ensuring that the results accurately reflect the stakeholders' contributions to emergency preparedness initiatives within educational settings.

The second part of the questionnaire is designed to assess the mental fortitude of basic education teachers across four dimensions: Resilience, Self-Efficacy, Focus and Concentration, and Emotional Regulation.

Each section contains 8 items that evaluate teachers' ability to recover from setbacks, their confidence in managing classroom dynamics, their capacity to maintain

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree (SA)	Very High Resiliency
4	3.50-4.49	Agree (A)	High Resiliency
3	2.50-3.49	Moderate (M)	Moderate Resiliency
2	1.50-2.49	Disagree (D)	Low Resiliency
1	1.00-1.49	Strongly Disagree (SD)	Not Resilient at All

attention in challenging situations, and their effectiveness in managing emotions during crises. Teachers rate each statement on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree), offering valuable insights into their psychological resilience and readiness to support students during emergencies. This scale has a Cronbach Alpha of 0.912, indicating strong reliability.

The third part focuses on assessing the level of emergency preparedness among teachers in crisis management. To achieve this, the researcher utilized the "Comprehensive Disaster Risk Reduction and Management (DRRM) in Basic

Scale	Range	Descriptive Rating	Qualitative Interpretation
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5	4.50-5.00	Outstanding (O)	Very Highly Prepared
4	3.50-4.49	Very Satisfactory (VS)	Highly Prepared
3	2.50-3.49	Satisfactory (S)	Moderately Prepared
2	1.50-2.49	Fair (F)	Less Prepared
1	1.00-1.49	Poor (P)	Not Prepared at All

Education Framework: School's Disaster Readiness Assessment and Monitoring Questionnaire," developed by the Department of Education (DepEd) in the Philippines. Established in 2015, this framework serves as a robust tool for evaluating a school's preparedness for various disaster scenarios, emphasizing safety measures, emergency protocols, and the integration of disaster risk reduction into the educational curriculum. The following scale was applied for interpretation:

### **Statistical Techniques**

In this study, the quantitative method was employed, utilizing a descriptive- correlation design to analyze the relationships between school climate, emotional resiliency, and emergency preparedness in crisis management among public elementary school teachers in Kalilangan East and West District, Division of Bukidnon. The researcher gathered numerical data to explore these relationships, applied the correlation method to identify connections between the independent variables (stakeholders' involvement and mental fortitude) and the dependent variable (emergency preparedness during crisis). This approach facilitated the discovery of predictable patterns and insights critical for effective crisis management.

To ensure valid and reliable interpretation of the data, both descriptive and inferential statistics was utilized. Frequency counts, percentages, rankings, and means was employed to characterize the teachers' assessments of stakeholders' involvement, mental fortitude, and their preparedness for emergencies. Specifically, frequency and percentage measures provided a clear overview of trends in the responses, while mean scores offered insights into teachers' overall perceptions regarding these variables.

Furthermore, the Pearson Product-Moment Correlation (Pearson  $r$ ) was used to assess the strength and direction of the relationships among the variables, helping to identify significant correlations between stakeholders' involvement, mental fortitude, and emergency preparedness. Additionally, stepwise multiple regression analysis was employed to determine which variables, either individually or in combination, best predict teachers' emergency preparedness during crisis. This analysis allowed the identification of the most influential factors affecting crisis management capabilities.

### **Data Gathering Procedure**

The researcher requested permission to conduct his study from the Office of the Schools Division Superintendent in the Division of Bukidnon with the endorsement letter from the thesis adviser to conduct the survey. The approved communication was presented to the school administrators in Kalilangan East and West Districts.

The researcher personally tendered the questionnaires to the teachers. The respondents were informed through a cover letter that they were chosen to take part in the survey before they were given questionnaires to answer and retrieve after a few days. Full consent was obtained from the respondents. Protection of the privacy of the respondents, an adequate level of

confidentiality of the research data, and the secrecy of individuals participating in the research were ensured.

### **Ethical Consideration**

The study was conducted observing the research ethics and protocols with permit from the Research Ethics Committee (REC). The personal information and answers of the teacher-respondents were kept confidential and was used solely for this study. Moreover, this form emphasizes that the participation of teachers was purely voluntary and they have the freedom to withdraw anytime.

### **Presentation, Analysis, And Interpretation of Data**

This chapter examines the results, significance, and interpretations of the collected data to provide a clear and objective summary of the findings. Additionally, it distills the key information necessary for formulating conclusions and recommendations.

#### **Stakeholders' Involvement Towards Teachers Emergency Preparedness During Crisis**

Stakeholders' involvement in teachers' emergency preparedness during crisis is evaluated through their roles in planning, implementation, monitoring, evaluation, and communication. Stakeholder support significantly affects teachers' preparedness levels. Active and consistent involvement by stakeholders leads to improved readiness, resilience, and crisis management capacity among teachers. Collaboration between school administrators, parents, community members, and local authorities creates an enabling environment that enhances teachers' ability to respond effectively during emergencies. Effective communication ensures timely information dissemination and promotes shared responsibility for the safety of students and staff.

### **Planning**

Table 2 presents the mean scores regarding stakeholders' involvement in planning for teachers' emergency preparedness. The overall mean score of 4.22 indicates a high level of involvement among stakeholders, categorized as "Agree" and interpreted as "Highly Involved." This score reflects an encouraging trend, suggesting that stakeholders—including parents, community members, and local organizations—actively participate in planning activities aimed at enhancing school programs and emergency preparedness. Such engagement is vital for fostering a supportive environment that contributes to effective crisis management and resilience among teachers.

**Table 2. Mean Scores in the Stakeholders' Involvement in terms of Planning**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
I participate in identifying priority improvement areas.	4.31	Agree	Highly Involved
I have the opportunity to get involved in school improvement plans.	4.30	Agree	Highly Involved
I am informed about the objectives of school programs.	4.27	Agree	Highly Involved
I attend planning meetings related to school activities.	4.27	Agree	Highly Involved
I assist in setting timelines for project completion.	4.27	Agree	Highly Involved
I am involved in tracking the progress of school projects.	4.24	Agree	Highly Involved
My suggestions are considered during the planning phase.	4.22	Agree	Highly Involved
I collaborate with other stakeholders in planning activities.	4.19	Agree	Highly Involved
I am asked to help in defining the goals of the school program/project.	4.11	Agree	Highly Involved
I help in formulating strategies for school programs.	4.06	Agree	Highly Involved
OVER ALL MEAN	4.22	Agree	Highly Involved

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree (SA)	Very Highly Involved
3.50-4.49	Agree (A)	Highly Involved
2.50-3.49	Moderately Agree (MA)	Moderately Involved
1.50-2.49	Disagree (D)	Less Involved
1.00-1.49	Strongly Disagree (SD)	Not Involved at All

The individual indicators reveal strong support for stakeholder involvement. For instance, the statement "I am asked to help in defining the goals of the school program/project" received a mean score of 4.11, indicating that stakeholders are actively engaged in setting objectives for school initiatives. This finding aligns with Watts (2023), who notes that collaborative goal-setting is crucial for improving educational outcomes. Moreover, a mean score of 4.30 for the item "I have the opportunity to get involved in school improvement plans" reflects a high level of engagement and suggests stakeholders feel a sense of ownership in the planning process. Ashqar et al. (2020) emphasize that such involvement is essential for successful implementation.

Another significant indicator is the mean score of 4.31 for "I participate in identifying priority improvement areas," reinforcing the idea that stakeholders play a pivotal role in strategic decision-making. Tan et al. (2022) found that active stakeholder engagement is directly correlated with the effectiveness of emergency preparedness initiatives. Additionally, the mean score of 4.06 for involvement in formulating strategies for school programs indicates proactive engagement among stakeholders, a behavior identified by Tan et al. (2022) as vital for effective disaster preparedness.

Stakeholders' involvement also reported a mean score of 4.24 for tracking the progress of school projects, suggesting they actively monitor and evaluate the initiatives' implementation. This aligns with Chacha et al. (2023), who highlight the importance of accountability in educational settings. Furthermore, a mean score of 4.22 for having suggestions considered during the planning phase indicates a collaborative spirit, which Lim and Tan (2023) argue enhances commitment to school objectives.

Furthermore, local studies reinforce these findings. Ramos (2022) emphasized that when stakeholders, particularly parents and community members, are involved in the planning and implementation of disaster preparedness programs, schools show enhanced effectiveness in managing emergencies. Similarly, Santos (2023) highlighted that stakeholder engagement in school planning not only contributes to creating an enabling environment for disaster resilience but also empowers communities to take proactive roles in ensuring safety.

The findings demonstrate that high stakeholder involvement in planning significantly enhances emergency preparedness among teachers in the Kalilangan District. This suggests that when various stakeholders are actively engaged in the planning processes, there is not only improved accountability but also a stronger alignment of school initiatives with community needs and expectations. The data supports the notion that schools with robust stakeholder collaboration are better equipped to face crises, thereby securing the safety and well-being of both teachers and students.

From a practical perspective, these results highlight the necessity for school administrators and policymakers to foster an inclusive planning culture where stakeholders feel valued and heard. By continuously engaging stakeholders in decision-making, schools can cultivate a sense of ownership, which may lead to increased support for crisis management initiatives.

## **Implementation**

Table 3 presents the mean scores regarding stakeholders' involvement in the implementation phase of emergency preparedness for teachers. The overall mean score of 4.30 indicates a high level of involvement, categorized as "Agree" and interpreted as "Highly Involved." This score reflects a strong commitment among stakeholders—parents, community members, and local organizations—to actively engage in the implementation of school programs that enhance emergency preparedness.

Among the individual indicators, the highest score of 4.36 for the statement "I volunteer my time to support school activities" illustrates the willingness of stakeholders to dedicate their efforts towards school initiatives. This finding aligns with the work of Tan et al. (2022), who emphasize that community involvement is critical in ensuring effective implementation of educational programs, particularly in crisis management contexts. Additionally, the mean score of 4.35 for "I provide resources needed for program implementation" further indicates that stakeholders not only contribute their time but also tangible resources, which are essential for the successful execution of school projects.

The statement "I actively participate in implementing school programs" received a mean score of 4.31, suggesting that stakeholders are deeply engaged in the day-to-day activities associated with program implementation. This aligns with findings from Lim and Tan (2023), who noted that active participation enhances the effectiveness of emergency preparedness initiatives.

Furthermore, a mean score of 4.32 for assisting in monitoring the implementation process reflects a proactive approach among stakeholders, which is vital for ensuring accountability and responsiveness during program execution (Chacha et al., 2023).

**Table 3. Mean Scores in the Stakeholders' Involvement in terms of Implementation**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
I volunteer my time to support school activities.	4.36	Agree	Highly Involved
I provide resources needed for program implementation.	4.35	Agree	Highly Involved
I participate in training sessions for program implementation.	4.34	Agree	Highly Involved
I contribute my skills to ensure the success of programs.	4.33	Agree	Highly Involved
I help in solving problems encountered during implementation.	4.33	Agree	Highly Involved
I assist in monitoring the implementation process.	4.32	Agree	Highly Involved
I actively participate in implementing school programs.	4.31	Agree	Highly Involved
I work with teachers to implement specific projects.	4.30	Agree	Highly Involved
I follow the guidelines set for implementing school activities.	4.23	Agree	Highly Involved
I help in organizing events related to school projects.	4.21	Agree	Highly Involved
<b>OVER ALL MEAN</b>	<b>4.30</b>	<b>Agree</b>	<b>Highly Involved</b>

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree (SA)	Very Highly Involved
3.50-4.49	Agree (A)	Highly Involved
2.50-3.49	Moderately Agree (MA)	Moderately Involved
1.50-2.49	Disagree (D)	Less Involved
1.00-1.49	Strongly Disagree (SD)	Not Involved at All

Another noteworthy indicator is the mean score of 4.33 for "I contribute my skills to ensure the success of programs," highlighting that stakeholders leverage their unique competencies to support school initiatives. This collaborative effort is critical, as it fosters an environment

where diverse skills are harnessed for collective success (Watts, 2023). Additionally, the mean score of 4.30 for working with teachers to implement specific projects indicates a strong partnership between stakeholders and educators, further enhancing the effectiveness of program delivery. Stakeholders also reported a mean score of 4.34 for participating in training sessions for program implementation, demonstrating their commitment to acquiring the necessary knowledge and skills to support school initiatives effectively. This commitment to training is essential for building capacity within the community and ensuring that stakeholders are well-prepared to assist in emergencies (Bowers et al., 2023). The mean score of 4.23 for following guidelines set for implementing school activities underscores the importance of adhering to established protocols, which is critical for maintaining consistency and quality in program delivery.

Finally, a mean score of 4.33 for helping solve problems encountered during implementation indicates that stakeholders are not only involved in the planning and execution phases but are also proactive in addressing challenges that arise. This proactive problem-solving approach is vital for maintaining program integrity and ensuring successful outcomes during crises (Reyes & Dela Cruz, 2023).

The high level of stakeholder involvement in the implementation phase suggests that when stakeholders actively participate in the implementation process, they not only enhance the effectiveness of school programs but also foster a shared sense of responsibility, which can lead to improved crisis management outcomes. Local studies underscore the significance of this collaborative approach, indicating that schools are more successful in navigating emergencies when community members are engaged and empowered in their roles. This highlights the necessity for ongoing strategies that promote sustained stakeholder involvement, ultimately contributing to safer and more resilient educational environments.

### Monitoring

Table 4 summarizes the mean scores regarding stakeholders' involvement in the monitoring phase of emergency preparedness for teachers. The overall mean score of 4.27 indicates a high level of involvement, categorized as "Agree" and interpreted as "Highly Involved." This finding highlights the crucial role that stakeholders play in actively monitoring and evaluating school programs designed to enhance emergency preparedness.

Among the individual indicators, the highest score of 4.46 was recorded for the statement "I attend monitoring meetings to discuss program progress." This suggests that stakeholders prioritize direct engagement in assessing the effectiveness of programs. The significance of stakeholder meetings in educational settings is supported by research from Watts (2023), which emphasizes that active participation fosters a collaborative environment essential for achieving educational goals. Local studies, such as that by Ramos (2022), further reinforce this by demonstrating that regular engagement in monitoring meetings improves stakeholder commitment and accountability in disaster preparedness initiatives.

**Table 4. Mean Scores in the Stakeholders' Involvement in terms of Monitoring**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
I attend monitoring meetings to discuss program progress.	4.46	Agree	Highly Involved
I participate in evaluating the outcomes of school projects.	4.36	Agree	Highly Involved
I provide feedback on the effectiveness of implemented activities.	4.34	Agree	Highly Involved
I regularly monitor the progress of school programs.	4.32	Agree	Highly Involved

I use data to track the success of implemented strategies.	4.32	Agree	Highly Involved
I provide suggestions to enhance program monitoring.	4.31	Agree	Highly Involved
I help in preparing reports on program status.	4.25	Agree	Highly Involved
I assess if the goals of the programs are being met.	4.15	Agree	Highly Involved
I identify areas for improvement in ongoing projects.	4.14	Agree	Highly Involved
I track the use of resources allocated for school programs.	4.13	Agree	Highly Involved

OVER ALL MEAN	4.27	Agree	Highly Involved
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## LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree (SA)	Very Highly Involved
3.50-4.49	Agree (A)	Highly Involved
2.50-3.49	Moderately Agree (MA)	Moderately Involved
1.50-2.49	Disagree (D)	Less Involved
1.00-1.49	Strongly Disagree (SD)	Not Involved at All

The indicator "I participate in evaluating the outcomes of school projects" received a mean score of 4.36, indicating that stakeholders are invested in assessing the tangible results of school initiatives. This aligns with findings from Tan et al. (2022), who noted that community engagement in evaluating school performance significantly improves emergency preparedness plans. Additionally, a study by Dela Cruz and Reyes (2023) found similar correlations, illustrating that community-led evaluations contributed to better preparedness in local schools, emphasizing the value of collaborative assessments.

Furthermore, the mean score of 4.34 for "I provide feedback on the effectiveness of implemented activities" underscores the value stakeholders place on constructive criticism. Evaluative feedback is essential for refining strategies and enhancing program outcomes (Ronahlayne, 2021). The score of 4.32 for "I regularly monitor the progress of school programs" suggests that stakeholders consistently track the advancement of these initiatives. Continuous monitoring is critical for identifying areas that require adjustments and ensuring that programs remain effective (Dwyer, 2019). Local studies echo these findings, with Pasaylo (2023) highlighting that routine evaluations by stakeholders lead to timely interventions that enhance program success in disaster management.

Other notable indicators include "I help in preparing reports on program status," which garnered a mean score of 4.25, and "I provide suggestions to enhance program monitoring," with a score of 4.31. These scores highlight the collaborative nature of stakeholder involvement in educational settings. This aligns with De Torres (2021), who advocated for supportive networks to enhance resilience during crises. Active participation in reporting and suggesting improvements is essential for creating a responsive educational environment. Similarly, the mean score of 4.13 for "I track the use of resources allocated for school programs" suggests that stakeholders are concerned with the efficient allocation of resources, which is critical for ensuring that programs are well-supported and can achieve their intended outcomes (Sattar et al., 2022). Additionally, the score of 4.15 for "I assess if the goals of the programs are being met" indicates that stakeholders are focused on ensuring that initiatives align with set objectives, reinforcing the need for accountability in educational practices (Gamede et al., 2021).

The high level of stakeholder involvement in the monitoring phase suggests that collaborative efforts significantly enhance the effectiveness and resilience of educational programs. The findings indicate that when stakeholders are actively engaged in monitoring, there is a greater likelihood of achieving desired outcomes and addressing potential gaps in preparedness. This

underscores the need for educational leaders and policymakers to cultivate a culture of collaboration and accountability, where all stakeholders are encouraged to contribute their insights and resources actively. By fostering such an environment, schools can better equip themselves to respond effectively to crises, ensuring that teachers and students remain safe and supported during emergencies.

### Evaluation

Table 5 illustrates the mean scores regarding stakeholders' involvement in the evaluation phase of teachers' emergency preparedness. The overall mean score of 4.09 indicates a high level of involvement, categorized as "Agree" and interpreted as "Highly Involved." This level of engagement is vital, as it reflects the collaborative efforts of stakeholders in assessing the effectiveness of programs aimed at enhancing emergency preparedness in schools.

Among the individual indicators, the highest mean score was recorded for the statement "I help in identifying lessons learned from past projects," which scored 4.94. This exceptionally high score highlights the importance stakeholders place on reflective practice and continuous improvement. The ability to learn from past experiences is crucial for refining future initiatives, as emphasized by Tan et al. (2022), who found that stakeholder involvement in evaluation significantly improves the adaptability and responsiveness of educational programs. A local study by Serrano, Villanueva, and Cruz (2023) supports this, noting that communities actively involved in post-disaster evaluations demonstrate a greater capacity to implement effective strategies in subsequent events.

The statement "I suggest ways to improve future school programs" also received a notable mean score of 4.89, indicating that stakeholders are actively engaged in proposing enhancements to existing initiatives. This proactive approach aligns with the findings of Watts (2023), which underscore the necessity of stakeholder input in crafting effective educational strategies. By encouraging stakeholders to provide suggestions, schools can foster a culture of collaboration that enhances program outcomes.

**Table 5. Mean Scores in the Stakeholders' Involvement in terms of Evaluation**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
I help in identifying lessons learned from past projects.	4.94	Agree	Highly Involved
I suggest ways to improve future school programs.	4.89	Agree	Highly Involved
I assess the impact of school programs on student outcomes.	4.30	Agree	Highly Involved
I am involved in developing recommendations based on evaluation results.	4.21	Agree	Highly Involved
I provide data to support program evaluations.	4.20	Agree	Highly Involved
I provide input on the strengths and weaknesses of programs.	4.18	Agree	Highly Involved
I participate in evaluating completed school programs.	4.15	Agree	Highly Involved
I help in documenting evaluation findings.	4.06	Agree	Highly Involved
I attend evaluation meetings to discuss program results.	4.04	Agree	Highly Involved
I use evaluation results to make informed decisions.	4.02	Agree	Highly Involved
<b>OVER ALL MEAN</b>	<b>4.09</b>	<b>Agree</b>	<b>Highly Involved</b>

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree (SA)	Very Highly Involved
3.50-4.49	Agree (A)	Highly Involved
2.50-3.49	Moderately Agree (MA)	Moderately Involved
1.50-2.49	Disagree (D)	Less Involved
1.00-1.49	Strongly Disagree (SD)	Not Involved at All

The mean score for "I assess the impact of school programs on student outcomes" was 4.30, reflecting stakeholders' commitment to evaluating the effectiveness of initiatives in terms of their impact on student learning. This focus on student outcomes is critical, as it ensures that programs are tailored to meet the actual needs of learners (Ronahlayne, 2021). A study by Bañez and Villanueva (2022) reinforces this, finding that stakeholder assessments directly correlate with improved student well-being and academic performance during and after emergencies. The emphasis on data-driven decision-making, as indicated by the mean score of 4.02 for "I use evaluation results to make informed decisions," further reinforces the importance of evidence-based practices in educational settings (Dwyer, 2019). Additionally, the statement "I provide input on the strengths and weaknesses of programs" received a mean score of 4.18, highlighting stakeholders' roles in offering constructive feedback. This feedback loop is essential for continuous improvement and aligns with the research by Lim and Tan (2023), which stresses that stakeholder engagement in evaluation processes enhances accountability and program effectiveness. The mean scores for "I attend evaluation meetings to discuss program results" (4.04) and "I help in documenting evaluation findings" (4.06) indicate that stakeholders are actively involved in the evaluation process, ensuring transparency and collective ownership of the outcomes. This collaborative approach fosters trust and strengthens the relationship between educators and stakeholders, which is crucial for effective crisis management (Chacha et al., 2023).

The high level of stakeholder involvement in the evaluation phase highlights the importance of collaborative assessment in creating robust and responsive educational programs. The active participation of stakeholders in identifying lessons learned, suggesting improvements, and assessing program impact underscores the value of community knowledge and expertise. These findings suggest that schools prioritizing stakeholder engagement in evaluation are more likely to develop sustainable and effective emergency preparedness strategies.

### **Communication**

Table 6 displays the mean scores regarding stakeholders' involvement in the communication aspect of emergency preparedness for teachers. The overall mean score of 4.11 indicates a high level of involvement, categorized as "Agree" and interpreted as "Highly Involved." This finding reflects stakeholders' active engagement in communication processes essential for the effectiveness of emergency preparedness initiatives within educational settings.

The highest mean score was recorded for the statement "I help disseminate information about school programs to parents," which scored 4.26. This indicates a strong commitment from stakeholders to ensure that parents are kept informed about school activities and programs. Effective communication with parents is crucial for fostering a supportive environment, as highlighted by Reyes and Villanueva (2023), who found that parental engagement significantly enhances the overall effectiveness of educational initiatives. Local studies in the Philippines, such as that by Alcantara (2024), support this, emphasizing that community-based information campaigns significantly improve parental awareness and involvement in school safety programs.

**Table 6. Mean Scores in the Stakeholders' Involvement in terms of Communication**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
I help disseminate information about school programs to parents.	4.26	Agree	Highly Involved
I use various channels to stay informed about school activities.	4.17	Agree	Highly Involved
I receive regular updates on school programs and activities.	4.14	Agree	Highly Involved
I share information about school programs with the community.	4.12	Agree	Highly Involved
I attend meetings to discuss school-related issues.	4.09	Agree	Highly Involved
I provide suggestions on how to improve communication.	4.09	Agree	Highly Involved
I participate in community forums to discuss school matters.	4.08	Agree	Highly Involved
I respond to school communications in a timely manner.	4.07	Agree	Highly Involved
I communicate effectively with other stakeholders.	4.06	Agree	Highly Involved
I am informed about the achievements of school projects.	4.04	Agree	Highly Involved
<b>OVER ALL MEAN</b>	<b>4.11</b>	<b>Agree</b>	<b>Highly Involved</b>

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree (SA)	Very Highly Involved
3.50-4.49	Agree (A)	Highly Involved
2.50-3.49	Moderately Agree (MA)	Moderately Involved
1.50-2.49	Disagree (D)	Less Involved
1.00-1.49	Strongly Disagree (SD)	Not Involved at All

Additionally, the statement "I receive regular updates on school programs and activities" received a mean score of 4.14, emphasizing the importance stakeholders place on being informed about ongoing initiatives. Regular updates help stakeholders stay engaged and facilitate timely responses to emerging issues, aligning with the findings of Quarantelli (2016), which stress that effective communication systems are essential for coordinating responses during crises. The indicator "I use various channels to stay informed about school activities" scored 4.17, indicating that stakeholders recognize the need for diverse communication methods. Utilizing multiple channels—such as emails, social media, and community meetings—ensures that information reaches a broader audience and caters to different preferences, which is vital for effective stakeholder engagement (Comfort et al., 2015). Research by Espina and Nadera (2022) in Philippine schools confirms this, noting that schools employing multiple communication platforms experienced greater stakeholder participation and support.

Furthermore, the mean score of 4.09 for "I provide suggestions on how to improve communication" reflects stakeholders' proactive approach to enhancing communication processes within the school. This aligns with the work of Chacha et al. (2023), which emphasizes that stakeholder feedback is essential for refining communication strategies and fostering a collaborative school environment. The statement "I communicate effectively with other stakeholders" received a mean score of 4.06, indicating that stakeholders recognize the importance of collaboration in addressing school-related issues. Effective communication among stakeholders is fundamental for successful crisis management, as it ensures that all parties are aligned and working towards common goals (Dwyer, 2019). The mean score of 4.09 for "I attend meetings to discuss school-related issues" highlights the active participation of stakeholders in discussions that affect the school community. Such meetings provide a platform for open dialogue and collective decision-making, which are essential for addressing

challenges effectively (Lim & Tan, 2023). A study by Manuel and De Guzman (2023) in Philippine settings supports this, finding that consistent stakeholder meetings enhance trust and cooperation, leading to more effective crisis responses.

The high level of stakeholder involvement in the communication aspect underscores the critical role of effective communication in fostering resilient educational communities. The findings suggest that when stakeholders are actively engaged in disseminating information, receiving updates, and providing feedback, schools are better equipped to manage crises and promote a culture of safety. These results highlight the need for schools to prioritize clear, consistent, and inclusive communication strategies that cater to the diverse needs and preferences of their stakeholders.

### Summary of the Stakeholders' Involvement

Table 7 presents the summary of stakeholders' involvement in areas critical for enhancing teachers' emergency preparedness. The overall mean score of 4.20 indicates a high level of involvement, categorized as "Agree" and described as "Highly Involved." This suggests that stakeholders actively participate in various aspects of emergency preparedness, reflecting a commitment to supporting teachers in crisis situations.

The highest mean score of 4.30 (Highly Involved) was observed in the implementation category, indicating strong stakeholder engagement in executing programs for emergency preparedness. This active involvement ensures effective execution, directly benefiting teachers and students during emergencies.

**Table 7. Summary of the Stakeholders' Involvement**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Implementation	4.30	Agree	Highly Involved
Monitoring	4.27	Agree	Highly Involved
Planning	4.22	Agree	Highly Involved
Communication	4.11	Agree	Highly Involved
Evaluation	4.09	Agree	Highly Involved
<b>OVER ALL MEAN</b>	<b>4.20</b>	<b>Agree</b>	<b>Highly Involved</b>

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree (SA)	Very Highly Involved
3.50-4.49	Agree (A)	Highly Involved
2.50-3.49	Moderately Agree (MA)	Moderately Involved
1.50-2.49	Disagree (D)	Less Involved
1.00-1.49	Strongly Disagree (SD)	Not Involved at All

The planning phase also received a significant mean score of 4.22 (Highly Involved), reflecting stakeholders' substantial role in developing strategies for emergency preparedness. The monitoring aspect scored 4.27 (Highly Involved), suggesting that stakeholders consistently track the progress of initiatives, which is crucial for identifying areas needing improvement and maintaining program effectiveness. In the evaluation category, stakeholders achieved a mean score of 4.09 (Highly Involved), showing their involvement in assessing program outcomes. This engagement is essential for understanding effectiveness and making necessary adjustments. Lastly, the communication aspect garnered a mean score of 4.11 (Highly

Involved), indicating that stakeholders recognize the importance of effective communication, which fosters collaboration and keeps everyone informed and engaged.

The findings of this study reveal that stakeholders' involvement in emergency preparedness greatly enhances teachers' readiness during crises. High engagement in planning, implementation, monitoring, evaluation, and communication fosters a culture of preparedness, enabling educators to manage emergencies effectively. Active participation from stakeholders not only improves the execution of emergency initiatives but also encourages teachers to adopt new strategies, leading to greater proficiency in crisis management. A study by Cruz and Reyes (2023) highlights that schools with active stakeholder participation in all stages of disaster preparedness show significantly improved outcomes during actual emergencies. Similarly, research by Serrano, Villanueva, and Cruz (2023) emphasizes that community involvement in planning, implementing, monitoring, and evaluating disaster preparedness programs leads to more sustainable and effective strategies. These local insights reinforce the need for schools and policymakers to prioritize and invest in fostering strong stakeholder partnerships to enhance emergency preparedness and resilience.

The study suggests that schools should continue to strengthen and expand stakeholder involvement in all aspects of emergency preparedness to build safer and more resilient learning environments. This includes providing ongoing training and support for stakeholders, establishing clear communication channels, and fostering a culture of shared responsibility for emergency management.

### **Mental Fortitude of Basic Education Teachers**

The mental fortitude of basic education teachers refers to their psychological resilience and strength, enabling them to effectively cope with stress and adversity, particularly in crisis situations. This fortitude encompasses several key attributes, including resilience, self-efficacy, focus and concentration, and emotional regulation. Resilience allows teachers to recover from setbacks and adapt to challenging circumstances, while self-efficacy enhances their confidence in managing classroom dynamics and implementing emergency protocols. Focus and concentration are critical in high-stress environments, ensuring that teachers can deliver essential information and support to students during emergencies. Emotional regulation helps teachers manage their emotions constructively, fostering a positive classroom environment and effective decision-making during crises. Overall, mental fortitude is crucial for teachers to navigate the complexities of their roles, especially in disaster-prone settings where preparedness and adaptability are essential.

### **Resilience**

Table 8 presents the mean scores regarding the mental fortitude of basic education teachers in terms of resilience. The overall mean score of 4.25 indicates a high level of resilience among teachers, categorized as "Agree" and interpreted as "High Resiliency." This suggests that teachers possess significant psychological strength, enabling them to effectively face challenges and adapt to various situations in their teaching environments.

The statement "I can bounce back quickly after setbacks in my teaching" received a mean score of 4.05, indicating that teachers generally feel capable of recovering from difficulties they encounter. This aligns with the findings of Villanueva and Ramos (2023), who noted that resilience is essential for educators to navigate the pressures of their profession, especially during crises.

**Table 8. Mean Scores in the Mental Fortitude of Basic Education Teachers in terms of Resilience**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
I often seek solutions to problems rather than dwelling on them.	4.62	Agree	High Resiliency
I feel confident in my ability to overcome obstacles in my teaching.	4.47	Agree	High Resiliency
I can handle criticism from students or parents without losing confidence.	4.39	Agree	High Resiliency
I am able to adapt my teaching methods when things don't go as planned.	4.20	Agree	High Resiliency
I keep my composure during stressful situations in the classroom.	4.16	Agree	High Resiliency
I maintain a positive attitude even when faced with challenges.	4.12	Agree	High Resiliency
I can bounce back quickly after setbacks in my teaching.	4.05	Agree	High Resiliency
I view failure as an opportunity to learn and grow.	4.04	Agree	High Resiliency
<b>OVER ALL MEAN</b>	<b>4.25</b>	<b>Agree</b>	<b>High Resiliency</b>

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree (SA)	Very Highly Resiliency
3.50-4.49	Agree (A)	High Resiliency
2.50-3.49	Neutral (N)	Moderate Resiliency
1.50-2.49	Disagree (D)	Low Resiliency
1.00-1.49	Strongly Disagree (SD)	Not Resilient at All

Similarly, the mean score of 4.12 for "I maintain a positive attitude even when faced with challenges" reflects teachers' ability to sustain optimism, which is crucial for maintaining a productive learning environment. The indicator "I am able to adapt my teaching methods when things don't go as planned" scored 4.20, demonstrating teachers' flexibility in adjusting their approaches. This adaptability is vital in crisis situations, as it allows educators to respond effectively to unexpected challenges (Cruz & Santos, 2023). Furthermore, the mean score of 4.16 for "I keep my composure during stressful situations in the classroom" underscores teachers' capacity to manage stress, which is critical for effective classroom management during emergencies.

The statement "I can handle criticism from students or parents without losing confidence" received a high mean score of 4.39, indicating that teachers feel secure in their abilities to cope with external feedback. This confidence is essential for fostering a supportive educational environment, as it encourages open communication and collaboration with stakeholders (Bañez & Villanueva, 2022).

Notably, the indicator "I often seek solutions to problems rather than dwelling on them" achieved the highest mean score of 4.62, reflecting a proactive mindset among teachers. This focus on problem-solving is crucial for effective crisis management, as it fosters resilience and adaptability (McGowan et al., 2022). Lastly, the mean score of 4.47 for "I feel confident in my ability to overcome obstacles in my teaching" further emphasizes the strong self-efficacy teachers possess, which enhances their overall mental fortitude.

The high levels of resilience suggest a strong capacity to withstand and recover from professional challenges, which is particularly crucial in the context of emergency preparedness.

This resilience enables teachers to maintain a positive and effective teaching environment, even when faced with stressful or adverse situations. Antonio (2023) found that Filipino teachers exhibit moderately high to high levels of resilience, enabling them to engage students, implement instructional strategies, and manage online classrooms effectively. Similarly, Dumlao and Dumlao (2020) indicated that while Filipino teachers experience high work-related demands, their resilience helps them cope with stress and exhaustion, maintaining their ability to instruct students. By fostering resilience, schools can enhance teachers' ability to cope with crises and ensure the well-being of both educators and students.

### Self-Efficacy

Table 9 presents the mean scores regarding the mental fortitude of basic education teachers in terms of self-efficacy. The overall mean score of 4.47 reflects a high level of self-efficacy among teachers, categorized as "Agree" and interpreted as "High Resiliency." This indicates that teachers possess a strong belief in their capabilities, which is crucial for effective teaching and crisis management.

**Table 9. Mean Scores in the Mental Fortitude of Basic education Teachers in terms of Self-Efficacy**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
I believe that my teaching can positively impact student learning.	4.59	Strongly Agree	Very High Resiliency
I am proactive in seeking professional development opportunities.	4.54	Strongly Agree	Very High Resiliency
I feel prepared to address diverse learning needs in my classroom.	4.50	Strongly Agree	Very High Resiliency
I trust my instincts when making decisions about teaching strategies.	4.49	Agree	High Resiliency
I believe in my ability to effectively teach all students.	4.48	Agree	High Resiliency
I am confident in my subject matter knowledge.	4.46	Agree	High Resiliency
I set high expectations for myself as a teacher.	4.42	Agree	High Resiliency
I feel competent in managing classroom behavior effectively.	4.34	Agree	High Resiliency
<b>OVER ALL MEAN</b>	<b>4.47</b>	<b>Agree</b>	<b>High Resiliency</b>

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree (SA)	Very Highly Resiliency
3.50-4.49	Agree (A)	High Resiliency
2.50-3.49	Neutral (N)	Moderate Resiliency
1.50-2.49	Disagree (D)	Low Resiliency
1.00-1.49	Strongly Disagree (SD)	Not Resilient at All

The statement "I believe in my ability to effectively teach all students" received a mean score of 4.48, underscoring teachers' confidence in their teaching abilities. This confidence is essential for fostering a positive learning environment and is supported by research indicating that self-efficacy correlates with teaching effectiveness (Reyes & Dela Cruz). Similarly, the mean score of 4.46 for "I am confident in my subject matter knowledge" reflects teachers' assurance in their expertise, which further enhances their ability to manage diverse classroom situations. The indicator "I believe that my teaching can positively impact student learning" achieved a mean score of 4.59, indicating a very high level of self-efficacy. This belief is vital as it motivates teachers to strive for excellence and adopt innovative teaching practices. Additionally, the mean score of 4.54 for "I am proactive in seeking professional development

opportunities" suggests that teachers are committed to continuous improvement, recognizing that ongoing learning enhances their effectiveness (Villanueva). A recent study by Padohinog, Liwanag, and Balsicas in the Philippines supports this, revealing that teachers' self-efficacy is positively associated with their achievement goals, instructional strategies, and student engagement.

Teachers also demonstrated a mean score of 4.50 for "I feel prepared to address diverse learning needs in my classroom," indicating their readiness to adapt instruction to meet various student requirements. This adaptability is essential in crisis situations, as it allows teachers to respond effectively to the changing dynamics of their classrooms (Cruz & Santos).

The high levels of self-efficacy suggest a strong belief in their capabilities, which is essential for effective teaching and crisis management. This confidence enables teachers to create positive learning environments, implement innovative teaching practices, and effectively address the diverse needs of their students, even during emergencies. This emphasizes educational institutions to continue supporting and enhancing teacher self-efficacy through professional development opportunities, supportive work environments, and recognition of their expertise. By fostering self-efficacy, schools can empower teachers to excel in their roles and effectively manage challenges, ultimately benefiting student learning and well-being.

### Focus and Concentration

Table 10 presents the mean scores regarding the mental fortitude of basic education teachers in terms of focus and concentration. The overall mean score of 4.23 indicates a high level of focus and concentration among teachers, categorized as "Agree" and interpreted as "High Resiliency." This suggests that teachers are generally able to maintain their attention and effectively manage their teaching responsibilities, even amidst challenges.

The indicator "I can maintain focus on my teaching goals despite distractions" received a mean score of 4.35, highlighting teachers' ability to stay committed to their objectives. This is crucial in crisis situations, where distractions can arise from various sources. Research by Pomerantz et al. (2023) supports this finding, emphasizing that a focused approach enables teachers to deliver critical information and support to students effectively. Similarly, the statement "I prioritize tasks effectively to manage my workload efficiently," also scored 4.35, indicating that teachers are adept at organizing their responsibilities, which is essential for maintaining consistency in instruction during emergencies.

**Table 10. Mean Scores in the Mental Fortitude of Basic education Teachers in terms of Focus and Concentration**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
I can maintain focus on my teaching goals despite distractions.	4.35	Agree	High Resiliency
I prioritize tasks effectively to manage my workload efficiently.	4.35	Agree	High Resiliency
I avoid multitasking when teaching to enhance student engagement.	4.32	Agree	High Resiliency
I can stay calm and focused during unexpected disruptions in class.	4.27	Agree	High Resiliency
I can quickly refocus after being interrupted while teaching a lesson.	4.23	Agree	High Resiliency

I set clear boundaries for myself to minimize distractions while teaching.	4.19	Agree	High Resiliency
I find it easy to concentrate on lesson planning and preparation tasks.	4.06	Agree	High Resiliency
I regularly practice mindfulness or other techniques to improve focus.	4.03	Agree	High Resiliency
<b>OVER ALL MEAN</b>	4.23	Agree	High Resiliency

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree (SA)	Very Highly Resiliency
3.50-4.49	Agree (A)	High Resiliency
2.50-3.49	Neutral (N)	Moderate Resiliency
1.50-2.49	Disagree (D)	Low Resiliency
1.00-1.49	Strongly Disagree (SD)	Not Resilient at All

Teachers demonstrated a strong capacity to remain composed during disruptions, as reflected in the mean score of 4.27 for "I can stay calm and focused during unexpected disruptions in class." This ability to manage stress is vital, particularly in high-pressure environments, as noted by Hattie (2020), who highlighted the importance of emotional regulation in enhancing focus. Additionally, the mean score of 4.32 for "I avoid multitasking when teaching to enhance student engagement" further illustrates teachers' commitment to creating an effective learning atmosphere, underscoring the significance of focused attention in engaging students. The indicators regarding the ability to quickly refocus after interruptions and practicing mindfulness received mean scores of 4.23 and 4.03, respectively. These scores suggest that teachers are not only aware of the need to minimize distractions but are also actively employing techniques to improve their concentration. The practice of mindfulness has been shown to enhance teachers' resilience and overall effectiveness, as noted by Zins et al. (2022), who found that emotional regulation strategies contribute significantly to maintaining focus in challenging situations.

Lastly, the mean score of 4.19 for "I set clear boundaries for myself to minimize distractions while teaching" emphasizes the proactive strategies teachers employ to sustain their focus. Establishing boundaries is essential for creating a conducive learning environment, particularly during crises when maintaining clarity and direction is paramount. A local study by Gonzales and de Castro (2022) in the Philippines supports this, finding that teachers who set clear boundaries and manage their workload effectively report lower levels of stress and higher levels of job satisfaction.

The high levels of focus and concentration suggest a strong ability to maintain attention and manage teaching responsibilities effectively, even amidst challenges. This is particularly crucial in crisis situations, where distractions and stress can significantly impact teachers' ability to provide support and deliver essential information to students. Local Philippine studies further reinforce these findings. By fostering these skills, schools can empower teachers to remain effective and resilient, even in the face of adversity.

### **Emotional Regulation**

Table 11 presents the mean scores regarding the mental fortitude of basic education teachers in terms of emotional regulation. The overall mean score of 4.30 indicates a high level of emotional regulation among teachers, categorized as "Agree" and interpreted as "High Resiliency." This suggests that teachers are generally effective in managing their emotions, which is critical for maintaining a positive learning environment, especially during crises.

**Table 11. Mean Scores in the Mental Fortitude of Basic education Teachers in terms of Emotional Regulation**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
I seek support from colleagues when feeling overwhelmed.	4.90	Strongly Agree	Very High Resiliency
I can express my feelings appropriately in the classroom.	4.58	Strongly Agree	Very High Resiliency
I can recognize when stress is affecting my performance and take steps to address it.	4.48	Agree	High Resiliency
I manage my emotions effectively when faced with challenging situations.	4.42	Agree	High Resiliency
I remain calm when students are frustrated or upset.	4.30	Agree	High Resiliency
I am aware of how my emotions impact my students' learning experiences.	4.28	Agree	High Resiliency
I use positive self-talk to motivate myself during tough days.	4.26	Agree	High Resiliency
I practice self-care to maintain emotional balance.	4.18	Agree	High Resiliency
OVER ALL MEAN	4.30	Agree	High Resiliency

## LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree (SA)	Very Highly Resiliency
3.50-4.49	Agree (A)	High Resiliency
2.50-3.49	Neutral (N)	Moderate Resiliency
1.50-2.49	Disagree (D)	Low Resiliency
1.00-1.49	Strongly Disagree (SD)	Not Resilient at All

The statement "I can express my feelings appropriately in the classroom" received the highest mean score of 4.58, indicating that teachers possess a very high level of emotional awareness and expression. This skill is crucial for fostering a supportive classroom atmosphere, as research by Alarcon et al. (2024) emphasizes that effective emotional expression contributes to stronger student-teacher relationships and enhances student engagement. Furthermore, the mean score of 4.42 for "I manage my emotions effectively when faced with challenging situations" reflects teachers' ability to maintain composure, which is particularly important in high-stress environments. A local study by Cruz and Garcia (2023) corroborates these findings, showing that Filipino teachers who exhibit strong emotional regulation skills report higher levels of job satisfaction and effectiveness in crisis management.

The indicator "I remain calm when students are frustrated or upset" scored 4.30, showcasing teachers' capacity to handle emotional disruptions in the classroom. This ability is essential for creating a stable learning environment during crises, as noted in the work of Gross (2015), who highlighted the importance of emotional regulation in educational settings. Additionally, the mean score of 4.26 for "I use positive self-talk to motivate myself during tough days" illustrates teachers' proactive approaches to maintaining emotional balance, which is vital for their overall resilience (Roffey, 2019). Supporting this, Ramos (2022) conducted a study indicating that positive self-talk among Filipino educators significantly reduces feelings of burnout and enhances classroom engagement.

The statement "I recognize when stress is affecting my performance and take steps to address it" received a mean score of 4.48, indicating that teachers are self-aware and capable of implementing strategies to mitigate stress. This self-awareness is critical for effective crisis

management, as it enables educators to seek support and maintain their performance under pressure (Lim & Tan, 2023). Lastly, the mean score of 4.90 for "I seek support from colleagues when feeling overwhelmed" emphasizes the importance of collaboration and community in emotional regulation. This finding aligns with Gonzales et al. (2024), who found that a collaborative school culture significantly enhances emotional resilience among teachers.

The high levels of emotional regulation signify basic education teachers ability to maintain a positive learning environment, manage stress, and effectively support students, especially in challenging situations. By fostering these competencies, schools can empower teachers to create supportive learning environments and improve their overall well-being, ultimately benefiting both educators and students.

### Summary of Teachers' Mental Fortitude

Table 12 provides a summary of the mental fortitude of basic education teachers, highlighting their resilience, self-efficacy, focus and concentration, and emotional regulation. The overall mean score of 4.31 indicates a high level of mental fortitude among teachers, categorized as "Agree" and interpreted as "High Resiliency." This summary reveals that teachers possess a strong psychological capacity to handle the demands of their profession, particularly in crisis situations.

**Table 12. Summary of Teachers' Mental Fortitude**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Self-Efficacy	4.47	Agree	High Resiliency
Emotional Regulation	4.30	Agree	High Resiliency
Resilience	4.25	Agree	High Resiliency
Focus and Concentration	4.23	Agree	High Resiliency
OVER ALL MEAN	4.31	Agree	High Resiliency

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree (SA)	Very Highly Resiliency
3.50-4.49	Agree (A)	High Resiliency
2.50-3.49	Neutral (N)	Moderate Resiliency
1.50-2.49	Disagree (D)	Low Resiliency
1.00-1.49	Strongly Disagree (SD)	Not Resilient at All

The individual mean scores for the four indicators further illustrate this resilience. The resilience score of 4.25 suggests that teachers are well-equipped to bounce back from setbacks and maintain a positive attitude even when facing challenges. This aligns with findings from Villanueva and Ramos (2023), who emphasized the importance of resilience in educators' ability to manage stress and adapt to changing circumstances effectively. Self-efficacy, with a mean score of 4.47, indicates that teachers have a high level of confidence in their capabilities, which is crucial for effective teaching and crisis management. Research by Reyes and Dela Cruz (2023) supports this finding, noting that high self-efficacy enhances teachers' motivation and persistence when confronted with difficulties. The ability to believe in their impact on student learning further strengthens their commitment to educational excellence. Focus and concentration, with a mean score of 4.23, reflect teachers' capacity to maintain attention on their teaching goals despite distractions. This ability is vital for creating an engaging learning environment, especially during emergencies, as highlighted by Pomerantz et al. (2023), who found that focused educators can better support their students' needs during challenging times.

Finally, the emotional regulation score of 4.30 demonstrates teachers' proficiency in managing their emotions, which is essential for maintaining a calm and supportive classroom atmosphere during crises. Alarcon et al. (2024) affirm that effective emotional regulation contributes significantly to teachers' resilience and their ability to foster a positive learning environment.

Overall, the findings of this study reveal that basic education teachers in the Kalilangan District possess a robust mental fortitude characterized by high resilience, self-efficacy, focus, and emotional regulation. This psychological strength is crucial for enhancing their preparedness during emergencies, allowing them to navigate challenges effectively and maintain a supportive learning environment for their students. The results underscore the importance of fostering mental fortitude among teachers as a foundational element of effective crisis management in educational settings.

### **Emergency Preparedness During Crisis of basic Education Teachers**

Emergency preparedness among basic education teachers involves their proactive planning and readiness to respond effectively to potential crises or disasters. This preparedness encompasses several key components, including the development of clear emergency protocols, participation in regular training and drills, and the establishment of a supportive environment that fosters resilience. Teachers must be equipped with the necessary skills and knowledge to manage emergencies, ranging from natural disasters like typhoons and earthquakes to health crises. Effective emergency preparedness requires collaboration with stakeholders, such as school administrators, parents, and community members, to ensure that comprehensive disaster risk reduction strategies are in place. By fostering strong communication and support networks, teachers can enhance their ability to maintain a safe learning environment and effectively protect their students during crises.

### **Enabling Environment**

Table 13 summarizes the mean scores of teachers' emergency preparedness during crises in terms of the enabling environment created by stakeholders. The overall mean score of 4.23 indicates a "Very Satisfactory" level of preparedness, categorized as "Highly Prepared." This reflects a strong commitment from stakeholders to enhance the emergency preparedness of schools, ensuring that teachers are equipped to handle crises effectively. The Department of Education (DepEd) emphasizes mainstreaming disaster risk reduction in schools through DepEd Order No. 55, s. 2017.

The individual indicators reveal significant insights into the enabling environment. The statement "Provides the school with a school DRRM Plan which includes CCA and EiE measures covering risk assessment, risk reduction, and rehabilitation and recovery" achieved an outstanding mean score of 4.96, indicating a very high level of preparedness. This underscores the importance of having a comprehensive disaster risk reduction management (DRRM) plan in place, which aligns with the findings of the UNISDR, emphasizing that well-structured plans are essential for effective response during emergencies. A study by Abejuela et al. highlights the necessity for educational institutions to have robust disaster management plans and risk reduction strategies.

**Table 13. Mean Scores of Teachers' Emergency Preparedness During Crisis in terms of Enabling Environment**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
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Provides the school with school DRRM Plan which includes CCA and EIE measures covering risk assessment, risk reduction and rehabilitation and recovery.	4.96	Outstanding	Very Highly Prepared
Submits Rapid Assessment and Damage Report (RADAR) immediately after the onslaught of a hazard in the area.	4.49	Very Satisfactory	Highly Prepared
Adopts/ adapts/localized existing guidelines, policies, programs and activities relating to DRRM education/ school safety.	4.44	Very Satisfactory	Highly Prepared
Interconnects student-led school watching and hazard mapping with the community hazard maps of LGUs provided by DOST.	4.34	Very Satisfactory	Highly Prepared
Provides the DRRM offices with the collected data and consolidated programs and activities pertaining to DRRM covering the three pillars to monitor results and impact exit.	4.34	Very Satisfactory	Highly Prepared
Links School Planning Team and the community hazard maps with education data to better understand the schools' risk.	4.27	Very Satisfactory	Highly Prepared
Taps school partnerships in supporting the school DRRM programs and activities in kind specially, in the aftermath of a disaster or emergency exit.	4.24	Very Satisfactory	Highly Prepared
Conducts student-led school watching and hazard mapping as per D.O 23., s. 2015 and incorporates its results to the School DRRM Plan and SIP.	4.19	Very Satisfactory	Highly Prepared
Integrates DRRM into the School Improvement Plan (SIP) with the allotment of budget for the related activities.	4.11	Very Satisfactory	Highly Prepared
Supports school DRRM coordinator and his team that consists of personnel from different offices and orients them with their respective roles and responsibilities /functions.	3.91	Very Satisfactory	Highly Prepared
<b>OVER ALL MEAN</b>	<b>4.23</b>	<b>Very Satisfactory</b>	<b>Highly Prepared</b>

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Outstanding (O)	Very Highly Prepared
3.50-4.49	Very Satisfactory (VS)	High Prepared
2.50-3.49	Satisfactory (S)	Moderate Prepared
1.50-2.49	Fair (F)	Low Prepared
1.00-1.49	Poor (P)	Not Prepared at All

The indicator "Adopts/adapts/localized existing guidelines, policies, programs, and activities relating to DRRM education/school safety" received a mean score of 4.44, indicating that stakeholders are actively involved in tailoring disaster preparedness strategies to local contexts. This adaptability is crucial, as research by Dwyer shows that localized approaches enhance the relevance and effectiveness of disaster preparedness initiatives. Tizon and Comighud also underscore the importance of implementing public schools' DRRM programs to enhance response capabilities.

Support for the school DRRM coordinator, with a mean score of 3.91, reflects a solid commitment from stakeholders to ensure that personnel are well-oriented with their roles and responsibilities. This is vital for the effective implementation of emergency plans, as highlighted by Cabilao-Valencia et al., who emphasized the need for clear role definitions in crisis management.

Another significant finding is the mean score of 4.24 for "Taps school partnerships in supporting the school DRRM programs and activities," which indicates that collaboration with community partners is highly valued. This aligns with Tan et al., who found that community partnerships significantly enhance the resources available for emergency preparedness. The mean scores for "Interconnects student-led school watching and hazard mapping with the community hazard maps of LGUs" (4.34) and "Links School Planning Team and the

community hazard maps with education data to better understand the schools' risk" (4.27) further demonstrate the proactive measures taken by stakeholders to integrate local data into emergency planning. Such integration is critical for developing effective strategies tailored to specific risks, as noted by Reyes and Villanueva.

Stakeholders also demonstrate a high level of engagement in monitoring and assessing the impact of their initiatives, as reflected in the mean score of 4.49 for "Submits Rapid Assessment and Damage Report (RADAR) immediately after the onslaught of a hazard in the area." This timely assessment is crucial for adjusting strategies based on real-time data, ensuring that schools can respond swiftly and effectively during crises. Dayanghirang and Baguio emphasize the importance of teachers sharing knowledge and experiences related to disasters, further supporting the need for continuous assessment and improvement of DRRM strategies.

The high level of emergency preparedness supported by a strong enabling environment, indicates a solid foundation for effective crisis management in schools. Philippine schools are increasingly capable of conducting risk assessments, formulating disaster management plans, and organizing disaster response teams.

### Safe Learning Facilities

Table 14 summarizes the mean scores of teachers' emergency preparedness during crises in terms of safe learning facilities. The overall mean score of 4.23 indicates a "Very Satisfactory" level of preparedness, categorized as "Highly Prepared." This suggests that stakeholders are actively engaged in ensuring that educational environments are equipped and structured to support effective teaching and safeguard students during emergencies.

The individual indicators provide further insights into the preparedness of safe learning facilities. The statement "The school is accessible to all, regardless of physical ability" received a mean score of 3.88, indicating a very satisfactory level of accessibility. This is crucial for inclusivity, as research by UNICEF (2021) emphasizes that accessible facilities are essential for ensuring that all students can participate in educational activities, particularly during emergencies. The mean score of 4.11 for "The learning environment is marked by visible boundaries and clear signs, as appropriate" highlights the importance of organization within the school to facilitate navigation and safety. This aligns with findings from Dwyer (2019), which stress that a well-marked environment enhances overall safety and preparedness during crises.

The indicator "The school grounds have adequate space for classes and administration, recreation and sanitation facilities" scored 4.22, reflecting the need for sufficient physical space to ensure safety and functionality during emergencies. Adequate space is critical for effective evacuation and management of students during crises (Cabilao-Valencia et al., 2018).

**Table 14. Mean Scores of Teachers' Emergency Preparedness During Crisis in terms of Safe Learning Facilities**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
School heads are clear with the roles and functions for the school in camp management vis-à-vis LGU and DSWD as per Joint Memorandum Circular No. 1, series of 2013 and its corresponding IRR.	4.52	Outstanding	Very Highly Prepared
Teachers and other education personnel are provided with the skills to give psychosocial support for the learners' emotional wellbeing.	4.45	Very Satisfactory	Highly Prepared

Class space and seating arrangements are according to the prescribed ratio of space per learner and teacher, at all grade levels, in order to facilitate participatory methodologies and learner-centered approaches.	4.43	Very Satisfactory	Highly Prepared
Adequate quantities of water for safe drinking and personal hygiene are available at the learning site.	4.23	Very Satisfactory	Highly Prepared
The school grounds have adequate space for classes and administration, recreation and sanitation facilities.	4.22	Very Satisfactory	Highly Prepared
Basic health and hygiene are promoted in the learning environment.	4.22	Very Satisfactory	Highly Prepared
Training programs for teachers, learners and the community are in place to promote safety, security and protection.	4.18	Very Satisfactory	Highly Prepared
The learning environment is marked by visible boundaries and clear signs, as appropriate.	4.11	Very Satisfactory	Highly Prepared
Adequate sanitation facilities are provided, taking into account age, gender and special education needs and considerations.	4.07	Very Satisfactory	Highly Prepared
The school is accessible to all, regardless of physical ability.	3.88	Very Satisfactory	Highly Prepared
OVER ALL MEAN	4.23	Very Satisfactory	Highly Prepared

## LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Outstanding (O)	Very Highly Prepared
3.50-4.49	Very Satisfactory (VS)	High Prepared
2.50-3.49	Satisfactory (S)	Moderate Prepared
1.50-2.49	Fair (F)	Low Prepared
1.00-1.49	Poor (P)	Not Prepared at All

Notably, the statement regarding "Class space and seating arrangements are according to the prescribed ratio of space per learner and teacher" achieved a mean score of 4.43. This indicates that the arrangement of learning spaces is conducive to participatory methodologies and learner-centered approaches, which are vital for maintaining engagement during emergencies (Ronahlayne, 2021).

Basic health and hygiene, as reflected in the mean score of 4.22, are also prioritized in the learning environment, which is essential for overall student well-being. The provision of adequate sanitation facilities, with a mean score of 4.07, ensures that health standards are maintained, particularly during crises when hygiene is paramount (Lapada, 2022).

Furthermore, the mean score of 4.23 for "Adequate quantities of water for safe drinking and personal hygiene are available at the learning site" underscores the importance of having accessible resources, which is vital for sustaining health and safety during emergencies. The presence of training programs for teachers, learners, and the community, with a mean score of 4.18, indicates that stakeholders recognize the importance of preparedness training. This aligns with findings by Tan et al. (2022), which highlight that well-prepared communities are better equipped to respond to emergencies. The mean score of 4.45 for "Teachers and other education personnel are provided with the skills to give psychosocial support for the learners' emotional well-being" reflects a commitment to supporting the emotional needs of students during crises. This is critical for fostering resilience among learners (Alarcon et al., 2024).

Lastly, the statement "School heads are clear with the roles and functions for the school in camp management vis-à-vis LGU and DSWD" achieved an outstanding mean score of 4.52, indicating a high level of preparedness in understanding roles during emergencies. This clarity

is essential for effective crisis management, ensuring that all stakeholders know their responsibilities (Reyes & Villanueva, 2023).

The results indicate the need for continuous improvements in several key areas of emergency drills, accessibility, physical space, health standards, training and community partnership. These implications indicate that while foundational efforts towards creating safe learning facilities have been successfully established, there is room for growth. Schools must prioritize continuous improvement in accessibility, physical infrastructure, health resources, training, and community engagement to ensure that all students can thrive in a secure educational environment, particularly when facing crises.

### School Disaster Management

The data presented in Table 15 illustrates the mean scores of teachers' emergency preparedness during crises, specifically relating to school disaster management. The overall mean score of 4.22, categorized as "Very Satisfactory," indicates a "Highly Prepared" status among the schools in terms of disaster management. This score reflects the proactive involvement of stakeholders in implementing effective disaster risk reduction and management (DRRM) strategies within the educational environment. The availability of necessary functioning equipment, such as fire extinguishers and emergency communication devices, received a mean score of 4.47, underscoring that schools are well-equipped to handle emergencies effectively.

This finding aligns with the UNISDR (2015), which emphasizes the importance of having appropriate equipment in educational settings to ensure effective responses during disasters. Similarly, the score of 4.25 for having pre-identified spaces for Temporary Learning Spaces (TLS) reinforces that schools are prepared to accommodate students in the aftermath of a disaster. According to Cabilao-Valencia et al. (2018), the establishment of TLS is critical for maintaining educational continuity during emergencies. Furthermore, with a mean score of 4.28, the schools have established ready resumption strategies and alternative delivery modes, ensuring that education continues despite disruptions. Research by Dempsey et al. (2020) highlights the necessity of having continuity plans that allow schools to adapt swiftly to changing circumstances during crises.

**Table 15. Mean Scores of Teachers' Emergency Preparedness During Crisis in terms of School Disaster Management**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Training and capacity-building opportunities exist for community members, children and youth, to manage education in emergency activities.	4.74	Outstanding	Very Highly Prepared
School children and staff are involved in the development and implementation of various activities like regular hazard-specific drills initiated by the other stakeholders and partner agencies.	4.74	Outstanding	Very Highly Prepared
School has necessary functioning equipment in case of a disaster (e.g. fire extinguisher, handheld/base radio generator, etc.)	4.47	Very Satisfactory	Highly Prepared
The school DRRM Team conducts annual review of school DRRM plans and SIP with DRRM integration.	4.38	Very Satisfactory	Highly Prepared
Family Earthquake Preparedness Plan and its requirement are conducted, complied and reported.	4.37	Very Satisfactory	Highly Prepared
The school is equipped with Evacuation Plans and Procedures, Functional Early Warning System and Personnel Tracking System in case of Disaster.	4.36	Very Satisfactory	Highly Prepared

Brigada Eskwela is conducted yearly to ensure schools safety and preparedness.	4.35	Very Satisfactory	Highly Prepared
School has ready resumption strategies and alternative delivery modes to ensure education continuity.	4.28	Very Satisfactory	Highly Prepared
Classrooms, learners, and teachers have been provided with First Aid Kit, Emergency Kit, Health and Hygiene Kit.	4.28	Very Satisfactory	Highly Prepared
School has pre-identified spaces for putting up Temporary Learning Spaces/Shelters in the aftermath of disaster.	4.25	Very Satisfactory	Highly Prepared
OVER ALL MEAN	4.22	Very Satisfactory	Highly Prepared

## LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Outstanding (O)	Very Highly Prepared
3.50-4.49	Very Satisfactory (VS)	High Prepared
2.50-3.49	Satisfactory (S)	Moderate Prepared
1.50-2.49	Fair (F)	Low Prepared
1.00-1.49	Poor (P)	Not Prepared at All

Additionally, the provision of essential health and hygiene kits, indicated by a mean score of 4.28, is crucial for managing both physical injuries and health-related challenges during emergencies. McGowan et al. (2022) argue that preparedness includes equipping teachers with the resources necessary to handle health crises effectively. The mean score of 4.37 for conducting compliance and reporting related to earthquake preparedness plans demonstrates that schools are actively engaging families in disaster preparedness. As noted by Bautista et al. (2023), community involvement in disaster preparedness significantly enhances overall safety and responsiveness.

In terms of planning and review processes, the mean score of 4.36 for having functional evacuation plans and early warning systems indicates a well-structured approach to managing emergencies. Hattie (2020) emphasizes that clear plans and procedures are fundamental for effective crisis management and ensuring the safety of students and staff. Moreover, the involvement of the school DRRM team in annual reviews of DRRM plans, reflected by a score of 4.38, showcases a commitment to continuous improvement and adaptability in crisis management strategies. The high score of 4.74 for training and capacity-building opportunities available for community members highlights the importance of preparing the broader community to support educational institutions during emergencies, as emphasized by Tan et al. (2022). Lastly, the mean score of 4.74 for involving students and staff in the development and implementation of various activities, including regular hazard-specific drills, indicates a strong culture of preparedness. This finding aligns with Reyes and Villanueva (2023), who argue that active participation in drills enhances the readiness of both teachers and students.

The results emphasize the importance of a comprehensive and collaborative approach to emergency preparedness in schools. The high mean scores across various dimensions, including equipment availability, planning, community engagement, and training, reflect a robust framework that not only equips educators to handle emergencies but also fosters a culture of preparedness within the school environment. Such proactive measures are crucial in mitigating the impacts of disasters, ensuring that both students and educators are well-prepared to navigate crises effectively. Moreover, these findings highlight the necessity for ongoing support and involvement from all stakeholders—parents, local authorities, and community members—to sustain and enhance emergency preparedness initiatives. This collective effort not only enhances the efficacy of preparedness strategies but also strengthens the resilience of the entire educational community, ultimately contributing to safer learning environments during emergencies.

## Disaster Risk Reduction and Management

The data presented in Table 16 outlines the mean scores of teachers' emergency preparedness during crises, specifically focusing on disaster risk reduction and management (DRRM). The overall mean score of 3.33, categorized as "Satisfactory," indicates a "Moderately Prepared" status among the schools regarding their DRRM initiatives. This score reflects the ongoing efforts of stakeholders to integrate disaster preparedness into the educational framework, although there are several areas that require further enhancement.

The integration of disaster risk reduction (DRR) and climate change adaptation (CCA) into the curriculum across various grade levels received a mean score of 3.14, which falls under the "Satisfactory" category. This suggests that while some efforts have been made to incorporate these critical components into subject areas such as Health, Social Studies, and Science, the integration is not yet robust enough to ensure comprehensive preparedness. Cruz and Santos (2023) emphasize that effective integration of DRR and CCA in education is essential for fostering resilience among students, as it equips them with the knowledge and skills necessary to navigate crises. Conversely, the mean score of 3.91 for the inclusion of co-curricular activities that supplement classroom teaching of DRRM indicates a "Very Satisfactory" level of preparedness. This reflects a proactive approach in schools to engage students in practical activities, such as poster making, slogan writing, and multi-hazard drills, which are crucial for reinforcing theoretical knowledge and promoting active participation in disaster preparedness. Research by Tan et al. (2022) highlights that experiential learning significantly enhances students' readiness for emergencies. The integration of psychosocial support into the learning process, aimed at helping both students and teachers cope with their experiences, received a mean score of 3.14, categorizing it as "Satisfactory."

**Table 16. Mean Scores of Teachers' Emergency Preparedness During Crisis in terms of Disaster Risk Reduction and Management**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
The classroom teaching of DRRM is supplemented by various co-curricular activities (e.g. poster making, slogan and essay writing, multi-hazard drills, solid waste management and posting of hazard maps).	3.91	Very Satisfactory	Highly Prepared
The school regularly conducts hazard drill led by the school DRRM coordinator or in-charge.	3.82	Very Satisfactory	Highly Prepared
School prepares DRRM corner with updated IEC materials posted in it in every classroom.	3.47	Satisfactory	Moderately Prepared
School carries out monitoring and evaluation to assess sustainable implementation.	3.40	Satisfactory	Moderately Prepared
Skills and competencies of students are assessed through measurable Learning and Risk Reduction (LRR) outcomes.	3.25	Satisfactory	Moderately Prepared
DRR and CCA are integrated from kindergarten to Grade 6 (for elementary school) and Grade 7 to Grade 10 or Grade 12 (for high school) in subject areas such as Health, Social Studies, and Science.	3.14	Satisfactory	Moderately Prepared
Psychosocial support is integrated in the learning process of students as a recovery mechanism to allow students, and teachers to cope with their experience.	3.14	Satisfactory	Moderately Prepared
School has a DRRM capacity building plan for teachers and school personnel.	3.09	Satisfactory	Moderately Prepared

About 100 percent of the students in school actively participate in year-round DRRM-related activities such as World Environment Day and Safe Kids Week in June, the National Disaster Consciousness Month in July, Clean and Green Month in September, National Simultaneous Earthquake Drill in November, and the Fire Prevention Month in March.	3.07	Satisfactory	Moderately Prepared
School has available and accessible quality and up-to-date DRRM materials.	3	Satisfactory	Moderately Prepared
OVER ALL MEAN	3.33	Satisfactory	Moderately Prepared

## LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Outstanding (O)	Very Highly Prepared
3.50-4.49	Very Satisfactory (VS)	High Prepared
2.50-3.49	Satisfactory (S)	Moderate Prepared
1.50-2.49	Fair (F)	Low Prepared
1.00-1.49	Poor (P)	Not Prepared at All

This suggests that while some schools are beginning to recognize the importance of emotional and psychological support during crises, there is still a need for more structured and comprehensive strategies. Alarcon et al. (2024) point out that psychosocial support is vital for recovery and resilience, particularly in educational settings affected by disasters.

Additionally, the mean score of 3.25 for assessing students' skills and competencies through measurable Learning and Risk Reduction (LRR) outcomes indicates a "Satisfactory" level of preparedness. This highlights a need for more systematic evaluation processes to ensure that students are effectively equipped with the necessary skills to respond to crises. According to McGowan et al. (2022), regular assessment of competencies is essential for identifying gaps in preparedness and enhancing educational outcomes related to disaster management.

The score of 3.82 for the regular conduct of hazard drills led by the school DRRM coordinator reflects a "Very Satisfactory" level of preparedness, indicating that schools are actively engaging in practical drills to prepare both students and staff for emergency situations. Dempsey et al. (2020) emphasize that regular drills are critical for building familiarity with emergency procedures, thereby enhancing overall readiness during actual crises. However, the mean score of 3.07 for student participation in year-round DRRM-related activities suggests a "Satisfactory" level of involvement. This indicates that while schools are organizing events to promote awareness, there is room for increasing student engagement and participation in these initiatives. Bautista et al. (2023) argue that community involvement in DRRM activities not only enhances awareness but also fosters a culture of preparedness among students.

The mean scores of 3.09 and 3.00 for the existence of a DRRM capacity-building plan for teachers and the availability of quality, up-to-date DRRM materials reflect a "Satisfactory" level of preparedness. These results indicate that while some resources and training are available, there is a pressing need for more comprehensive capacity-building initiatives to equip educators with the necessary skills to manage emergencies effectively. Cabilao-Valencia et al. (2018) highlight that access to current DRRM materials and training is crucial for enhancing teachers' confidence and preparedness. Finally, the mean score of 3.40 for conducting monitoring and evaluation to assess the sustainability of DRRM implementation categorizes as "Satisfactory," suggesting that while some evaluation processes are in place, schools may benefit from more structured methods to ensure continuous improvement in their

disaster preparedness strategies. Dwyer (2019) asserts that effective monitoring is essential for adapting educational practices and enhancing resilience in the face of crises.

The results indicate that while schools have made progress in integrating disaster risk reduction and management (DRRM) into their frameworks, significant gaps remain, particularly in depth of curriculum integration and the systematic evaluation of students' competencies. Although there are satisfactory levels of preparedness reflected in practices like regular hazard drills and co-curricular activities, the limited involvement of students in DRRM activities underscores a need for enhanced engagement strategies. The findings also highlight the importance of establishing comprehensive psychosocial support systems to address emotional and psychological needs during crises. Overall, a multifaceted approach that includes targeted capacity-building for teachers, improved resource availability, and deeper community involvement is essential to bolster disaster preparedness, ensuring that schools are more resilient and effectively equipped to handle emergencies, thereby enhancing the safety and security of their educational environments.

### Summary of Teachers' Emergency Preparedness During Crisis

Table 17 shows the summary of teachers' emergency preparedness during crises, as presented in the data, reflects an overall mean score of 4.00, categorized as "Very Satisfactory," indicating a "Highly Prepared" status across several critical indicators. This evaluation encompasses four key areas: enabling environment, safe learning facilities, school disaster management, and disaster risk reduction and management. Each of these dimensions plays a crucial role in enhancing the readiness of teachers and schools to effectively respond to emergencies.

**Table 17. Summary of Teachers' Emergency Preparedness During Crisis**

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Enabling Environment	4.23	Very Satisfactory	Highly Prepared
Safe Learning Facilities	4.23	Very Satisfactory	Highly Prepared
School Disaster Management	4.22	Very Satisfactory	Highly Prepared
Disaster Risk Reduction and Management	3.33	Satisfactory	Moderately Prepared
OVER ALL MEAN	4	Very Satisfactory	Highly Prepared

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Outstanding (O)	Very Highly Prepared
3.50-4.49	Very Satisfactory (VS)	High Prepared
2.50-3.49	Satisfactory (S)	Moderate Prepared
1.50-2.49	Fair (F)	Low Prepared
1.00-1.49	Poor (P)	Not Prepared at All

Both the enabling environment and safe learning facilities received a mean score of 4.23, categorized as "Very Satisfactory." This suggests that stakeholders have successfully established supportive policies, resources, and training that empower teachers to engage in emergency preparedness activities. The enabling environment is characterized by clear communication, stakeholder involvement, and effective leadership, which are vital for fostering a culture of safety within schools. Dwyer (2019) emphasizes that such environments are essential for building resilience and ensuring that educational institutions can adapt to crises effectively. Similarly, the high score in safe learning facilities indicates that schools are adequately equipped to protect students and staff during crises, aligning with the findings of

UNICEF (2021), which highlight the importance of safe facilities in promoting educational continuity amidst disasters.

Moreover, the mean score of 4.22 for school disaster management also falls under the "Very Satisfactory" category, indicating that schools have implemented systematic approaches to planning, training, and executing emergency response strategies. Effective school disaster management involves collaboration among various stakeholders—including teachers, administrators, parents, and community members—in creating and practicing emergency plans. These findings suggest that schools are actively preparing for potential disasters, supporting the research of Tan et al. (2022), which emphasizes the necessity of structured disaster management plans in educational settings.

In contrast, the mean score of 3.33 for disaster risk reduction and management reflects a "Satisfactory" level of preparedness, indicating that while some foundational practices are in place, there is still significant room for improvement. The integration of DRR into the curriculum and the assessment of student competencies related to disaster preparedness appear to be areas requiring further development. Cruz and Santos (2023) underscore the importance of embedding DRR principles into educational frameworks to ensure that students are equipped with the necessary skills and knowledge to respond to crises effectively.

Overall, the findings reveal a strong commitment from stakeholders to enhance teachers' emergency preparedness through the establishment of enabling environments, safe learning facilities, and effective disaster management practices. However, the satisfactory rating for disaster risk reduction and management highlights the need for ongoing efforts to strengthen this critical area. The results suggest that while schools are well-prepared in several aspects, further enhancements are necessary to fully equip teachers and students to manage crises effectively. Continued focus on integrating DRR into educational policies and practices will be essential for fostering a culture of preparedness and resilience within schools.

### Correlation of Variables

It can be seen in the indicators for stakeholders' involvement demonstrate has varying degrees of correlation with emergency preparedness. Notably, the dimensions of planning ( $r = 0.412$ ), monitoring ( $r = 0.381$ ), and communication ( $r = 0.412$ ) all exhibit significant positive correlations, with probabilities of 0.000. This indicates that as stakeholders become more actively involved in these areas, teachers are likely to show greater levels of preparedness.

**Table 18. Correlation Analysis between Stakeholders' Involvement and Mental Fortitude of Basic Education Teachers an Emergency Preparedness During Crisis**

INDICATORS	R-VALUE	PROBABILITY
Stakeholders' Involvement		
Planning	0.412	0.000**
Implementation	0.321	0.000**
Monitoring	0.381	0.000**
Evaluation	0.463	0.000**
Communication	0.412	0.000**
Mental Fortitude		
Resilience	0.470	0.000**
Self-efficacy	0.343	0.000**
Focus and Concentration	0.503	0.000**
Emotional Regulation	0.489	0.000**

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

b. Listwise N=335

These results align with the findings of Tan et al. (2022), who found that active stakeholder engagement in planning and monitoring significantly enhances the effectiveness of emergency preparedness initiatives within educational settings. Furthermore, the evaluation indicator presents the highest correlation ( $r = 0.463$ ), illustrating that stakeholders' active participation in evaluating emergency preparedness programs is crucial for improving teachers' readiness. This is supported by Chacha et al. (2023), who emphasized that stakeholder involvement in evaluation processes leads to more effective and responsive educational strategies. The relevance of these findings is further underscored by the work of Dwyer (2019), which emphasizes the importance of collaborative planning and evaluation in fostering a culture of safety and preparedness in schools.

In terms of mental fortitude, the correlations with emergency preparedness are equally compelling. Resilience ( $r = 0.470$ ) and emotional regulation ( $r = 0.489$ ) both exhibit strong positive correlations, indicating that teachers who possess higher levels of resilience and effective emotional regulation are better prepared for emergencies. This finding is consistent with the work of Alarcon et al. (2024), which highlights the importance of emotional intelligence and regulation in enhancing teachers' crisis management capabilities. Additionally, the focus and concentration indicator shows the highest correlation ( $r = 0.503$ ) with emergency preparedness, suggesting that teachers' ability to maintain focus during crises directly impacts their preparedness levels. This is supported by Pomerantz et al. (2023), who found that teachers capable of concentrating effectively are better equipped to deliver critical information and support to their students in emergency situations. Furthermore, self-efficacy ( $r = 0.343$ ) correlates positively with emergency preparedness, indicating that teachers' confidence in their abilities influences their readiness to manage crises, reinforcing the research by Reyes and Dela Cruz (2023), which documented that higher self-efficacy among teachers leads to greater resilience and adaptability in crisis situations.

The significance of these variables is particularly relevant to this study, as they collectively highlight the importance of a supportive educational environment and the psychological strengths of teachers in enhancing emergency preparedness. Research by McGowan et al. (2022) indicates that mental fortitude, characterized by resilience and self-efficacy, is essential for educators to navigate the complexities of crisis situations effectively. Additionally, the involvement of stakeholders, including parents and community members, fosters a collaborative approach to crisis management, which is vital in ensuring that teachers feel supported and prepared (Bowers et al., 2023). The positive correlations found in this study suggest that enhancing stakeholder involvement and mental fortitude can significantly improve teachers' readiness to respond to emergencies, ultimately resulting in a safer and more resilient educational environment.

**Linear Regression Analysis of Stakeholders' Involvement and Mental Fortitude of Basic Education Teachers an Emergency Preparedness During Crisis** The linear regression analysis presented in Table 19 examines the predictors of emergency preparedness during crises among basic education teachers. The model reveals a significant relationship, explaining approximately 34.0% of the variance in emergency preparedness, as indicated by an  $R^2$  value of 0.340 and a statistically significant F value of 42.479 ( $p < 0.001$ ). This analysis identifies key predictors, including mental fortitude—specifically emotional regulation—and various dimensions of stakeholders' involvement: evaluation, implementation, and planning.

Emotional regulation emerges as a significant positive predictor of emergency preparedness, with an unstandardized coefficient of 0.422 and a standardized coefficient (Beta) of 0.405. This suggests that for each unit increase in emotional regulation, teachers' emergency preparedness increases by 0.422 units, underscoring the critical role of effective emotional management in crisis situations.

This finding aligns with research by Alarcon et al. (2024), which emphasizes that strong emotional regulation enhances teachers' resilience and their capacity to maintain supportive learning environments during emergencies. Among the dimensions of stakeholders' involvement, evaluation stands out as another significant predictor, with an unstandardized coefficient of 0.339 and a standardized coefficient of 0.315.

**Table 19. Predictors of Emergency Preparedness During Crisis of Basic Education Teachers**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Predictors (Constant)	1.190	.237	5.016		.000
Mental Fortitude					
Emotional Regulation	.422	.057	.405	7.476	.000
Stakeholders' Involvement					
Evaluation	.339	.094	.315	3.617	.000
Implementation	-.341	.081	-.339	-4.187	.000
Planning	.256	.084	.253	3.057	.002
R= .583 <sup>f</sup>		R <sup>2</sup> = .340	F= 42.479	Sig.= .000 <sup>g</sup>	

This indicates that greater involvement in evaluating emergency preparedness initiatives positively influences teachers' readiness. This is consistent with the findings of Chacha et al. (2023), who assert that stakeholder feedback is vital for refining emergency preparedness strategies and ensuring their effectiveness.

The linear regression equation that models the relationship between stakeholders' involvement, mental fortitude, and emergency preparedness during crises of basic education teachers can be expressed as:  $Y=1.190+0.422(X1)+0.339(X2)+-0.341(X3)+0.256(X4)$

Where 1.190 = constant

Y= Emergency Preparedness During Crisis

X<sub>1</sub>= Emotional Regulation (Mental Fortitude)

X<sub>2</sub>= Evaluation (Stakeholders' Involvement)

X<sub>3</sub>= Implementation (Stakeholders' Involvement)

X<sub>4</sub>= Planning (Stakeholders' Involvement)

The variable "Implementation" from stakeholders' involvement has a negative unstandardized coefficient of -0.341 and a standardized coefficient (Beta) of -0.339, which is statistically significant ( $p = 0.000$ ). This indicates that higher levels of stakeholder involvement in the implementation phase are associated with a decrease in emergency preparedness. This negative relationship may imply that increased involvement in implementation, perhaps if not well-coordinated, could create challenges or obstacles that reduce the overall effectiveness of

emergency preparedness efforts. It could reflect inefficiencies, conflicts, or resource strains during the implementation process that hinder preparedness. This contrasts with the positive effects of evaluation and planning, which positively influence preparedness by providing feedback and structured foresight.

The negative coefficient suggests the need for careful attention to how implementation is managed and coordinated among stakeholders to avoid unintended adverse effects. It highlights that not all types of involvement have the same impact: while evaluation and planning stages support preparedness, the implementation stage may introduce complexities that require mitigation for successful outcomes.

The planning dimension also serves as a significant positive predictor, with an unstandardized coefficient of 0.256 and a standardized coefficient of 0.253. This finding reinforces the importance of effective stakeholder involvement in planning activities, suggesting that collaboration in this phase correlates positively with teachers' emergency preparedness. This supports Dwyer's (2019) assertion regarding the necessity of collaborative planning in enhancing educational outcomes and crisis management capabilities.

Therefore, regarding hypothesis testing, the significance values (p-values) for all predictors and the model overall are less than 0.05 ( $p < .001$  for most), indicating that the predictors significantly contribute to the model. Therefore, the null hypothesis, which posits that there is no effect of stakeholders' involvement and mental fortitude on emergency preparedness, is rejected and supports the alternative hypothesis that these variables influence emergency preparedness positively (with the noted exception of implementation, which has a negative coefficient but is still significant).

### **Summary, Conclusions, And Recommendations**

This section summarizes the significant findings presented to the previously identified problem in the first chapter. Conclusions and recommendations are presented to reach the extent of generalizing the result of the investigation

#### **Summary**

The study aimed to measure the stakeholders' involvement, mental fortitude, and emergency preparedness during crisis of basic education teachers in Kalilangan East and West District, Division of Bukidnon.

Specifically, it was intended to: identify the level of stakeholders' involvement portray on: planning, implementation, monitoring, evaluation and communication. Determine the level of teachers' mental fortitude in the aspects of; resilience, self- efficacy, focus and concentration and emotional regulation. It tries to assess the teachers' emergency preparedness during crisis in terms of enabling environment, safe learning facilities, school disaster management and disaster risk reduction and management. Also, it tried to ascertain if there is a significant relationship between emergency preparedness during crisis and stakeholders' involvement and mental fortitude, and to find out which variables best predicts emergency preparedness during crisis of the teachers.

The study was conducted at Kalilangan East and West Districts, Division of Bukidnon during the School Year 2024-2025. There were three hundred thirty-five

(335) respondents in two (2) selected districts: East and West. The following tools were used to treat the data for analysis: descriptive statistics such as mean were used to described the level of stakeholders' involvement in supporting teachers, level of teachers' mental fortitude and the

level of emergency preparedness during crisis of teachers. Correlation analysis using Pearson product-moment correlation coefficient was used to determine the relationship among dependent and independent variables. Regression Analysis was used to identify the independent variable that best predict the emergency preparedness during crisis.

In light of the discussion made on this study, the following significant findings were drawn based on the objectives of the study. The level of stakeholders' involvement in supporting teachers in emergency preparedness during crises is notably high, with an overall mean score of 4.20, indicating that stakeholders are highly engaged in key areas such as planning, implementation, monitoring, evaluation, and communication. The highest involvement is seen in the implementation phase (mean= 4.30), followed closely by monitoring (4.27) and planning (4.22). This extensive participation reflects a strong commitment to supporting teachers, fostering collaboration, and ensuring effective execution of preparedness initiatives.

Teachers exhibit a similarly high level of mental fortitude, with an overall mean score of 4.31, demonstrating their psychological readiness to manage crisis situations. Among the domains assessed, self-efficacy scores highest at 4.47, indicating strong confidence in their capabilities, followed by emotional regulation (4.30), resilience (4.25), and focus and concentration (4.23). These findings highlight that teacher possess critical psychological assets, such as emotional management and persistence, which are essential for maintaining stability and effectiveness in emergency contexts.

Emergency preparedness during crises among teachers is also rated highly satisfactory, with an overall mean score of 4.00. Key areas such as enabling environment and safe learning facilities both score 4.23, reflecting well-established policies, resources, and infrastructures to support crisis readiness. School disaster management scores similarly high at 4.22, indicating systematic and collaborative emergency response efforts. However, disaster risk reduction and management scores lower at 3.33, indicating room for improvement in integrating disaster risk reduction principles into curricula and assessment.

Meanwhile, the correlation analysis was presented that significant positive relationship between various dimensions of mental fortitude (MF) and emergency preparedness (EP) among educators. All five components of MF-resilience, self- efficacy, focus and concentration and emotional regulation-exhibit moderate to strong correlations with EP, with correlation coefficients ranging from .343 to .503. Mental fortitude indicators such as emotional regulation, resilience, and focus demonstrate strong positive correlations with preparedness, emphasizing the role of psychological strength in crisis response.

Regression analysis were used to investigates which variables best predicts to the dependent variable, which is the influence of four independent variables-Emotional Regulation (MF), Evaluation (SI), Implementation (SI) and Planning (SI) on the dependent variable, Emergency Preparedness During Crisis showed. The results indicate that all four predictors are statistically significant contributors to Emergency Preparedness, as evidenced by their p-values (Sig. = .000). Among these, Emotional Regulation emerged as the strongest predictor, with a standardized coefficient (B) of .422 and a t-value of 7.476.

## **Conclusion**

This study investigated the relationship between stakeholders' involvement and mental fortitude of basic education teachers an emergency preparedness during crisis in the Division of Bukidnon, Kalilangan District for the School Year 2024-2025. The research aimed to determine the level of stakeholders' involvement, mental fortitude, and emergency

preparedness during crisis of basic education teachers, and to explore the relationships between these variables.

This study reveals a high level of stakeholders' involvement in planning, implementation, monitoring, evaluation, and communication, reflecting strong collaboration that underpins teachers' readiness. This comprehensive involvement is essential for fostering resilience within educational communities and ensuring that preparedness initiatives are effectively executed in response to natural hazards.

Teachers possess a robust level of mental fortitude across key psychological domains, including resilience, self-efficacy, focus and concentration, and emotional regulation, which enable them to effectively manage the unique demands of crises caused by natural disasters. These psychological strengths empower educators to maintain composure and provide a stable and supportive environment for students during such emergencies. The study underscores the critical role of mental fortitude in helping teachers effectively navigate the emotional and cognitive challenges posed by natural disaster crises.

Emergency preparedness among teachers is highly satisfactory, marked by well-established enabling environments, safe learning facilities, and systematic school disaster management practices. However, the area of disaster risk reduction and management requires further strengthening to better anticipate and mitigate the impact of natural disasters. Enhancing this aspect is vital to ensure that schools are fully equipped to handle such hazards, thereby minimizing disruption and safeguarding the welfare of both educators and learners.

Significant positive relationships were identified between emergency preparedness and the involvement of stakeholders as well as teachers' mental fortitude. The synergistic effect of external collaborative support and internal psychological resilience is paramount in equipping teachers to respond effectively to natural disasters. These findings highlight that strategic engagement with stakeholders and deliberate efforts to bolster teachers' mental capacities are both integral to fostering comprehensive preparedness in educational settings vulnerable to natural hazards.

Emotional regulation emerged as the most influential predictor of emergency preparedness, followed by stakeholder involvement in evaluation and planning. Notably, stakeholder involvement in implementation showed a negative predictive effect, suggesting challenges that may impede preparedness if not properly managed. These insights provide a nuanced understanding of how individual and collective factors contribute to emergency preparedness, emphasizing the necessity for targeted interventions that optimize stakeholder roles while reinforcing teachers' psychological readiness to confront natural disaster crises effectively.

### **Recommendation**

Based on the findings of this study and in alignment with the Department of Education (DepEd) program standards on emergency preparedness, the following recommendations are proposed: Programs such as Basic Disaster Risk Reduction Management (DRRM) training, Basic First Aid and Emergency Response workshops, and the distribution of communication tools like two-way radios, which involve LGU officials, barangay captains, school heads, teachers, parents, and community organizations may further enhance the stakeholders' involvement. Stakeholders' may also engage in regular coordination meetings and joint planning activities facilitated by the Local Disaster Risk Reduction and Management Office (LDRRMO) together with school administrators and teachers to ensure effective communication, monitoring, and community-wide resilience that is responsive to the local context of floods, earthquakes, and typhoons.

Teachers, supported by school administrators, DepEd officials, and mental health professionals, may benefit from ongoing capacity-building initiatives focused on enhancing mental fortitude, including resilience, self-efficacy, focus, and emotional regulation. Professional development programs, peer support groups, and access to counseling services may be provided at the division and school levels to equip educators with the psychological tools needed for managing stressors related to crises caused by natural hazards. These supports may ultimately improve teachers' ability to maintain calm and deliver effective instruction during emergencies.

School administrators in coordination with the school division, LGU, Parent-Teacher Associations (PTAs), and other local government units may continue to prioritize strengthening disaster risk reduction and management within schools. This may involve integrating disaster risk concepts into the curriculum, conducting regular drills, and improving school infrastructure to withstand natural disasters such as floods, earthquakes, and typhoons. By utilizing DepEd's School Disaster Risk Reduction and Management (SDRRM) guidelines and resources, schools can create safer learning environments and maintain operational continuity during calamities.

School administrators, teachers, LGU disaster offices, and community stakeholders in Kalilangan District may collaborate to design comprehensive disaster preparedness programs such as the implementation of the Philippine Disaster Preparedness Simulator, which uses virtual reality to educate students and teachers on responding to earthquakes, floods, and typhoons. They may also organize regular multi-hazard drills and simulation exercises following DepEd's School Disaster Risk Reduction and Management (SDRRM) guidelines, conduct community-based workshops on emergency response and psychosocial support, and establish school disaster committees to coordinate preparedness activities. These programs combine technical readiness with mental health support, helping to build a resilient educational system capable of adapting to and recovering from natural disaster crises.

Lastly, school division, school administrators, and community leaders may implement focused interventions. Teachers may receive training to further develop emotional competencies, while stakeholders involved in evaluation and planning may adopt evidence-based approaches to enhance program effectiveness. Examples of programs that may improve the implementation of emergency preparedness in schools include DepEd's School Disaster Risk Reduction and Management (SDRRM) program, which organizes School DRRM Teams responsible for conducting risk assessments, facilitating multi-hazard drills, maintaining early warning systems, and posting evacuation plans. Training school personnel on checklist-based rapid risk detection and coordinated response, as piloted in collaboration with DOST and PHIVOLCS, may enhance readiness. The Philippine Red Cross offers first aid trainings, vulnerability and capacity assessments, and supplies basic emergency response equipment to schools. Additionally, those engaged in implementation may benefit from improved coordination and capacity development to address operational challenges and mitigate any negative impacts on preparedness. These targeted efforts may optimize resources and ensure a more effective and sustainable emergency preparedness framework within the schools.

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