

Original Research Article

Crisis Management Response for COVID-19: Insights of Teachers on the Implementation and Engagement of Secondary School in Zambales

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Abstract: The study was confined to determine the perceptions of the three hundred ten teachers on the level of implementation and engagement of the parents, students and other stakeholders in the crisis response management for COVID-19 of secondary schools in the thirteen Districts of Department of Education Division of Zambales, Philippines during the school year 2021-2022. This study employed a descriptive research designed and utilized a survey questionnaire as a research instrument. The statistical treatment of this study used a descriptive statistical tools such as frequency, percentage and mean, while ANOVA and Pearson r were the inferential statistics employed. The study showed that majority of the respondents are female, in their middle adulthood, Baccalaureate degree holders with master's units, Teacher I, lower middle income earners and attended at least three trainings related to disaster management. For the teachers, the School Contingency Plan was a highly implemented aspect of Crisis Response Management for COVID-19; and the teachers observed that the other stakeholders were engaged towards implementation crisis response. The ANOVA computation showed that there is significant difference on the perception of teachers on the level of implementation of School Contingency Plan aspect of Crisis Response Management for COVID-19 in terms of sex; there is significant difference on the perception on the level of implementation of Mental Health Actions in terms of number of trainings related to disaster management; and there is significant difference on the perception on the level of implementation of School Recovery Plans in terms of age and sex. There is significant difference on the teachers' perception on the other stakeholders' engagement in terms of number of trainings related to disaster management. The Pearson-r computation showed a significant moderate positive relationship between the level of implementation and level of engagement towards crisis retort management as perceived by teachers.

Keywords: Crisis Management Response for COVID-19, Implementation, Engagement Secondary School Teachers Department of Education, Division of Zambales.

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INTRODUCTION

Schools are responsible for the protection of their employees while they are working. They must ensure that the workplace is free from any hazard that may psychologically or physically harm them or cause their death. COVID-19 has generated a new workplace hazard (Hecker, 2020) that represents a significant source of stress for employees (Shaw, 2020) and a significant challenge for leaders and managers (Hamouche, 2020). Safety and health management is one of the top priorities amidst COVID-19 (Brooks *et*

al., 2018 and Brooks *et al.*, 2020). Two main challenges are the control on the spread of the virus and protecting employees from contagion and how to develop the employees' awareness about the importance to respect the prevention measures implemented in the workplace. The WHO has provided guidelines for organizations to ensure the protection of their employees (World Health Organization, 2020), nonetheless, controlling employees' behavior might be challenging, considering that some people may ignore self-isolation instructions (Gourinchas, 2020). The management response of

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different institutions and organizations on the present crisis can positively impact on students, employees, parents and other stakeholders.

It is imperative that school principals and other school leaders immediately identify education concerns, issues, priorities and challenges in order to mitigate the educational impact of the pandemic (Dizon, de Guzman, Uy & Ganaden, 2021). With government agencies, private organizations, and academic institutions working hard to develop new antiviral and therapeutic solutions, minimum health standard measures have been implemented in various places to slow the spread of the virus (Sanlad, 2021). The World Health Organization (2020 as cited in Dizon *et al.*, 2021) stressed that successful implementation of adaptive COVID19 preparedness and education response strategies will depend on all of society being engaged in the plan, and strong national and subnational coordination. Different approaches have been utilized by educators of different schools around the world to achieve quality in education. It was argued by Calimlim, de Guzman & Villalobos (2022) and Dizon Jr., de Guzman & Orge (2021) that the Department of Education (DepEd) recognize the need to provide undisrupted opportunities for learning to students despite the COVID19 pandemic and have correspondingly made statements on the need for flexible/alternative delivery mechanisms for implementing their programs.

As cited from Regional Memorandum No. 147 s. 2020, in view of the declaration of the state of public health emergency brought about by the COVID-19 pandemic in response to the enactment of the Bayanihan to Heal as One Act, the Department of Education (DepEd) through Disaster Risk Reduction and Management Service (DRRMS) has developed various strategies in the implementation of its programs, projects and activities to help address the health crisis. In the study of Dizon, *et al.* (2021) and Ganaden (2020), it is vital to identify education priorities in response to the crisis primarily the funds and regulations to support innovative ways to educate students during the pandemic and ensuring that the safety and well-being of students were very critical.

In the present study, the priorities were proposed as the School Contingency Plan, Mental Health Actions, and School Recovery Plans, all part of the crisis response management. According to Bernstein Crisis Management (2020), a crisis management plan is a reference tool, which provides lists of key contact information, reminders of what typically should be done in a crisis, and forms to be used to document the crisis response. This study offered data on the level of implementation of the three aspects of crisis response management from the insights of the teacher implementers and the perceived status of engagement of the parents, students and other stakeholder on the

crisis response. The results of the study would give School Heads/Administrators and Curriculum Planners on DepEd Division of Zambales imperative evidences on the process to prevent, prepare for, and respond to events that may threaten to harm school community and property; and seriously interrupt school operations and services.

STATEMENT OF THE PROBLEM

The study determined the level of implementation and engagement of Crisis Response Management for COVID-19 of Secondary Schools in the Division of Zambales, Philippines from the teachers' perspective. Specifically, the study seeks to provide answers to the following questions:

1. How is the profile of the teacher-respondents be described as to age, sex, highest educational attainment, monthly family income, position; and number of trainings related to disaster management?
2. How may the level of implementation of the following aspects of Crisis Response Management for COVID-19 be described by the teachers as to School Contingency Plan, Mental Health Actions, and School Recovery Plans?
3. How may the level of engagement of the respondents towards Crisis Response Management for COVID-19 be described by the teachers as to Parents' Engagement, Learners' Engagement, and Stakeholders' Engagement?
4. Is there a significant difference on the level of implementation of the aspects of Crisis Response Management for COVID-19 when grouped according to teachers' profile?
5. Is there a significant difference on engagement implementation of the aspects of Crisis Response Management for COVID-19 when grouped according to teachers' profile?
6. Is there a significant relationship between the level of implementation and level of engagement of the respondents towards Crisis Response Management for COVID-19 as perceived by teacher-respondents?

MATERIALS AND METHODS

The study used a descriptive research design with the aid of questionnaires as the main instrument in gathering the data. Descriptive research as described by Calmorin (2009, as cited in Catacutan & De Guzman, 2017) involves and employs the process of inquiry, interpretation of condition that exist and attempts to develop knowledge. The main characteristic of this method is that the researcher has no control over the variables. The study described the status of the implementation and engagement in crisis response management of COVID-19 of secondary schools in the Division of Zambales, Philippines for the school year 2021-2022 as perceived by the three hundred and ten teachers employed as secondary schools of the thirteen

(13) Districts of Department of Education (DepEd), Division of Zambales. The Districts include the Sta. Cruz District, Candelaria District, Masinloc District, Palauig District, Iba District, Botolan District, Cabangan District, San Felipe District, San Narciso District, San Antonio District, San Marcelino District, Castillejos District, and Subic District.

The survey questionnaire was the main instrument used in gathering the data in this study. The researchers utilized a researcher made survey questionnaire. The indicators on the research instrument were based on readings and reviews from different research articles, memoranda, orders, and protocols such as DepEd to Roll Out Mental Health and Psychosocial Support Programs (2021); DepEd Order No. 012, s. 2020, BE-LCP; and COVID-19 Outbreak Highlights Critical Gaps in School Emergency Preparedness (Anderson, 2020). The survey questionnaire was submitted for checking by a group of experts in the field of education for correction and suggestions. This was conducted to assure the validity of the research instrument.

The first part of the survey questionnaire asked for the profile of the teacher-respondents as to their age, sex, year level, highest educational attainment, family monthly income, position and number of trainings related to disaster management. The second part is the indicators to assess the level of implementation of crisis response management for COVID-19. Respondents answered using a four-point scale from 4-Highly Implemented, 3-Implemented, 2-Moderately Implemented, and 1-Less Implemented. The last part appraised the perceived level of engagement of the students, parents and other stakeholders towards crisis response management for COVID-19. Respondents answered using a four-point scale from 4-Highly

Engaged, 3-Engaged, 2-Moderately Engaged, and 1-Less Engaged.

The first step undertaken to test the research instrument’s reliability was the conduct of pilot test among 10 teachers of four (4) Private Secondary School in Zambales. All noted corrections and modifications were integrated in finalizing the research instrument. After the pilot test, the Cronbach’s alpha values for the data were secured. The Cronbach’s alpha values on the level of implementation and engagement towards crisis response management were interpreted from Excellent to Good.

After the final drafting of the survey questionnaire, the researchers sought permission from the Schools Division Superintendent of Zambales on the distribution of the instrument to teacher-respondents. A letter was likewise prepared for every Principal of the identified Secondary Schools asking for their support and cooperation during the data administration and retrieval. The researchers assured the confidentiality of the responses of the teachers. The retrieval of the survey instrument was done immediately. The statistical treatment of this study utilized descriptive statistical tools such as percentage, frequency counts and mean. The inferential statistics utilized were ANOVA and Pearson r.

RESULTS AND DISCUSSION

1. Profile of the Teacher-Respondents

Table 1 shows the frequency and percentage distribution of the teacher respondents as to their age, sex, highest educational attainment, monthly family income, position and number of trainings related to disaster management.

Table 1: Frequency and Percentage Distribution of the Teacher-Respondents’ Profile

Age (years)	Frequency	Percent
Total	310	100.00
Mean of Age = 38.05		
Sex	Frequency	Percent
Female	214	69.03
Male	96	30.97
Total	310	100.00
Highest Educational Attainment	Frequency	Percent
Baccalaureate Degree Holder	62	20.00
Baccalaureate Degree Holder with MA Units	197	63.55
MA Holder	1	0.32
Masters with EdD/ PhD units	40	12.90
EdD/ PhD Holder	10	3.23
Total	310	100.00
Monthly Family Income (Php)	Frequency	Percent
Total	310	100.00
Mean of Monthly Family Income = Php 28,503.04		
Position	Frequency	Percent
Master Teacher IV	0	0.00

Master Teacher III	0	0.00
Master Teacher II	5	1.61
Master Teacher I	16	5.16
Teacher III	91	29.35
Teacher II	52	16.77
Teacher I	146	47.10
Total	310	100.00
Number of Trainings Related to Disaster Management	Frequency	Percent
Total	310	100.00
Mean of Trainings Related to Disaster Management = 2.78		

Age

The mean age was 38.05. This particular age is categorized into middle adulthood. According to Armstrong (2008 as cited by Dizon Jr., de Guzman & Orge (2021), middle adulthood ranges from 35 to 40 years old often accommodate bigger responsibilities in life. Moreover, the result of the present study is consistent with the data obtained in the study of Deliquina & de Guzman (2021) and Dizon, Jr., Orge & de Guzman (2021) on age profile of teachers.

Sex

Of the 310 teacher respondents there are 214 or 69.03% female and 96 or 30.97% male. This means that the majority of the teacher-respondents of the present study is represented by women. These result shows that women are significantly over-represented in the profession of educators. According to Morell 2010 as cited by Ganaden, (2020) and Lipawen & de Guzman (2022) there are more women drawn in this profession because women tend to be more nurturing, patient and enjoy being around children but it doesn't mean that women are better than men.

Highest Educational Attainment

There are 197 or 63.55% who are Baccalaureate degree holders with MA Units; 62 or 20% who are Baccalaureate Degree Holder; 40 or 12.90% Master's degree holders with EdD/PhD units; and 10 or 3.23% EdD/PhD holders. The result suggests that the majority (197 or 63.55%) of the teacher respondents are Baccalaureate degree holders with MA units. The particular result is consistent with result on the highest educational attainment profile variable of the studies of de Guzman & Ecle (2019), and Deliquina & de Guzman (2021) indicating that most of the teachers are holders of Bachelor degree with Master's units. The findings of the present study clearly suggest that the teachers are pursuing advanced education by enrolling in graduate programs and comply with Department of Education (DepEd) call for continuing professional development.

Monthly Family Income (PhP)

The mean monthly family income of the teacher respondents is Php 28,503.04. Families in the Philippines are identified as rich or poor depending on their monthly income (Philippine Statistics Authority, 2020). The result revealed that almost half of the teacher respondents receive a monthly income of (SG11-Php 25,439) which is categorized by the Philippine Institute for Development Studies (PIDS) (2019) as Lower Middle-Income Bracket with P21,914 to P43,828 monthly income.

Position

One hundred forty-six (146) or 47.10 % are Teacher I; 91 or 29.35% are Teacher III; while 52 or 16.77% are Teacher II; and 16 or 5.16% are Master Teachers I. Almost half (146 or 47.10%) are Teacher I. The teacher-respondents are Teacher-I which is considered as the entry level position in hiring teachers which is consistent with the findings on the monthly family income and/or salary grade level of the respondents of the present study. Consistent with this result, the teacher- respondents of Dizon Jr., de Guzman & Orge (2021), Dizon, de Guzman, Uy & Ganaden (2021), Catacutan & de Guzman (2017) are Teacher 1.

Number of Trainings Related to Disaster Management

The computed mean for trainings related to disaster management is 2.78. Majority of the teacher respondents had 1-3 trainings related to disaster management. This result highlights the enormous training needs that lie ahead of education systems to get ready for educational technology (Reimers & Schleicher, 2020). The picture is similar when it comes to the availability of effective professional resources for teachers to learn how to use the digital devices available

2. Level of Implementation of the Aspects of Crisis Response Management for COVID-19

2.1 School Contingency Plan

Table 2: Level of Implementation of Crisis Response Management as to School Contingency Plan

School Contingency Plan	Weighted Mean	Qualitative Rating	Rank
1. Implements alternative plans to combat COVID-19 pandemic.	3.56	Highly Implemented	10
2. Conducts key preventive measures for COVID-19 pandemic.	3.60	Highly Implemented	6
3. Checks the availability of COVID-19 essentials like masks, sanitizers, alcohol, and face shield.	3.63	Highly Implemented	3
4. Collaborates properly with the local community and local government units.	3.62	Highly Implemented	4
5. Ensures that health protocols for COVID-19 are properly followed in the school.	3.66	Highly Implemented	2
6. Informs the stakeholders properly about the contingency plans.	3.60	Highly Implemented	6
7. Updates the school's contingency plan on COVID-19 pandemic.	3.59	Highly Implemented	8
8. Forms an Emergency Response Team for COVID-19 pandemic.	3.53	Highly Implemented	12
9. Put COVID-19 posters and signages inside and outside the premises.	3.69	Highly Implemented	1
10. Updates the stakeholders regularly about the COVID-19 response in the community or locality.	3.54	Highly Implemented	11
11. sees to it that contact tracing forms are available in the school.	3.52	Highly Implemented	13
12. The school sanitizes the school facilities and equipment.	3.60	Highly Implemented	6
13. The school supports online "kumustahan" for teachers and learners.	3.50	Highly Implemented	14
14. Provides proper assistance to the learners during the recovery/resurgence of COVID-19 in the locality.	3.49	Highly Implemented	15
15. Ensures the availability of Emergency Hotlines inside and outside the premises.	3.57	Highly Implemented	9
Overall Weighted Mean	3.58	Highly Implemented	

Table 2 presents the level of implementation of Crisis Response Management as to School Contingency Plans as perceived by secondary school teachers in the Division of Zambales. Indicator 9, 'The school put COVID-19 posters and signages inside and outside the premises' was highly implemented of the indicators of School Contingency Plan (weighted mean of 3.69, ranked 1st). Schools contingency plans have to be anchored with DepEd Order No. 012, s. 2020, Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021. In the present study, as part of school contingency plan, the teacher respondents highly implemented the use of graphics design posters and features friendly and easy-to-understand pictures and illustrations that empower every learner about the importance of hand washing, sanitizing/disinfecting and maintaining proper social distancing to prevent the spread of COVID-19. The school also displayed some clear directions and provided the latest health and safety information about COVID-19 to students, teachers, staff and other stakeholders. Bernstein Crisis Management (2020) asserted that the crisis management plan is not a precise step-by-step guide, but more of a reference tool, which provides lists of key contact information, reminders of what typically should be done in a crisis.

Indicator 14, 'The school provides proper assistance to the learners during the recovery/resurgence of COVID-19 in the locality' obtained a weighted mean of 3.49 (rank 15). This indicator obtained the least weighted mean with nerval interpretation of Highly Implemented. The teacher respondents also highly implemented the adjustment level in the teaching and learning process. Training, support and resources are vital and needed so that the schools must go beyond places of learning and support children's well-being and safety. For United Nations International Children's Emergency Fund and Bender (2020), the key actions for education recovery need to focus on reaching every child and retain them in school; assessing learning levels; prioritizing teaching the fundamentals; increasing catch-up learning and progress beyond what was lost; and developing psychosocial health and well-being so every child is ready to learn. The overall weighted mean as to the level of implementation of crisis management as to school contingency plans is 3.58 interpreted as Highly Implemented.

2.1. Mental Health Actions

Table 3: Level of Implementation of Crisis Retort Management as to Mental Health Actions

Mental Health Actions	Weighted Mean	Qualitative Rating	Rank
1. Provides Psychological First Aid among teachers and school administrator.	3.19	Implemented	8
2. Develops mental health interventions/ strategies for learners' and teachers' well-being.	3.23	Implemented	4.5
3. Promotes wellness activity during academic / health break	3.23	Implemented	4.5
4. The school focuses on the learners' mental health welfare.	3.29	Highly Implemented	2
5. Promotes and conducts online "kumustahan" for teachers and school administrators.	3.37	Highly Implemented	1
6. engages teachers and school heads in Mental Health Training.	3.24	Implemented	3
7. The school develops school-based mental health programs.	3.17	Implemented	9
8. The school conducts orientation on mental health awareness.	3.20	Implemented	7
9. Provides adequate mental health support to the stakeholders.	3.14	Implemented	11
10. The school develops mental health action plan/ crisis plan.	3.15	Implemented	10
11. Establishes helplines and hotlines for mental health support	3.10	Implemented	12
12. The school promotes counseling services for learners.	3.21	Implemented	6
13. Offers mental health survey questionnaires regarding COVID-19 pandemic.	3.05	Implemented	14
14. The school provides online Mental Health Training for the youth.	3.01	Implemented	15
15. The school seeks the assistance of mental health professionals.	3.07	Implemented	13
Overall Weighted Mean	3.18	Implemented	

Table 3 presents the level of implementation of Crisis Response Management as to Mental Health Actions. Indicator 5, 'The school promotes and conducts online 'kumustahan' for teachers and school administrators' obtained a weighted mean of 3.37 (Highly Implemented) ranked 1st. Teacher respondents together with the school staff and administrators highly implement the promotion and conduct of online "kumustahan". The virtual activities found in the conduct of online "kumustahan" can be used for specific lesson, well-being lessons or advisory classes, or can be woven or combined into other curricula, such as English, Arts, Science, Mathematics and Physical Education. This event can energize and motivate students at the start of class to kickstart learning, prompt them to think about their well-being in that moment, get them socially connected online, and finish off the class in a positive way. Brooks *et al.*, (2020) revealed that COVID-19 brought not only a physical health risk, but it also represents a significant risk for individuals' mental health. Therefore, schools should provide mechanism and conduct activities which allow learners to continue with their schooling during quarantines.

Indicator 13, 'The school offers mental health survey questionnaires regarding COVID-19 pandemic' obtained a weighted mean of 3.05 (ranked 14) while Indicator 14, 'The school provides online Mental Health Training for the youth' obtained a weighted mean of 3.01(rank 15). These indicators obtained the least weighted means. During COVID-19 pandemic, the teacher respondents implemented the collaboration with

parents; the conduct of mental health trainings for youth/students in order to promote and implement mental wellness; and the school and the community in prevented and addressed mental health problems. As cited from Memorandum No. 82, s. 2020, the DepEd Task Force COVID-19 reiterated the response for mental health impacts of COVID-19 and as part of the 2020 *Oplan Brigada Eskwela*. The overall weighted mean as to the level of Implementation of crisis management as to mental health actions is 3.18 interpreted as Implemented.

2.3 School Recovery Plans

Table 4 presents the level of implementation of Crisis Response Management as to School Recovery Plans. Indicator 11, 'The school follows strictly the sanitation and hygiene protocols at school' obtained a weighted mean of 3.60 (Highly Implemented) ranked 1st. Teacher respondents highly implemented the advising of learners to observe physical distancing, sanitation and good hygiene habits amidst the pandemic. Teachers have always pointed out to the learners that the simple practice of handwashing with soap and clean water is also one of the most effective ways to prevent the spread of germs and viruses (COVID-19). DepED Order No. 10 (2016) 'Policy and Guidelines for the Comprehensive Water, Sanitation and Hygiene (WASH) in Schools (WinS) Program', emphasized that the clean water, functional toilets and proper hygiene practice in schools are essential to achieving learning outcomes and are integral to school operations and improvement.

Table 4: Level of Implementation of Crisis Response Management as to School Recovery Plans

School Recovery Plans	Weighted Mean	Qualitative Rating	Rank
1. The school promotes an enabling environment for academic learning.	3.46	Highly Implemented	12
2. The school conducts in-service trainings for school personnel.	3.50	Highly Implemented	11
3. Plans the transitioning of distance learning to limited face-to-face learning.	3.54	Highly Implemented	7
4. The school initiates the repair of learning facilities.	3.43	Highly Implemented	14
5. The school provides professional development for teachers and staffs in the school.	3.45	Highly Implemented	13
6. The school coordinates with the local community for reopening plan of the school.	3.51	Highly Implemented	10
7. The school manages the continuity of learning amidst COVID-19 pandemic.	3.53	Highly Implemented	8
8. The school protects health and safety of stakeholders at school.	3.55	Highly Implemented	6
9. The school conduct meetings in preparation for limited face-to-face classes.	3.56	Highly Implemented	4.5
10. The school constantly reminds teachers to maintain the cleanliness of their rooms.	3.56	Highly Implemented	4.5
11. The school follows strictly the sanitation and hygiene protocols at school.	3.60	Highly Implemented	1
12. Prepares and motivates learners to continue learning amidst this pandemic.	3.58	Highly Implemented	2.5
13. Ensures the stability of the school's internet connection with the service provider.	3.40	Highly Implemented	15
14. The school promotes a child-friendly environment.	3.58	Highly Implemented	2.5
15. The school enhances community linkages.	3.52	Highly Implemented	9
Overall Weighted Mean	3.52	Highly Implemented	

Indicator 13, 'The school ensures the stability of the school's internet connection with the service provider' obtained a weighted mean of 3.40 (Highly Implemented) ranked 15th. This indicator obtained the least weighted means. The teacher respondents also argued that the stable and increased availability of Internet connections and opportunities will enable teachers, staff and administrators to use the technology in various ways which includes record keeping, communicating with learners, parents/guardians, distance learning, continuing professional development, trainings and webinars, curriculum development, and classroom teaching tool. According to Sampat &

Oommen (2020), one or more of the following technologies available such as Computer, Internet access with a web browser and e-mail, Telephone and Learning Management System (LMS) be secured, provided and formulated. The overall weighted mean as to the level of Implementation of crisis management as to school recovery plans is 3.52 interpreted as Highly Implemented.

3. Level of Engagement of the Respondents towards Crisis Response Management for Covid-19

3.1 Parents' Engagement

Table 5: Level of Parents' Engagement

Parents' Engagement	Weighted Mean	Qualitative Rating	Rank
1. The parents/guardians engage the learners' in answering their modules.	3.18	Engaged	9
2. The parents/guardians' clear instructions in every topic so as to lessen confusion.	3.12	Engaged	11
3. The parents/guardians accept solutions related to school problems.	3.20	Engaged	6
4. The parents/guardians give feedback to the teachers regarding their students' performance.	3.14	Engaged	10
5. The parents/guardians attend the PTA meetings and orientations for limited face-to-face classes with the teachers.	3.21	Engaged	4.5
6. The parents provide financial and mental support to their children.	3.23	Engaged	2
7. Coordinate with the school administrator for counseling program.	3.11	Engaged	12
8. Joins the <i>Brigada Eskwela, Gulayan sa Paaralan</i> and other activities.	3.21	Engaged	4.5
9. Coordinates with school administrator to monitor learners' health conditions.	3.19	Engaged	7.5
10. The parents/guardians must be updated regarding school announcements through the adviser's group chat.	3.33	Highly Engaged	1
11. Checks if they strictly follow the schedule given in the distribution of modules.	3.22	Engaged	3
12. Checks if they strictly follow the schedule given in the retrieval of modules.	3.19	Engaged	7.5
Overall Weighted Mean	3.19	Engaged	

Table 5 presents the perceived teachers' parents' level of engagement towards Crisis Response Management for Covid-19. Indicator 10, "The parents/guardians must be updated regarding school announcements through the adviser's group chat" obtained a weighted mean of 3.33 (Highly Engaged) ranked 1st. With chatrooms and video calls, teachers can carry out their meetings virtually and these bring about collaboration among parents. In accordance with DepEd Order 54, s. 2009, every elementary and secondary school shall organize a Parents-Teachers Association (PTA) for the purpose of providing a forum for the discussion of issues and their solutions related to the total school program. Parents and guardians perform the various roles in Modular Learning such as Module-ator, Bundy-clock, and as Home Innovator. For Major & Machin (2020) to ensure the full cooperation of parents in the efficient implementation of such program. According to Leonardi (2020), the use of group chats has become an important tool for remote or distance teaching and learning.

Indicator 7, 'The parents/ guardians coordinate with the school administrator for counseling program' obtained the least weighted mean of 3.11 (Engaged) ranked 12th. Teacher respondents observed that the parents are engaged by coordinating with school to counseling program for learners and parents. Counseling program may focus on learners' well-being and challenges of modular approach, limited materials and limited and low internet access The teacher respondent argued that learners who received psychological support during COVID-19 crisis were able to solve their problems in a healthy way and adapt to daily life in new normal more easily. The overall weighted mean on the level of parents' engagement towards Crisis Retort Management for Covid-19 is 3.19 interpreted as Engaged.

3.2 Learners' Engagement

Table 6: Level of Learners' Engagement

Learners' Engagement	Weighted Mean	Qualitative Rating	Rank
1. The learners spend time during remedial class thru the use of e-communication skills with their teachers.	3.10	Engaged	12.5
2. The learners answer the enrichment activities provided by their teachers.	3.28	Highly Engaged	4
3. The learners ask query in subjects where they find difficulty.	3.29	Highly Engaged	2.5
4. The learners practice health protocols at home.	3.22	Engaged	7
5. The learners engage on online classes as need arises.	3.10	Engaged	12.5
6. The learners encourage themselves to learn from the given activities despite this pandemic.	3.25	Engaged	5
7. The learners answer their modules, summative tests, and performance tasks.	3.33	Highly Engaged	1
8. The learners join online "kumustahan".	3.15	Engaged	11
9. The learners answer their modules as a sign of independent learning.	3.24	Engaged	6
10. The learners give high regards to school announcement.	3.29	Highly Engaged	2.5
11. The learners show interests in their studies.	3.21	Engaged	9
12. The learners participate actively distance learning.	3.21	Engaged	9
13. The learners perform their assigned tasks.	3.21	Engaged	9
Overall Weighted Mean	3.22	Engaged	

Table 6 presents the level of learners' engagement towards Crisis Response Management for Covid-19. Indicator 7, 'The learners answer their modules, Summative tests, and performance tasks' obtained a weighted mean of 3.33 (Highly Engaged) ranked 1st. Teacher respondents perceived that their learners were highly engaged in answering modules, summative tests and performance tasks. The learners were guided by their teachers and parents in accomplishing their modules and tasks at home and at school. These learning tasks will aid teachers and parents to track the day-to-day in-school and off-school general learning processes. Discussed in Calimlim *et al.*, (2022), the use of module encourages independent study. One of the benefits of using modules for

instruction is the acquisition of better self-study. Montemayor (2020) discussed that learners can always consult their teachers or parents/guardians for elaboration/explanation on module contents, worksheets, exercises and performance tasks.

Indicator 1, 'The learners spend time during remedial class thru the use of e-communication skills with their teachers' and Indicator 5, 'The learners engage on online classes as need arises' obtained the least weighted mean of 3.10 (Engaged) ranked 12.5th. Teacher respondents perceived that their learners were also highly engaged in spending time for their studies (modular, online or limited face-to-face). Learners learn in different ways and modalities. The study of

Gouédard *et al.*, (2020) revealed that the school respondents prioritize utilizing modalities (online, modular or blended) to be able to continue students’ learning during the pandemic. The teachers of the present study also argued that the students also were able to learn time management and scheduling. Many students nowadays find it fulfilling to manage their time in doing the modules at home. Fernandez & Shaw (2020) showed that students define what to do, how to,

when to and how long to study or whether to re-study during schooling.

The overall weighted mean on the level of learners’ engagement towards Crisis Response Management for Covid-19 is 3.22 interpreted as Engaged.

3.3. Stakeholders’ Engagement

Table 7: Level of Stakeholders’ Engagement

Stakeholders’ Engagement	Weighted Mean	Qualitative Rating	Rank
1. Provides resources to support the continuous learning of students during pandemic.	3.23	Engaged	7.5
2. Participates in the school meeting for COVID-19 contingency planning.	3.27	Highly Engaged	2.5
3. Engages actively in the community and local government units.	3.30	Highly Engaged	1
4. Allocates special budget for the school during COVID19 pandemic.	3.19	Engaged	14
5. Supports the implementation of health protocols during pandemic in school.	3.27	Highly Engaged	2.5
6. Helps in sourcing of funds for the school’s COVID-19 essentials	3.22	Engaged	11
7. Regularly updated about the COVID-19 resurgence in the community.	3.22	Engaged	11
8. Provides proper assistance during the COVID-19 resurgence in the community.	3.23	Engaged	7.5
9. The stakeholders donate pandemic first aid kit.	3.18	Engaged	15
10. Supports the implementation of preventive measures for COVID-19 in school.	3.24	Engaged	5.5
11. Advises parents to guide their children by eating healthy foods even during COVID-19.	3.22	Engaged	11
12. Emphasizes the importance of proper nutrition and hygiene.	3.22	Engaged	11
13. Advises parents to guide their children by eating healthy foods even during COVID-19.	3.26	Highly Engaged	4
14. Monitors the school program to ensure implementation of crisis retort management during and after COVID-19.	3.24	Engaged	5.5
15. Helps by giving financial support for the school program during and after COVID-19.	3.22	Engaged	11
Overall Weighted Mean	3.23	Engaged	

Table 7 presents the level of stakeholders’ engagement towards Crisis Response Management for Covid-19. Indicator 3, ‘The Stakeholders engage actively in the community and local government units’ obtained a weighted mean of 3.30 (Highly Engaged) ranked 1st. Teacher respondents perceived that stakeholders were highly engaged to participate and collaborate in school community and local government during the COVID 19 pandemic. Successful reopening of classes will require additional efforts from stakeholders to communicate with the community and empower leadership within public and private sectors. According to Joaquin *et al.*, (2020), developing the DepEd’s Basic Education Learning Continuity Plan (BE-LCP) engaged internal and external stakeholders for inputs in the design of a learning delivery strategy and operational direction that ensures the health, safety, and well-being of all learners, teachers and personnel of the school, especially in responding to basic rights.

Indicator 4, ‘The Stakeholders allocate special budget for the school during COVID-19 pandemic’ obtained a weighted mean of 3.19; and Indicator 9, ‘The stakeholders donate pandemic first aid kit’ obtained the least weighted mean of 3.18 were ranked 14th and 15th and were interpreted as Engaged. Teacher respondents also perceived that the stakeholders were engaged in providing funds and emergency relief essentials such as protection against infection (soap, disinfectants and sanitizers, first aid kit, humidifier, thermometer, and over the counter medicines). UNICEF & Bender (2020) stated that communities all around the world continue to support communities during the pandemic by responding to the emergency needs and investing in our social initiatives. The overall weighted mean on the level of stakeholders’ engagement towards Crisis Response Management for Covid-19 is 3.23 interpreted as Engaged.

4. Analysis of Variance on the Difference in the Level of Implementation of the Aspects of Crisis Response Management for COVID-19 when Grouped According to Teachers’ Profile

Table 8: Summary of the Difference in the Level of Implementation of the Aspects of Crisis Response Management for COVID-19 when Grouped According to Teachers’ Profile

Sources of Variations	School Contingency Plan		Mental Health Actions		School Recovery Plans		
	F	Sig.	F	Sig.	F	Sig.	
Age	0.20	0.48	0.38	0.41	0.46	0.04	
Sex	0.91	0.04*	0.25	0.41	1.12	0.03	
Highest Educational Attainment	0.12	0.70	0.31	0.51	0.19	0.51	
Monthly Income	0.03	0.96	0.04	0.98	0.15	0.63	
Position	0.05	0.93	0.05	0.98	0.16	0.58	
Number of Trainings Related to Disaster Management	0.24	0.33	0.99	0.05*	0.35	0.21	<i>*Significant</i>

School Contingency Plans

The sig values for age (0.48), highest educational attainment (0.70), monthly family income (0.96), position (0.93) and number of trainings related to disaster management (0.33) were higher than (0.05) alpha level of significance therefore do not reject the hypothesis. There is no significant difference in the level of implementation when grouped according to mentioned teachers’ personal profile. Results obtain could be attributed to teachers’ similarity of knowledge and understanding that the schools need various innovative ways to continue educate students during the pandemic and to ensure the safety and well-being of their most important clients, the students. The sig value for sex (0.04) was lower than (0.05) alpha level of significance therefore reject the hypothesis. There is a significant difference in the Level of Implementation of Crisis Response Management as to School Contingency Plans when grouped according to teachers’ sex. The male and female teachers manifest different insights and understanding on the complexity of teaching (home or face to face) and other functions during the crisis and the new normal in education. The study of Alghamdi *et al.*, (2020) found that females had stronger self-regulation than males, which also led to their significantly more positive learning outcomes than males.

Mental Health Actions

The sig values for age (0.41), sex (0.41), highest educational attainment (0.51), monthly income (0.98), and position (0.98) and number of trainings related to disaster management were higher than (0.05) alpha level of significance therefore do not reject the hypothesis. There is no significant difference in the level of implementation when grouped according to mentioned teachers’ personal profile. The results obtained could be attributed to teachers’ similarity of insights and orientations that schools are also coping up with the tough effects of COVID19 in education sector. The sig value for number of trainings related to disaster management (0.05) is equal with (0.05) alpha level of significance therefore rejects the hypothesis. There is a significant difference in the level of implementation in

terms of teachers’ number of trainings related to disaster management. The teachers have joined or undergone several trainings related to disaster management. For them, calamities and disasters happen anytime, anywhere. With advanced technology, acquiring knowledge, preparedness and application on risk reduction is regarded as an effective way for prevention or reducing its effects to vulnerable people.

School Recovery Plans

The sig values for highest educational attainment (0.51), monthly family income (0.63), position (0.58), numbers of training related to disaster management (0.21) were higher than (0.05) alpha level of significance therefore do not reject the hypothesis. There is no significant difference in the level of implementation when grouped according to mentioned teachers’ personal profile. Results obtained could be attributed on the teacher’s similarity of knowledge and understanding of how they highly implemented various school recovery plan. The learners who are going to return to school should have a supportive learning environment wherein their health, psychosocial well-being and other needs or concern are being catered for and addressed. The sig value for age (0.04) and sex (0.03) were lower than (0.05) alpha level of significance therefore rejects the hypothesis. There is a significant difference in the Level of Implementation when grouped according to teachers’ age and sex. The male and female respondents who vary in terms of sex and age manifest difference on the level of implementation of School’s Recovery Plan. DepEd is currently crafting a learning recovery program as part of post-pandemic efforts. The discussion of Alhambra (2020) supported by health and safety protocols and vaccination programs s more schools open their doors for physical learning. According to Baloran (2020), school leaders should ensure that interventions are effective so that every learner can catch up and accelerate their learning,

5. Analysis of Variance on the Difference of Perception of Teachers in the Level of Engagement of Parents, Learners, and Other Stakeholders towards Crisis Response Management for COVID-19 When Grouped According to Teachers' Profile

Table 9: Summary of the Difference of Perception of Teachers in the Level of Engagement of Parents, Learners, and Other Stakeholders towards Crisis Response Management for COVID-19 When Grouped According to Teachers' Profile

Sources of Variations	Parents' Engagement		Learners' Engagement		Other Stakeholders' Engagement		
	F	Sig.	F	Sig.	F	Sig.	
Age	0.29	0.46	0.34	0.30	0.31	0.36	
Sex	0.11	0.54	0.54	0.17	0.00	0.94	
Highest Educational Attainment	0.09	0.89	0.09	0.87	0.05	0.95	
Monthly Income	0.31	0.38	0.18	0.63	0.37	0.27	
Position	0.34	0.33	0.21	0.57	0.40	0.23	
Number of Trainings Related to Disaster Management	0.55	0.13	0.70	0.06	0.94	0.02*	<i>*Significant</i>

Parents' Engagement

The sig values for age (0.46), sex (0.54) and highest educational attainment (0.89), monthly family income (0.38), position (0.33) and number of trainings related to disaster management (0.13) were higher than (0.05) alpha level of significance therefore do not reject the hypothesis. There is no significant difference in the teachers' perception when grouped according to teachers' personal profile. Results revealed that whether the teachers vary in their personal profile, their perception in the level of parents' engagement to schools contingency plan, mental health actions and school recovery plans manifest similarity. Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways. Organization for Economic Co-operation and Development (OECD) (2019) showed that with greater autonomy granted to learners, the role of parents is even more critical to recreate at home a learning environment. Parental support is indeed positively correlated with the indices of learning goals and motivation to master tasks.

Learners' Engagement

The sig values for age (0.30), sex (0.17) and highest educational attainment (0.87), monthly family income (0.63), position (0.57) and number of trainings related to disaster management (0.06) were higher than (0.05) alpha level of significance therefore do not reject the hypothesis. There is no significant difference in the teachers' perception when grouped according to teachers' personal profile. Results revealed that whether the teacher respondents vary in their personal profile, their perception in the level of learners' engagement to schools contingency plan, mental health actions and school recovery plans manifest similarity. As the COVID-19 pandemic ravages the world, it is essential to attend to the educational needs of our learners during the crisis.

Stakeholders' Engagement

The sig values for age (0.36), sex (0.94) highest educational attainment (0.95), monthly family income (0.27) and position (0.23) were higher than (0.05) alpha level of significance therefore do not reject the hypothesis. There is no significant difference in the teachers' perception when grouped according to the mentioned teachers' personal profile. Results revealed that whether the teachers vary in their personal, they hold on to idea that LGU, private sectors and other stakeholders need to come together in a meaningful way through connection and collaboration in order to form a healthy relationships that creates successful teaching & learning outcomes, health and safety learning environments during COVID-19 pandemic. The sig value for number of trainings related to disaster management (0.02) was lower than (0.05) alpha level of significance therefore rejects the hypothesis. There is a significant difference in the teachers' perception when grouped according to number of trainings related to disaster management. The respondents who undergone trainings, workshops and webinars related to disaster management do have different encounters and dealings with their respective stakeholders which can contribute to effective implementation of the school's Crisis Response Management. In recognition of the various disaster risks arising from natural and human-induced hazards, DepEd created the Disaster Risk Reduction and Management Office, in line with the Philippine Disaster Risk Reduction Management Act of 2010 (Republic Act No. 10121).

6. Test of Significance of the Relationship between the Level of Implementation and Level of Engagement of the Respondents towards Crisis Response Management for COVID-19 as Perceived by Teacher-Respondents

Table 10: Relationship between the Level of Implementation and Level of Engagement towards Crisis Response Management as Perceived by the Teacher-Respondents

Pearson Correlation	0.680**
Sig. (2-tailed)	0.000
N	310
Interpretation	Moderate positive correlation
	Ho is rejected
	Significant
** Correlation is significant at the 0.01 level (2-tailed).	

As indicated in Table 10 the computer generated Pearson-r value (0.680) denotes moderate positive correlation, therefore, the null hypothesis is rejected, hence there is significant positive relationship between the level of implementation and level of engagement towards crisis retort management as perceived by teachers. This could also mean that as the school community implements the School Contingency Plans, Mental Health Actions and School Recovery Plans aspects of Crisis Response Management for COVID-19 pandemic, the higher and the engagement of the Parents, Learners and the Stakeholders. According to the Calimlim, de Guzman, Villalobos (2022), parents/guardians, clients and stakeholders perform the various roles in to be able to address the needs and challenges during the home or remote learning in pandemic time. Aguinis & Burgi-Tian (2020) stressed that teachers and parents during distance schooling this pandemic, teachers and parents should regularly check the child’s workweek plan and exercises and make sure that the learner sticks to their schedule.

CONCLUSIONS

Based on the findings, the researcher concluded that:

1. Majority of the teacher-respondents are female, in their middle adulthood, Baccalaureate Degree holder with MA units, Teacher I, lower middle income earners and attended at least three trainings related to disaster management.
2. The School Contingency Plan was the highly implemented aspect of Crisis Response Management for COVID-19 as perceived by the teachers.
3. The Stakeholders are engaged towards implementation Crisis Retort Management for COVID-19 as perceived by teachers
4. There is significant difference on the perception of teachers on the level of implementation of School Contingency Plans aspect of Crisis Response Management for COVID-19 in terms of sex. There is significant difference on the perception on the level of implementation of Mental Health Actions in terms of number of trainings related to disaster management. There is significant difference on the perception on the level of implementation of School Recovery Plans in terms of age and sex.
5. There is no significant difference on the teachers’ perception on Parents’ Engagement and Learners’

Engagement towards Crisis Response Management for COVID-19 in terms of profile. There is significant difference on the perception on the Stakeholders’ Engagement in terms of number of trainings related to disaster management.

6. There is significant moderate positive relationship between the level of implementation and level of engagement towards crisis response management as perceived by teachers.

RECOMMENDATIONS

In the light of the foregoing conclusions of the study, the following recommendations were advanced:

1. The school administrators of secondary schools in the Division of Zambales may consider or include in their respective School Mental Health Actions simple surveys on mental health during COVID-19 pandemic among school community and clients and conduct of webinars on mental health for the students.
2. Secondary schools in the Division of Zambales may schedule respective remedial and or special classes intended for enhancing student’s skills in online application platform for online classes, e-communication and e-learning materials.
3. The school administrators of secondary schools in the Division of Zambales should establish a regular communication channel with their respective Stakeholders. The school can request provisions or financial assistance/support for school’s COVID-19 essentials (e.g., masks, sanitizers, alcohol, face shield, etc.) and other school projects.
4. Conduct a follow-up study outside the Division of Zambales (Public and Private Secondary Schools) to validate the findings of the present study.

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