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Crisis Decision-Making Framework for Millennial School Heads

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Crisis Decision-Making Framework for Millennial School Heads

A DISSERTATION

Presented to The College of Advanced Studies

Philippine Normal University

Manila

In Partial Fulfillment

of the Requirements for the Degree

DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP AND
MANAGEMENT

Abegail Palos-Simbre

November 2025

Chapter 1

The Problem and Literature Review

This section presents the background of the study, the problem statements and the literature that supports it.

Background of the Study

School heads constantly face varied concerns and challenges, so they must always make decisions of all sorts. Most of the time, these challenges do not allow them to respond or decide on them carelessly. Undoubtedly, they must make great decisions that directly or indirectly affect all the people in their organization. These issues and concerns can be resolved by keen observation, careful wise judgment, alongside factual and up-dated information; hence, decision-making is the most significant task school heads are expected to do. Moreover, sound decisions could elucidate their behaviors as school managers as decisions are made when something needs to be changed or resolved and leaders must have all the necessary information of all alternatives so they could carefully and properly weigh the pros and cons of each option and pick the one that could put their schools in the best position possible, and to do so, they must be able to see things objectively so that their organizational and stakeholders' concerns and needs are addressed especially during crisis and there is very limited time left to make critical decisions and the demand for reasonable decisions are high (Hou et al., 2021).

Making decisions is never easy, especially with limited time, not to mention manpower and factual and updated information. Most of the time, school heads are required to be able to identify the best decisions that can best cater to their stakeholders' concerns and needs. As stated in Porter's (2021) thesis, a head must endeavor to make decisions that represent all stakeholders despite the conflicting objectives and alternatives that make decision-making even more challenging. These concerns and their usual administrative tasks which include attending events and meetings here and there may hamper their decisions; hence they should be well-oriented on the varied situations of their stakeholders, especially during crises. And since they are prone to making careless decisions due to their many other tasks and responsibilities, they should have an open and critical mind to examine their own opinions as these attitudes will encourage proper analysis of the problems they face (DeMatthews et al., 2015) and despite the complexities of the situation, they should be able to come up with a partial resolve but must be monitored repetitively just in case a factor that may worsen things may surface (Kramer, Bruce H. & Enomoto, Ernestine K, 2014).

Interestingly, not much research on millennial school heads has been done in recent years, but they are worth the time as nowadays, several of them serve as school heads. Millennials or the Generation Y were born from 1980 to 1996 and are generally described as creative, free-thinking, adaptive, intuitive, flexible, collaborative, tech-savvy and civic-oriented, have been tagged and talked about, and are the largest generation in modern history and comprises the largest population in workplaces nowadays (Burgess Wilkerson et al., 2018; Ng et al., 2016). In addition, millennials are goal-oriented, have

positive work attitude and have high career responsibility, technical experience, can think outside the box, are individualistic, able to multitask but has low concentration and has rapid visual processing, hence they summed that millennials are up for change and best practices through exploring and experimenting (Cotet et al., 2020; Miller & Mills, 2019).

Meanwhile, millennials are into innovation, investigation, authentication and trust and social consciousness and are tech-savvy and tech-dependent and they traffic social media but lack the practice of digital responsibility hence, Kotz added that providing them with frequent feedback will propel them to the right direction and prevent them from getting side-tracked. This is why it's worth the time to see how millennial school heads make decisions at their schools, especially when crises happen (Agusintadewi et al., 2021; Gilmore, Courtney, 2018; Kotz, 2016). This leads to how DeMatthews et al. (2015) defined decision-making in organizations as essential to social justice leadership so school heads should be able to identify and criticize possible alternatives despite the challenges that come with these situations, which probably millennials can give a new picture of. What makes millennials an interesting subject is that they are identified as confident, conventional, team-oriented, achieving, and pressured but are raw in dealing with people and challenging situations and have normalized what was unprofessional to be acceptable in the workplace. Since this generation is known to be digitally literate and has a different way to view things from varied perspectives, they could be setting a trend in school leadership and management especially during crises.

Known to be progressive and far-thinking, millennials take over leadership roles by making radical decisions from different levels of perspectives. And according to

Forbes, their consumption trends are unique as they promote the attainment of the UN's Sustainable Development Goals. And with these qualities and characteristics, the researcher will explore and investigate the strategies that millennial school heads use during crises decision-making at schools in the Philippines and see if they follow an existing model or framework, decision-making styles or are making a modern trend in decision-making (Cheng, 2022; Dimock, Michael, 2019; Indeed Editorial Team, 2023; Kane, Sally, 2019; Lucky Attitude, 2021).

Nowadays, millennial leaders are making their mark in education as well as in other fields because they make moves that are not-so-very traditional at all. Others say that millennials think outside the box and view things from a different perspective and that they are usually flexible and in control and do not tolerate nonsensical things (McGovern, Gerry, 2017). And according to Gopinath (2015), millennials do not usually go with traditional methods but like to do things on their own. In the article, it was reiterated that millennials like their voices to be heard and build relationships and that they value leadership and organizational transparency to gain their respect. These frequently mentioned millennial characteristics prompted the researcher to investigate the crisis decision-making practices of millennial school heads in the face of crises. With these characteristics, the researcher will analyze the decision-making approach, characteristics, patterns, and types of decisions millennial school heads make in the face of crises. And since millennials are perceived to be responsive to the fast-changing and challenging changes in the environment that require their careful yet critical judgment on issues and concerns during crises and even during disasters, not to mention they are with the highest levels of

educational attainment (Burgess Wilkerson et al., 2018; Shannon, Matthew P., 2020), hence there could be patterns in their decision-making. It is truly very interesting to see how millennial school heads make decisions in the face of crises. Their radical ways and out-of-the-box thinking may give us a view or a trend they are setting in school management.

With the millennials' characteristics stated above and their roles as school heads in the Philippine public schools, exploring their decision-making practices and approaches and the types of decisions they make on school governance can lead us to better understand better the paths they are treading on, the ideals they are pushing through and identify that have gone through the traditional and modern practices as their decisions are essential to the quality of management they practice. As millennials take over leadership roles in education and in other fields, they are proving themselves to be worthy of their positions by making radical decisions from different levels of perspectives especially in this post-pandemic time. This study explored the strategies they use in decision-making at schools and saw if they follow an existing framework or are making a trend of their own.

In the Philippine context, school heads' decision-making is usually based on and must comply with the existing DepEd policies, rules, regulations, and laws that govern the agency. And in line with this, the Department of Education, to empower schools and nurture school leadership at all levels and make them accountable to their stakeholders, decentralized school heads, parents, and the students' decision-making through the school-based management (SBM) which started in 2006 through the Department Order

No. 139, s. 2006 so they could better respond to their schools' specific needs in terms of their budget, personnel, and the curriculum as they are the people in the best positions who know their problems best (Department of Education, 2006).

In these past three years and with all the changes that happened so drastically since the start of the pandemic, and with the influx of millennial school heads in many schools around the country, it would be a curious endeavor to investigate if they can cater to the needs of the learners in Education 4.0, address the power dynamics in educational organizations and lack of education, act accordingly and fairly during trivial and difficult times at their schools, and if ethical questions were considered when they make decisions. After all, ethical decisions are usually automatic and instinctive and may involve emotions and not reasons which may include self-serving biases (McCombs School of Business, n.d.).

Further, as moral agents, school heads serve for the cause of their schools' stakeholders so they must act intentionally to make things happens on behalf of others, pursue their organizational goals without stepping on anyone's toes and rights, therefore, school heads should have a firm personal ethics based on their values, professional experiences as teachers and must be ethically motivated with decisions generally based on justice, care, and critique (Cherkowski et al., 2015). And consistently, school heads are challenged and pressured by perplexing issues and concerns in their schools and sometimes, crises that involve disasters and calamities, administrative and instructional concerns of students, teachers and parents, attitudes and their issues and concerns, and morality among others. This is why despite these, it is good to see how millennials make their

decisions whenever there are crises at their schools. Hollands (2020) suggested that a proactive ethics based on positive decision-making involving others should be held in place and schools need to have their framework based on their vision, ethos, and values against whatever decisions they make. He also added that school heads should possess these ethical characteristics and principles of truly committed people in the public service by Lord Nolan in 1994, namely, selflessness, integrity, objectivity, accountability openness, honesty, and leadership.

As decisions are inevitably and consistently made, these reflect the school heads' values, wisdom, aspirations, and practical choices towards varied issues they deal with, and these require the school heads' critical reflection which according to educational experts has three interrelated processes which involve learning, unlearning and relearning lessons of the past. Brooklyn's Reflection Model in 1995, in Ndebele's (2014) study stated that school heads should have the eyes to examine oppression and consider the assumed impressions that could affect the quality and development of the decision-making processes and alternatives. And only with critical reflections can one judge the situations properly, assess what actions went well and what needs improvement so they can effectively decide speedily during a crisis. When school heads make decisions on difficult or controversial issues or concerns, their values are usually questioned. Hence, many researchers suggest that they should have the skills to use the data as they can be easily accessed and according to Murray, the use of data lacks depth and school heads have been more focused on accountability and requirements than on the systematic investigations of

the factors that back and block the teaching and learning process, hence the potential benefits of data to solve critical issues are not fully realized (Dos Santos et al., 2013).

These controversial issues and concerns may be on morality (e.g. sexual harassment, bullying, social media posts) and other school-related issues such as violence, finance, calamity, and grave disagreements between and among the stakeholders at their school which could affect the reputation of the school. Such critical issues are not easy to sit on and sleep on as these are usually tricky and require the school heads' careful and informed judgment as these, if not carefully addressed, may cause more conflict and rifts between people.

Moreover, calamities also interfere with the school processes. And since the Philippines is an archipelago that faces the western Pacific Ocean, it is highly prone to natural disasters and is the 3rd most disaster-prone country all over the world after Vanuatu and Tonga and first among countries to have high tropical cyclones. According to the Asian Disaster Reduction Center, the country usually has at least 20 typhoons every year and with at least five that are ravaging. These and other natural disasters often result in lost lives, health risks, lost homes, livelihoods, damage to infrastructure, and social and economic activities. Also, its geographical location in the Pacific Ring of Fire and typhoon belt exposes it to numerous typhoons, flooding, drought, volcanic eruptions, and earthquakes (Senate of the Philippines, 2013; UN Office for Disaster Risk Reduction, 2019; Wingard, Jessie & Brändlin, Anne-Sophie, 2013), not to mention its continued fight against COVID-19 and other man-made disasters that may elicit strong emotions to

people. These disasters happen at any time of the year and school heads are consistently challenged to make the right decisions for the benefit of their stakeholders.

Every year, many schools, along with the livelihoods, infrastructure, and even lives are lost and damaged each time disasters hit the country. And when great disasters happen, schools serve as evacuation centers, along with other infrastructures in an area, for displaced or affected families in communities and school heads are usually present to accommodate the local government unit (LGU), non-government organizations' (NGOs) staff and officials as stated in the DepEd Order No. 33, s. 2021 but not longer than 15 days as repealed by the DO No. 37 s. of 2022 which promotes the safety of the learners from unnecessary disruptions of classes due to disasters and calamities and minimize the safety risks and school heads and their personnel to better lead their schools (Department of Education, 2015; Hernando-Malipot, 2022). By then, school heads decide on numerous things in their schools to admit their learners' families at schools with consideration on the safety and proper upkeep of school facilities and amenities and it is of utmost importance to formulate corresponding response plans for all kinds of disasters despite the urgency of time and the complexity of the situation, they should be able to describe uncertain information to make proper decisions. Hence, policies should be standardized to better help school heads to be better prepared for any emergencies (Talabis et al., 2021).

Mandated by the government and its agency, the Department of Education, school heads, are responsible for the planning, implementation, and monitoring of the schools' disaster-preparedness measures which include accountability for impacts and damages to school facilities due to negligence and/or non-compliance with the guidelines set by the

said government agency and the local government units (LGUs). And as stated in the DepEd Order No. 33 s. 2021, known as the Disaster Preparedness and Risk Management Measures for Cyclones, Flooding, and Other Weather-Related Disturbances and Calamities and the RA No 10821 or the Children's Emergency Relief and Protection Act and as guided by the National Disaster Risk Reduction Management Plan (2011) wherein the four aspects that all agencies should carry on, namely, disaster prevention and mitigation, preparedness, response and rehabilitation and recovery, enjoins school heads to be able to recognize the communities local setting and context of their learners by securing their baseline data, proper preparation of the school's physical plant's surroundings and its facilities, and amenities so that they could promptly and readily be used as evacuation sites when disaster befall their area that impede schools' operation and threaten the lives of the students as well as the personnel and educational facilities and investments. Along with the Department Order 37 series of 2015, the Comprehensive DRRM in Basic Education Framework which aims to build resilience and disaster awareness, school safety in schools to ensure the continuity and provision of quality education by institutionalizing policies, structures, coordination mechanisms and programs for risk reduction and management (Department of Education, 2015).

With these disasters plus the greatly paralyzing COVID-19 pandemic which drastically changed our educational dimensions, our educational systems were forced to adapt to the challenges of the times. In the Philippines, the Department of Education adopted the Department of Education Order No. 12, s. 2020, or the Adoption of the Basic Education Learning Continuity Plan for the Year 2020-2021 in the Light of the COVID-19

Public Health Emergencies (BE-LCP) to cater to the needs of students for learning to continue through different distance learning modalities namely: online, radio/tv-based, digital or printed modular and blended. Implementing these and more is a great challenge to school heads for two years, especially in 2020. Great changes in this health emergency alone nudged school heads to decide and act on everything. Despite the preparations implemented by the agency, numerous concerns emerged from this phenomenon which required critical and analytical decision-making skills among school heads (Department of Education, 2020b).

And with these, school leaders in the Philippines are forced to make and manage operational and logistical decisions in response to natural disasters for them to protect the students' educational outcomes and well-being, hence, school heads need to be very capable and well-versed in making decisions in a pinch, but information is critical (Potter et al., 2021; Stough et al., 2018; Yagci Sokat et al., 2018). It can be noted that when making decisions, it is imperative that school heads have a list of all the options and focus on the most important priority and possibly the most beneficial. And as stated in Yildirim et al., (2019) paper, during the decision-making process, the school head has the authority and responsibility to make decisions in the organization, and these should be taken with the participation of individuals who can be affected by the decision.

And since decision-making is a very crucial part of school leadership and management, and not much research has been done on millennial school leaders, it is timely that the researcher checked how they make decisions on different school crises. This study aimed to investigate how millennial school heads take over leadership roles in

decision-making, the patterns they make and the approaches that they follow when deciding on trivial and sometimes controversial school issues. With the characteristics of millennials mentioned above and the fast-changing and demanding environment that we have and the radical and the divergent ways of thinking of the millennials, the researcher aimed to investigate their ways in decision-making for us to better understand their point of views, ideals, and strategies in crises decision-making and school leadership in general and be able to draft a decision-making framework.

Literature Review

This section sums up the studies that are related to the study. Though there is limited literature on millennial school heads' decision-making, the information related to crisis decision-making provides shape and direction to the decision-making practices of millennial school heads in times of crises.

School Heads and Decision-Making

Everyday school principals make numerous decisions on varied matters at their assigned schools. From massive issues to events, they must decide on how to resolve them. With the help of the teachers and other non-teaching staff she works with, she must be ready to give the go-signal for almost anything at school, from instructional to administrative issues. School heads make two types of decisions: the programmed and the non-programmed. The programmed decisions are the usual decisions that school heads make. They follow certain protocols and a decision rule while the non-programmed decisions that require conscious information, conscious, thinking, and consideration of alternatives

(University of Minnesota, 2015). They are expected to make careful and good judgment on different issues they are faced but not all decisions succeed, hence it is important that the right and updated information should be available, and clarification of information should be done, scrutinized while they search for opportunities to mitigate through piloting and check the consequences of their decisions to their stakeholders and to themselves- the decision-makers (Likierman, Sir Andrew, 2020).

In line with this, Ahmed (2019) stated that academic decision-making practices are important to better handle the matters on internal and external examinations, developing skills, interest, and aptitude among the students, monitoring the students' activities hence, it is a very essential component of management and supervision to which Mansour agreed that it even encompasses many areas which includes building and organizing curricula and educational programs and the extent to which these programs and projects for education in different levels-national, local and executive (Mansour, 2018). Further, he added that the active participation of faculty members in decision-making should be promoted as they can be direct bridges for the understanding of students. He also reiterated that theory and practice should confirm ethical leadership rather than depending much on experiential knowledge and personal perspectives.

Moreover, Al-mehsin (2017) mentioned that decision-making requires mastery on social skills to determine the nature of daily interactions and these can help an individual to communicate and engage with others and its success depends on one's confidence in his ability and self-efficacy as most decisions are based on and are linked to the environment with all its opportunities and public relations, traditions, and other targets while

Czuderna & Budke (2020) pose that it includes multiple and conflicting perspectives that solutions cannot be just based on one measure but with several complex ones with unintended side effects being considered. To add, Anderson-Merger & Dixon (2019) found out that one's sense of self and beliefs, openness to new ideas and information impact decision making and taking in new information is connected to a person's ability to relate things to their views on their personal lives, values, and the world.

On one hand, decision-making process must be analyzed if one wants to arrive at the desired results and, if an educational leader wants to succeed, they need to be aware of the values and morality of their decisions (Burford & Pettit, n.d.; Melgar Begazo et al., 2019). They posed that moral decision making is influenced by moral discernment of the relevant issues and tensions, which are created within six interrelated contexts in the following origins, namely, moral, personal, professional, organizational, public, and cultural which are sometimes complementary and sometimes conflicting. On the other hand, Dauer et al. (2016) stated that informal decision making requires intuitive reasoning and at certain times, biases, while formal decision-making involves effortful and logical reasoning but De Bruyn & Mestry (2020) posited that decision-making that involves inclusion and consultation slow down the process while female leaders value along with empathy, care, and exclusion but these only reinforced the indecisive stereotype among female leaders.

Others would put stereotypes in decision-making despite its being reductionistic, but Choge (2015) stated that successful leaders and managers employ a blend of male and female characteristics and leadership styles regardless of their genders and suggested that

our systems should adopt measures to pull in and empower women to lead so everyone can benefit from their experiences, qualifications, and talent. And since decision-making is an essential skill that everyone has to continually do on different matters that could greatly, directly and indirectly affect their course of life, satisfaction, and social relations. Hence, teachers and school heads should be provided with decision-making training, workshops, and courses, and these should be integrated into the education curriculum program and process to enable them to develop positive decision-making skills (Çoruh & Vural, 2019). Moreover, they added that decision-making styles vary depending on demographic variables and that self-esteem in decision-making and decision-making styles do not vary in terms of gender but of intercultural differences which are deemed as important elements while those who hold administrative positions are more careful in making decisions than those who are not.

On a different view, DeMatthews et al. (2015) put forward that decision-making in organizations is essential to social justice leadership, because school heads face conflicting and complex choices in different situations; hence, school heads should be able to identify and criticize possible alternatives despite the challenges that come with these situations. Furthermore, one's metacognitive awareness enhances decision-making skill (Kocaeli University et al., 2020). Moreover, Alred and Dauer (2019) insisted in their study that decision-making is aligned with one's value orientation. They added that some predictors of stance and positive outcome of decisions are based on identity factors which include gender, rural background, and hunting identity, along with their value orientation and an increased thoughtfulness and understanding of the complexity of the

circumstance. On the other hand, Cornito (2021) stressed in his study that there should be balanced decision-making through decentralized and centralized structures in leading schools. Decentralization, he says, entails a bottom-up approach to planning and school-based management (SBM) and ensures autonomy, better performance, outcomes, and community relations.

Moreover, decision-making seems to be shaped by legal presence, education, age, and other factors such as gender, culture, awareness of actions, intentions, personal philosophy, and moral judgment (Dawson, Shirley & Napper, Vicki, 2020; Umme et al., 2019). It is said that the influence of interactions between genders in a particular place and culture greatly affects one's decisions which proved that rational, intuitive, dependent, avoidant, and spontaneous decision-making styles are generally practiced by school heads irrespective of gender discrimination, and that no decision-making style was specific to gender but most heads regardless of gender practice rational decision-making styles but with a slight difference, hence they advised head teachers to lean towards rational decision-making styles wherein decisions are made intellectually and logically (Qamar, Zia Ahmad & Rashid, Khalid, 2020).

However, with the rise of advanced communication technologies when almost everybody has a smartphone in hand and is connected to the internet 24/7, they can easily access information, memos, emails, texts, and chats. And because of this, there is a constant pressure among school heads and even teachers, for immediate response, action, and quick decisions over simple things but not on more complex situations (Tamir et al., 2020).

Genisa et al. (2021) stated that decision strategies vary in the same situation or condition based on one's values and attitudes towards the risks and their predictions of the outcomes. They also mentioned that one's decision-making style can predict the decisions to be made and mentioned the two paradigms of decision theories which are the descriptive and the normative. The descriptive paradigm is usually based on empirical observation while the normative paradigm uses well-defined preferences and axioms of rational behavior. On the other hand, Traczyk et al. (2018) proposed that school heads with high objective numeracy consistently make faster and more heuristic strategic decisions that are adaptively rational. However, data-driven decision making should work in conjunction with moral decision-making for school heads to be more aware of their own emotions, regulate and suppress them appropriately as well as to discern others' (Y. Wang, 2019).

Further, self-transcendence values are related to empathy and ethical competence, and they suggested that school heads must regard empathy and personal values in their human resource management (Pohling et al., 2016). Moreover, moods and emotions affect decisions while regret may play a role in the outcomes of decisions, bias, and regret (George & Dane, 2016).

Decision Making During Crises

It can be noted too that some decisions fail because of other factors, such as the people who will implement them or the people who will be directly affected by these decisions, and these are not dependent on the intelligence of the decision-maker. Moreover, there are times when moral issues and controversies cause rifts and disagreements

between people in schools which are normal in democratic institutions. As school heads, awareness of the consequences and how to address them will greatly help if things become more difficult.

Paul Nutt (2003) mentioned some pitfalls that decisions fail because of poor decision-making, rushing to judgment, and misusing resources, which can lead to failure to reconcile claims, manage forces stirred up by decisions, ambiguous directions, limited search, and no innovation, misuse of evaluation, ignored ethical questions and failure to learn. He then suggested that school heads should adapt the best practices available in every stage of decision-making by focusing on the issue, adhering to the best practices, and using resources wisely. But Johnson (2017) suggested that group or organizational decision making should be used when considering realistic action that best represents the wishes of every stakeholder and the key to doing this is by constructive controversy wherein actions are suggested, and the best options are considered but everyone involved in doing this should be fully aware of the problem and must be able to critically analyze and rebut the options. Afterall, as what Nutt stated, decisions are made by an exploratory mindset and appreciative inquiry to get better understand the issue of problem hence it is essential to pause to be able to reflect on pressing matters, visualize the crisis and its consequences and bitter feelings that may be involved to see if the brave decision is worth all the time and energy investments for the organization.

However, when school heads are challenged with new and complex situations or issues, they become uncertain about making their decisions and use their guts or intuitions instead. Controversial issues at school should be carefully monitored and managed

properly by the school heads as well as the school staff and when these issues arise, discussions on these issues should be done openly and carefully and school heads should learn how to do this properly. As Myburgh et al. (2015) mentioned in their study, an individual's thought patterns and emotional reactions will definitely set how resilient a school head/manager will be during inauspicious situations.

Decision Making in Disasters

Decision-making during disasters is different from the usual decisions that school heads make in their usual administrative roles at schools. During disasters, researchers have reiterated in unison that acquiring the most updated information about its nature is the key to arriving at the soundest decisions, not to mention that these decisions should be effective and made quickly. This was supported by Lu et al. (2015) wherein they mentioned that disaster-related decision-making has unconventional characteristics, mechanisms and methods and processes and suggested that these mechanisms and decision-making method be systematized and studied to have a more conventional emergency decision making model and emergency management system. Not only disruptions, but disasters also bring about losses of life, property, and livelihood- hence, an effective disaster plan and decision information should be prepared, as natural disasters may come or happen unexpectedly or change suddenly (Zheng et al., 2020).

There are about 20 tropical cyclones entering the Philippine area of responsibility year-round and during these typhoon onslaughts, lives, properties, and agriculture are greatly affected (FutureLearn, 2021; Philippine Atmospheric, Geophysical and Astronomical Services Administration-Department of Science and Technology, 2022). Just this

past decade, the most destructive typhoons to ever plow over the Philippines were Haiyan, locally known as Yolanda in 2013 and Rai, locally known as Odette in 2021. Haiyan caused 95.48 billion Philippine pesos and affected 14.1 million people from 591 municipalities, 1.1 million damaged houses while Rai in 2021 affected 7.8 million people, 2.9 million of whom were displaced, 1.36 million damaged houses, 514 affected municipalities (ReliefWeb, 2022). And because of the frequent typhoon occurrences in the country, the Department of Science and Technology (DOST) implemented Project NOAH (National Operational Assessment of Hazards) as a response to then President Benigno S. Aquino's call for a more accurate, integrated, and responsive disaster prevention and mitigation system to harness technologies and management services for risk reduction and was more focused on high-risk areas (Cabico, 2020). This project was a partnership project of DOST, Philippine Atmospheric, Geophysical and Astronomical Services Administration (PAGASA), The Philippine Institute of Volcanology and Seismology (PHIVOLCS), the DOST-Advanced Science and Technology Institute (ASTI) and UP National Institute of Geological Sciences and the UP College of Engineering and used multidisciplinary approach to the development of tools and systems for disaster prevention and mitigation by improving the scientific data to stakeholders with the use of advanced technologies to deliver accurate and reliable hazards information like early warning systems and hazard maps to identify the local critical facilities.

However, this project was put on a halt in 2017 under the then-President Rodrigo Duterte due to a lack of funds. With this, the Philippines lost its ability to provide

valuable information that is specific, area-focused and time-bound warnings, which are all necessary in making decisions.

To add, developing countries like the Philippines become more vulnerable to flooding and other disasters because of frail economies, lack of risk awareness, preparedness, and coping capacities, lack of planning, implementation, and reinforcement of urban development, zoning regulations and building standards (De Risi et al., 2018). These disaster scenarios add up to the usual educational issues and concerns that the Filipino school heads face. And most of the time, school heads must make decisions that are either intuitive and reasoned, or both. Their decisions may be based on their values and experiences while reasoned decisions make use of their school's facts and figures hence, decision-making processes could be really challenging especially when there are too many things to consider. Also, these may be hampered by not having enough information, clashing opinions from the organizational groups, and possibly vested interests that are usually denied or not explicitly expressed.

Concerning typhoons and heavy tropical rains, the Philippines is also prone to flooding which is worsened by urbanization and logging and among the most flood-prone areas include Cavite, CaMaNaVa, Paranaque, Makati, Manila, Mandaluyong, Abra, Surigao del Sur, Agusan del Sur, and Kalinga (Pinoy Builders, 2021). However, in Metro Manila, urbanization, population growth and infrastructural and economic bases worsen their vulnerability to floods during typhoons and heavy monsoon rains.

Moreover, as a country with numerous active volcanoes, the latest and biggest eruption of the Taal volcano happened in January 2020. This disaster turned 67 schools

into evacuation sites in the CALABARZON (Cavite, Laguna, Batangas, Rizal and Quezon) area. Evacuees used around 191 classrooms in six school divisions (Reysio-Cruz, Matthew, 2020) while classes were suspended in 19 schools affected by the volcanic eruption and according to the DepEd over 7 million learners were affected in 7,542 schools in Region 3 (Central Luzon), Region 4-A (CALABARZON), National Capital Region (NCR) and Region 4-B (MIMAROPA). After the department not only deployed disaster risk reduction coordinators but also led the cleanup of school grounds in affected areas (Montemayor Ma. Teresa, 2020). In an urgent response to this disaster, then department Secretary Leonor M. Briones, DepEd Undersecretary, members of the DepEd Executive Committee and Officials of CALABARZON conducted an emergency meeting to speedily address the class disruptions and the welfare of the displaced learners and learners were advised to go to any schools in any part of the country to resume their studies as their Temporary Learning Spaces during disasters (Department of Education, 2020a).

And in connection to this, Horita et al. (2018) mentioned two factors required by decision makers during disasters namely, the dimensions of the decision making which includes the type of the hazard, the phase of disaster risk, the location, and the area of the expertise of the operators, and the pillars of decision making which states their tasks, required information- useful data sources and their decision rule. However, Sun et al. (2016) state that despite having much research done in decision making, the research done during disasters is usually political and qualitative, and mostly challenging to put into practice. They suggested that emergency plans designed based on forecasts and assumptions be made in advance with provisions of flexibility on the school heads'

response to crises and should be evaluated to improve it later and development of data collection and processing efforts to the maximum will greatly help school heads to make disaster related decisions and that all necessary information, realistic scenarios and characteristics of developing unconventional emergencies will be used as bases for decision making. To add, since social media has a great following and is being multimodal may greatly help in information sharing, coordination and providing information (Comes et al., 2015; Su et al., 2022). These, they say, will ensure a speedier response and reduce losses to a minimum. They also added that relationships of any kind may be used to link different categories of information.

Additionally, Zheng et al. (2020) also suggested that during disasters, it is good to use the case-based reasoning during disasters wherein they employ the methods used in the most similar historical case as the alternative in the target case and the group decision making wherein a large group of disasters risk decision method based on data mining is used as the most suitable alternative during disasters. Some benefits include consideration of changes in an emergency and generation of alternatives as they see fit and consideration of the psychological behaviors of the decision maker using the regret theory. On the other hand, since emergencies often happen dynamically, decision making needs to happen continuously and must be adjusted according to the development of situations and open and updated data should be available for decision maker to make the proper calls (Fu et al., 2021; Žebrytė, Ieva et al., 2019). This was further supported by a study which mentioned that the higher the policymakers' negative emotion is, the shorter the decision time and the more confident they are (Lu et al., 2015).

During the height of the pandemic, when the world was topsy-turvy, everyone depended on what the government would tell the people. Issuances of different memoranda were given by all bureaus as Inter-Agency Task Force Emerging Infectious Diseases (IATF-IED) which was mandated through the Executive Order No. 168, s 2014 under the Aquino administration to prepare, assess, monitor, contain, control, and prevent the spread of potential pandemics in the country. This was initially launched to combat the spread and emergence of the severe acute respiratory syndrome (SARS), Middle East respiratory coronavirus (MERS-COV). This is composed of people from the Department of Health (DOH), Department of Foreign Affairs (DFA), Department of Interior and Local Government (DILG), Department of Justice (DOJ), Department of Labor and Employment (DOLE), Department of Tourism (DOT), and Department of Transportation and Communications (DOTC) (Aquino, Benigno S., 2014). From the task force's announcements and issuances of quarantine alert levels, which have different degrees of rigidity on people's mobility and were categorized as Alert Level 1, 2, 3, 4 and 5 with Alert Level 5 as the highest and the most rigid (Gregorio, Xave, 2021). And from the national government and through the IATF, the local government units were enjoined to execute protocols and policies to minimize the effects of the health disaster with the help of disaster risk reduction coordinators and school heads.

Despite these rigid quarantine protocols and radical uncertainty, the Philippine government's response was deemed to be the longest of quarantine lockdowns, draconian and the hardest more especially to the marginalized sectors, not to mention the most

affected country in the Southeast Asia (Al Jazeera, 2021; Chiu, 2021; Hapal, 2021; Response to Intervention, 2020; See, Aie B, 2021; World Bank Group, 2022).

In response to these restrictions and pandemic protocols, the Department of Education had to ensure the students' learning continuity by implementing different distance learning modalities for basic education learners through the Department Order No. 12, s. 2020 which is better known as the Adoption of the Basic Education Learning Continuity Plan in the Light of the COVID-19 Public Health Emergency. And through this, basic education was delivered using different distance learning modalities namely, online learning modality, modular learning modality, TV/radio-based and blended learning modality which resulted in great challenges not only to students but also to parents (Cecilia, 2022; Department of Education, 2020b; Simbre, 2021; United Nations Children's Fund, 2021).

In line with these protocols, Almario & Austria (2020) drafted a flowchart on decision making in the following order: revisiting the school's philosophy, determining the role of your stakeholders, assessing the school's community readiness, determining the best learning model, and determining a system for tweaking and evaluating the approach used. These steps are correct and was further strengthened by Kawasaki et al. (2017) and Wang (2022) who mentioned that interventions have significant positive effects on resilience which are on knowledge and preparedness, social cohesion and management of natural assets and these could help school heads and the communities towards enhanced capacities of communities to prepare for and respond to disasters in hazards areas. However, during emergencies, decisions should be a dichotomy of techno-rational approaches on warning signals and naturalistic intervention or intuitive, which involves an adaptive

continuum behavior operating on uncertain conditions to implement efficient evacuation order for vulnerable people (Sasmita et al., 2022). Freeman (2020) reminded that any decisions during disasters entail consequences just like the decisions made during the pandemic even when they were under-informed decisions pressed by time and high scientific uncertainties under institutional management plans and emergency powers hence, these should be standardized, well-planned and coordinated.

Since many studies refer to information as one of the most important things to consider when making decisions during disasters, the researcher came across some decision models that may be used during disasters. Data-driven decision making, which is like rational decision making, depends on the actual and accurate data, drawing out patterns to make inferences to be able to make informed decisions (Joubert, Shayna, 2019). This does not only mean that data can also be mined through the sentiments of the affected people via crowdsourcing so that responses can be timely and successful (Kankanamge et al., 2019; Ragini et al., 2018). After all, awareness may contribute to a better response during and shortly after an event (Papathoma-Köhle et al., 2019). This means that the use of technologies should be maximized for education, maintaining relationships, healthcare diagnosis, business, and interaction with the government (Dwivedi et al., 2020).

Meanwhile, the theory that decision-making should always be rational and is what most leaders try to do is not always possible. Žebrytė et al. (2019) suggested that resilience mindset allows for informed development of decision-making before, during and after a natural disaster and that using factual, objective, and real-time open data as disasters

prompt decision makers to act under pressure, more speedily and urgently. According to Zhou (2022) that to improve the emergency capabilities one should be able to form a benign normative thinking; hence, quantification of emergency response ability is conducive to the digitalization and indexing via computer programming, as they provide valuable information in the data. Therefore, Gao et al. (2019) posits that emergency response assessments should be done as a part of the disaster management and by doing this, losses may be greatly reduced, and disaster management will be improved and agree that vague information make it hard for decision makers to decide on complicated problems as they always would be hesitant assessments due to limited knowledge of the situation.

In addition, some challenges in making disaster-related decisions namely, vague decision-making information, decision-makers with different backgrounds breed different opinions, emergency responses should be based on real-world problems, and presentation of big data (Hou et al., 2021).

Millennials as Leaders

Millennials are usually independent learners who are well-versed with the use of digital technology and social media and are expected to be involved- a mindset that could change the climate to answer to the demands of our times as five characteristics were identified among millennials, namely, innovation, immediacy, authentication and trust and social consciousness (Abu Seman et al., 2019; Agusintadewi et al., 2021). According to their study, millennials tend to be demanding, impatient and less focused but are more open, confident, and willing to work in groups, have high tolerance and respect for diversity, have strong networks outside their areas, curious and willing to explore yet still

share the values instilled by their families and communities. As Burgess et al. (2018) and Situmorang et al. (2018) mentioned, they may be passive in environmental sustainability hence they should be empowered in terms of global citizenship, environmental sustainability, and social responsibility especially now that they compose most of the workforce, but millennials are participative, they want to be involved and love to be co-creators of varied things (2020).

On the other hand, Cotet et al. (2020) confirmed through psychological instruments Achievement Motivation Inventory (AMI) and Emotional Quotient Inventory (EQ-I) that millennials are people who want to change and provoke things, dogmas and best practices and are curious and like to explore things. They mentioned that millennials are motivated by social rewards, mentoring and constant feedback, dynamic, flexible technologically inclined, multi-taskers, more aware and concerned about their careers, assertive, competitive, and results-oriented with high pressure tolerance when faced with different challenges. Millennials place a high value on relationships and socialization. What is good about millennials is that since they are digital natives, they are used to finding information via the internet and to questioning the authorities which sometimes makes their relationships conflictual despite their being virtually connected and constant communicators. On a more positive note, Watts (2019) mentioned in her dissertation that millennials welcome diversity, inclusion, and opportunities for minorities in leadership positions and anticipate programs promoting professional development especially since they are the first generation to grow up with technology and have easy access to quick information.

Moreover, according to Gabriel et al. (2020), Filipino millennials tend to use their social and soft skills in their leadership roles and that they tend to display leadership approaches which are mainly participative and are inspiring, supportive, ethical, passionate, calm under pressure, hardworking and approachable and professional which are all accepted notions that can be gained through education, technology, and socially accepted norms. To add, Layton (2015) and Friginal-Sanchez (2017) posited that millennials do not like to deal with ambiguity and are likely to exude resilient optimism and are not afraid to express their expectations, agenda, and opinions, however, they need opportunities for networking, expect an open-door policy and they welcome subordinates' input to policies and practices and they view organizations as less hierarchical but have a high expectation of themselves as they look at where they are heading. Whereas Shannon (2020) described millennials as compassionate and empathetic- characteristics that were not seen in previous generations, hence they provide a more optimistic outlook of the workplace that is socially aware.

To prove this point, Hartford conducted a Millennial Leadership Survey and showed that 80% of millennials are leaders today, 69% aspire to be leaders in the next five years and 77% consider themselves leaders today and aspire to be leaders in the future (The Hartford News, 2015). The same document revealed that what attracts millennials are the following: a variety of career opportunities, competitive salaries, flexible work schedules, competitive benefits, leadership opportunities and that most of them want to be trained to improve their leadership skills. However, millennials tend to be lacking in conflict resolution, especially when older employees are involved and since they are

lacking in experience- they tend to disregard and ignore the issue and just elevate it to their immediate supervisors (Ng et al., 2016). Moreover, it was found that millennials do not use a standard leadership style or traits but are inclined to develop positive traits and styles (Gabriel et al., 2020).

Conceptual Framework

This section presents the related concepts and theories as a basis for the research. This includes millennial school heads, characteristics, risk disaster management practices and their disaster-related decision making, and the types of natural disasters that hit their areas. The figure below presents the conceptual framework of the study.

Decision-making as one of the school heads' main functions is never an easy task. Their decisions that they make are reflections of their values and experiences hence, leaders must have a clear vision of what they want their organizations to become with the use of their organization's human and technical resources (Genisa et al., 2021). School heads must also know which decision-making model they should use for a particular situation, especially during crisis. And with these considerations, millennial leaders may differ in terms of decision-making approaches especially when faced with an emergent and critical situation.

For the routine and familiar situations that they frequently face, studies proved that they prefer to decide with their colleagues' participation and collaboration, but not in new, trivial, and difficult situations when they are forced to decide on their own, based on their experiences, context, and values. As stated by Martin et al. (2016), school heads

generally decide based on the urgency of the matter at hand, organization's benefits, personnel expertise, and the degree of importance and the need for buy-in or support it has while Ayeni & Ojo (2022) and Gary et al. (2021) reiterated in their study how important the school heads' decisions are in terms of productivity of teachers and improvement of school heads' competence in decision-making strategies which lead to academic success of students and later mentioned that teachers' collaborative efforts in decision-making through consultations and collaborations with the school heads.

While it is logical that decision makers follow certain frameworks of varied designs and purpose in making decisions, there are common elements that were identified in all of these, namely; identifying and formulating of problems, setting goals, posing key questions to better scope the problems and options, implementing appropriate actions and linking with authorities to help in attaining favorable outcomes. However, despite having these elements, difficult situations require difficult decisions and a deeper level of thinking. Life-changing decisions, though they say are learnings that we can chalk up to experience, can be very wasteful of time and effort. Hence, decision-making especially during a crisis should not be underestimated (Gray, 2022).

School heads have a crystal-clear vision of their schools so they can identify which decision-making model they can use for certain situations. The most common models include the rational decision-making model, the bounded decision-making model, the Vroom-Yetton decision-making model, the intuitive decision-making model, and the recognition-primed decision-making model. When a situation does not need to be acted on immediately and there is enough information and data to refer to, rational decision-

making is the most commonly used model. With this model, the decision-maker is expected to come up with the most rational and objective decisions based on available data which she can weigh the pros and the cons from which can lead her to the best option. As defined by Uzonwanne (2016) and Turner (2022), it is essentially the analysis of facts and information, and careful step-by-step procedure is followed to come up with a logical and sound decision. On the other hand, the bounded rationality model is a good model to use when there is not enough time as well as resources and information to decide on a certain matter. The decision-maker limits her options which considers the minimum threshold. When one uses this model, they can save much time and energy with a good enough outcome (Gregory, 2020).

Opposite the rational decision-making model is the intuitive decision-making model wherein the decision-maker decides based on their gut feeling and past experiences. It is deciding without conscious reasoning, especially when the situations are pressed for time, uncertainty and highly visible yet high stakes outcomes and unstable and changing situations. This can assure good results if the decision maker has experienced the situation before, but may be risky if done by one who has not encountered the problem before (Tara, 2019).

On the other hand, if the school head wants her subordinates to be involved in the decision-making, the Vroom-Yetton or the Vroom-Yetton-Jago decision-making model which is based on situational leadership is used. Like the rational decision-making model, the Vroom and Yetton model may be used during very important situations or when the situation does not need immediate solutions and there is available data to base the

decision on. This model relegates decision-making into five different behaviors – autocratic I wherein the leader decides on his own without the help of his subordinates; autocratic II wherein the leader obtains information from her subordinates but still decides on his own; consultative I wherein the leader shares the problem with subordinates, solicit their inputs and later decides alone; consultative II wherein the leader shares the problem with subordinates and together, they decide. With this model, there are decision rules for the autocratic and consultative leader behaviors, namely, quality of information, goal congruence, unstructured problem wherein the leader lacks the expertise and situation information, acceptance, fairness, and the acceptance priority rule wherein subordinates can be trusted. This model is designed to identify the best approach and leadership style to take during critical situations with the use of a decision tree approach to examine how the decision-maker decides upon different behaviors, situations, and subordinates (Miner, 2015).

When pressed for time and uncertain goals, a more commonly used decision-making model is the recognition primed model which is usually used during difficult situations. This naturalistic model, which is developed from the firefighters' course of action, obliges the decision-maker to quickly scrutinize the situation by matching patterns and evaluating of action to be able to quickly implement a reasonable course of action with the use of prior experience and pattern recognition to decide on uncertain and potentially high stakes situations quickly and intuitively. Experience helps the decision-maker to avert some analytical processes by fusing two processes, namely, situation assessment to identify and implement a credible action and mental simulation to evaluate the action. For

this model, there are four identified important aspects to assess the situations: understand the goals that should be reasonably achieved, increase the salience cues, form expectations to ensure accuracy and identify the best actions to take (Klein & Sullivan, 2001).

Additionally, Daniel et al. (2019) mentioned three phenomenal mind abilities namely, recognizing a situation and suggesting appropriate responses, feature-matching based on a reasoning approach for the situation, and using intuition and imagination to ensure that the action will work. In an organization, however, there are three different problems to decide on. They could be structured, unstructured problems or crisis. Experts and authorities may greatly help in many problems but if problems are new and ambiguous, a more collaborative effort may bring the best solutions although an outcome is envisioned but not seen and the outcome can only be seen until it has transpired. Based on Decision Making Styles Inventory (DMSI) developed by Rowe and Mason (1987) there are four categories that leaders use- directive, behavioral, analytical, and conceptual- that are characterized by the decision-makers' tasks, social focus, and tolerance for ambiguity.

According to Spoelma (2019) decision-making styles may be determined through these spectrums in the decision-making framework-structure and ambiguity, and task/technical and people/social. Structure means that the decision-maker prefers to decide quickly based on rules, set processes and proven strategies while ambiguity refers to keeping the options open but is generally creative yet risky. On the other spectrum, task/technical refers to the best decisions made based on information and knowledge of the decision-maker on the situation, regardless of others' approval or agreement while

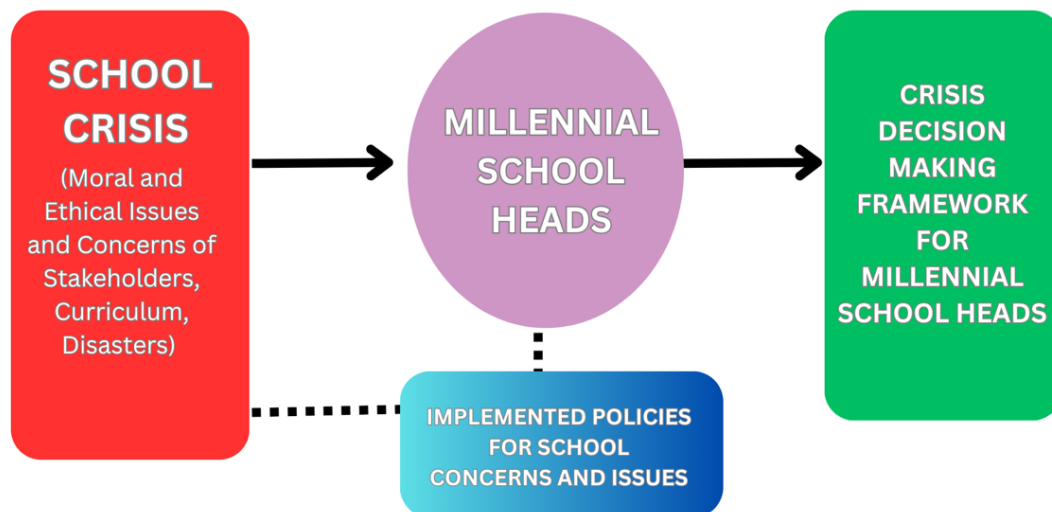
people/social spectrum is all about prioritizing others, seeking others' approval and considering how impactful the decision is to them.

Directive decision-making style is driven by results and heavily relies on rules and processes, has low tolerance for unclear and ambiguous ideas, and involves selective or no input from other people. Directive decision makers are usually rational and logical and want to decide quickly on matters and are confident in their communication skills but may not be open to receiving opinions and advice while analytical decision-making style takes time in finding the best solution through methodical, technical, and careful thinking with heavy use of information and evidence as she looks at all angles and options for the best possible solution. This decision-making style is task-oriented but has a high tolerance for ambiguity.

Moreover, the conceptual decision-making style, is known to be humanitarian and a high tolerance for ambiguity as the decision-maker who is socially oriented and considers how her holistic decisions through creativity and would affect others in the future by looking at all possible options and opportunities in the long term although planning actions may become a challenge. Similarly, behavioral decision-making style is empathetic, supportive in nature, and generally aims for harmony as the decision-maker, who is a great communicator, relies greatly on information from others' reactions and opinions, whether implicitly or explicitly. Decisions are made by considering the effects of the solutions on their relationships rather than on the tasks. The decision-maker usually works with the team and their consensus.

Generally, researchers posit that principals tend to lean towards a behavioral decision-making style as they adopt more than one style, implying their flexibility and suggesting that an effective style would be a combination of behavioral and directive styles. However, flexibility in decision-making styles is more effective than using only one and insisting that the new generation of school managers should be different from the traditional ones hence, they should learn managerial education (Azeska et al., 2017; Jamian et al., 2013). Furthermore, Abubakar et al. (2019) proposed that knowledge management and decision-making strategies are essential in organizations and that the latter could balance out the knowledge creation process and organizational performance with emphasis on intuitive and/or rational decision-making styles especially during crisis.

The framework of this study shows how school heads make decisions during school crises and are guided by the policies and support they get from their division offices and even local government units. These variables, along with the school heads' characteristics and leadership styles may affect their crisis decision-making strategies. The crisis shown in the diagram pertain to inevitable and unexpected problems that involve their ethical and moral circumstances of their personnel, parents, students, and calamities that may happen from time to time that may affect the school principals' decision-making practices that can greatly affect the not only the school's physical plants and properties, operations of their schools, students' learning and learning continuity (Lim et al., 2015). The policies and the support they get from their division offices and local government units serve as the school heads' guide in a sound crisis decision-making framework.

Figure 1*Conceptual Framework of the Study***Theoretical Framework**

This study on the millennial school heads' crisis decision-making practices is anchored on several theories that explain how beliefs, leadership, orientation, and contextual strategies mold effective leadership behavior.

With this, the core of this is Bandura's Self-Efficacy Theory, the principles of transformative and transformational leadership and varied decision-making models. Together, they collectively provided a wide-range of views on examining how millennial schools deal with their unpredictable and complex crisis decision-making.

Self-efficacy refers to the individual's belief in their capacity to organize and execute actions necessary to manage anticipated critical situations (Bandura, 1995) This greatly influences how school heads approach crises, how persistent and confident they

are in the face of difficulties that impact their key stakeholders. Having grown in an era of rapid changes, digital innovations, and socio-political complexities, millennial school heads have developed their decision-making efficacy through a combination of mastery experiences, indirect experiences, social persuasion, and emotional resilience. And in the context of school crises, self-efficacy influences the extent to which they believe they can make a sound and effective, timely and ethical decision. Moreover, this shapes how they react and respond to feedback, how they involve others in the decision-making process, and how they reflect on the outcomes of their decisions. Bandura's theory on self-efficacy carries out the foundational perspective in understanding the belief system that propels crisis decision-making behavior.

On the other hand, transformational and transformative leadership theories (Bass & Riggio, 2006; Shields, 2010) further explain the leadership orientation of the millennial school heads. This emphasizes the capacity of school heads to go beyond routine administrative functions and even inspire, empower, and involve their communities for meaningful changes.

When leaders communicate a persuasive vision, display and embody high moral standards, support their stakeholders, and spark innovations, then transformational leadership is evident. And true to that, millennial school heads embody these characteristics especially during crises as they lead with empathy, promote open and effective communication with their stakeholders, and motivate and support teachers and more importantly their learners to progress, adapt and thrive. Meanwhile, transformative leadership broadens this perspective by integrating social justice, equity and moral purpose into the

leadership process. In crisis decision-making, transformative school heads, not only address logistic and administrative concerns but also promote social justice and advocate for the marginalized stakeholders, question and challenge oppressive practices and commit to structural improvements to foster inclusive education. This is particularly useful in understanding how the millennial school heads integrate values-based decision-making in situations that affect vulnerable learners or communities.

Further, this study also draws from the important decision-making models that reveal how school heads analyze information, consider options and reach conclusions. The most relevant models used are the following: rational decision-making model, bounded rationality, participatory decision-making and ethical decision-making.

Rational decision-making involves identifying problems, gathering data, evaluating alternatives, and selecting the most logical options. With this model, the school head would always align his/her decisions with policies in place and data. Bounded Rationality, on the other hand, refers to working with limited information and choosing satisfactory rather than optimal solutions. This is aligned with the real-world constraints that Filipino school heads face during crises. Moreover, participatory decision-making emphasizes shared leadership and stakeholder involvement (Bell & Reed, 2021). Filipino millennial school heads tend to favor collaborative processes involving teachers, parents' feedback and learners' needs. Finally, Rest's Four-Component Model underscores the role of moral sensitivity, moral judgment, moral motivation, and moral character and motivation, and moral character (Natalizio, 2023). These are especially relevant in value-

laden crises that involves student safety, teacher equity or community conflict (Ugochukwu, 2025).

These theories, principles and models provide a multi-dimensional understanding of how millennial school heads approach decision-making during crises. The integration of self-efficacy that determines their confidence and persistence, transformational and transformative leadership explains how their visions and values shape their decisions in crises and use of varied decision-making models that reflect the actual processes and strategies they adopt from policy-based reasoning to stakeholder participation (Rehman & Waheed, 2012). These also help illuminate that millennial school heads are proactive rather than reactive, ethical and reflective practitioners who can balance logic, empathy and collective input during critical situations.

Research Questions

This study aims to answer the following questions:

1. What crises do millennial school heads usually encounter, and how do they decide on them?
2. What are the patterns and influences of millennial school heads in crisis decision-making?
3. How do millennial school heads describe their experiences during a crisis?
4. Based on the findings, what crisis decision-making framework can be developed for millennial school heads?

Scope and Limitations

With the different tasks assigned to millennial school heads, the ones related to crises including natural disasters, are quite challenging as these require true and updated information, adherence to policies, memoranda, and government pronouncements, and sometimes, support from the officials of the government. They are constantly tasked to make crucial decisions by going through varied challenges.

This study is limited to the experiences of millennial school heads in the Philippine context. The participants came from different regions all over the Philippines.

Hence, the generalizations are based on and are limited to the following:

- a. Experiences of millennial school heads during crisis (controversies, natural disasters).
- b. The number of participants involved in this study and their responses during interviews, and,
- c. The context of the crises and disaster-prone areas in the Philippine setting.

Definition of Terms

The following words are used in the study. Some terms were operationally defined and are contextually used in the research to provide a common understanding and contextualization of their use.

Crisis. Any situation that causes disturbance to the school's operation, sometimes causes panic, and is not limited to disasters. These may involve moral and ethical issues

(sexual harassment, social media posts, etc.), school-related issues (violence, financial matters, etc.), and conflicts between and among stakeholders (personnel, students, parents, and community). In this study, crisis refers to disaster-related concerns, moral issues (sexual harassment, social media posts), and school-related issues (violence, finance) that affect the reputation of the school.

Controversy. A dispute where there is strong disagreement, dispute (Merriam Webster), may cause the tarnish the school's reputation.

Disasters. Serious disruption of the operations in the community, natural or man-made that causes loss of lives, infrastructures, livelihood, and disrupts social activities.

Millennials / Generation Y. People born from 1980 to 1996.

School Heads. For this study, they are basic education (elementary and high school) principals, head teachers, and/or teachers in-charge, or directors from public and private schools.

Disaster-Prone Areas. Areas that are frequented by natural disasters like typhoons, earthquakes, floods, and pandemics.

Chapter 3

Findings and Discussion

This chapter presents the results and analysis of the gathered data from the interviews, focus group discussions and the survey presented in tables and arranged following the statements of the problem stated in Chapter 1. After every table, there is a narrative explanation and discussion of the results' implications.

Discussion of Results

This section presents the results of the one-on-one interviews and focus group discussions with the participants. The themes and sub-themes underwent rigorous analysis, intercoding and validation with experts.

Research Question 1: What crises do millennial school heads usually encounter and how do they decide on them?

Based on the interviews with the millennial school heads, master teachers and coordinators in the interviews and focus group discussions, and the thematic analyses done by the researcher, their usual crises fall under the following categories, namely; student academic and teacher professional challenges, parental support and community engagement challenges, administrative and policy implementation challenges, financial resource constraints, and school safety and infrastructure challenges.

Their experiences were varied as they came from different parts of the country with different contexts, but the participants generally spoke about these five (5)

categories. The participants narrated different scenarios with varying gravity of the crises they face at their schools which are generally under these categories.

Table 3 below shows the thematic analyses of the millennial school heads' crises.

Table 3

Millennial School Heads' Crises

Crises	Sub-themes	Significant Statements
Students' Academic and Teachers' Professional Challenges	Academic performance concerns	• Poor literacy and comprehension skills • and the numeracy of students • Failing exam results • Very poor local and international assessment tests • Prolonged remote learning
	Attitude, Discipline and Motivation	• Fights, absenteeism, drunkenness and smoking • Students' lack of parental support and learning environment at home • Teachers are unmotivated to upgrade their positions • Reluctance to engage in research activities • Teachers fall short of professional standards such as in punctuality, adherence to work hours, and attendance
	Relationships and conflicts	• Teachers' factions that ignite conflicts among teachers • Teachers' misunderstandings that escalate to the higher authorities • Complaints from parents that end up on social media

Crises	Sub-themes	Significant Statements
Parental Support and Community Engagement Challenges	Parental Involvement and Communication	• To establish an effective way of communication with parents to fully support their children's schooling • Parental involvement greatly affects students' academic performance, motivation and engagement • Parents of students in high school tend to think that their cooperation is not needed anymore
	Attitudes and cultures	• Parents tend to behave in ways based on their cultures and outlook on education • Children who cannot read usually come from homes that lack support • Parents do not come to school to cooperate with teachers but appear easily when receiving benefits
Administrative and Policy Implementation Challenges	Policy Implementation vs School Contexts	• There are discrepancies between what was written and what schools experience • Lack of clear guidelines for implementing programs • Teachers are forced to pay out of their pockets to implement programs
	Difficulties in School Management functions	• Some school contexts do not have appropriate guidelines • Challenges in communication and coordination, reporting to their stakeholders and the higher authorities • Personal sacrifices are made during crises and SHs suffer emotional tolls
Financial Resource Constraints	Financial allocation for school programs	• To finance drive projects and school programs • Printing of modules for the distance learning modality • Lack of budget to support schools' participation in activities or initiatives

Crises	Sub-themes	Significant Statements
School Safety and Infrastructure Challenges	Repairs, Constructions and other expenses	• Small budget for necessary repairs • Lack of financial ability to support classroom constructions for last-mile schools • Aspirations are reduced due to a small available budget
	Health and Safety	• Political conflict poses risks to students' health and safety • People and intruders can get into schools because of broken infrastructure, like gates • Lunch breaks, where schools allow their students, are risky, as they could get into trouble during this time • SH and teachers' mental and physical health are compromised while fulfilling their duties
	Infrastructures and Equipment	• Lack of equipment and amenities to support better student learning experiences • Struggles in delivering educational materials for the distance learning modality • Lack of facilities to conduct different activities at any time of the day • Unmaintained and outdated government-provided computers that cannot be used in the teaching and learning process

Academic and Teachers' Professional Challenges. Being the most important stakeholders in the educational system, the millennial school heads, master teachers and coordinators all spoke about their students' concerns as their most important crisis to deal with at school. In fact, among all the crises the participants discussed, this topped all

others as their students are their most important priority. Meanwhile, they also mentioned human resource issues as a crisis. The participants mentioned some concerns about their teachers which include motivation and engagement, attitude and behavior, relationships and conflicts, and mental and physical wellness. And as the students are the most important stakeholders, the quality of teachers and school programs and activities are important element to ensure that academic success is the main goal to be achieved (Degtjarjova et al., 2018).

Academic Performance and Professional Development. The participants discussed that their greatest crisis is on academic performance especially on literacy and numeracy, particularly on reading comprehension which, they claimed that it is be due to various factors such as their students' learning environment and which often leads to failing or very poor exam results and national and international assessments like the National Achievement Test (NAT) and the Program for International Student Assessment (PISA) but was worsened by the COVID 19 pandemic wherein due to different factors such as health risks, technology, and economic conditions broadened the learning gaps. Also, they said that monitoring teaching and learning was hard as teachers could not assess their students' learning especially those in modular modality. As MSH1 and MSH3 stated, other people or their parents would answer the modules instead of their students, and it was not easy to assume as things were uncertain during those times. Their reasons would include persistent poverty, malnourishment, inequitable access to educational resources, home support, circumstances that urge students to drop out of schools, school budgets, and infrastructure support among others (Bautista & Aranas, 2023).

According to the school heads, despite the efforts of their schools and teachers to improve their learning through frequent home visits during the pandemic, generally, it was hard to decide on many things as teaching was not of the usual delivery mode and that everyone, especially teachers and students who were bordered by technological and logistics challenges. And as MSH1 and MSH3 emphasized during their interview, this was exacerbated by the health emergency. MSH3 added, that their learners' literacy suffered and that they could hardly read as their learning was not fully supported by their parents at home.

MSH1: *“Noong covid 19, mahirap magdecide kung ipapasa mo yung bata o hindi, dahil hindi mo alam kung bata ang sumasagot sa modules. Di mo rin mabigla ‘yung teacher na magturo noong pandemic kasi nga bawal ang face to face. Mahirap mag-decision kung kailangan mong i-fail, hindi pwede kahit alam mo na hindi natuto. Ang hirap ng assessment ng learning kaya nagkaroon tuloy ng domino effect na hanggang ngayon eh ramdam pa rin, di ba?”* [During the pandemic, it was hard to tell whether to pass the students because we did not know whether the students had answered the modules or not. It was hard to decide whether to fail them. You cannot oblige the teachers to teach because they were not allowed to meet their students face-to-face. Assessment of learning was difficult which led to this domino effect which we still feel until now.]

MSH3: *“Yung quality talaga mababa kaya ngayon dala-dala pa rin natin yung crisis na dala din ng pandemic. May mga bata na hanggang ngayon hirap pa bumasa, hirap magsulat. For two years nasa bahay sila, key stage nila iyon pero*

hindi sila naturuan nang maayos. Ang hirap lalo na nakarating ng grade 5 tapos hindi niya memorya ang alphabet at hindi makabasa. [The quality of learning suffered because of the pandemic. There are still children who could hardly read and write because they were not taught well at home in their Key Stage 1. It's challenging especially when the pupils are in the 5th grade but still do not know the alphabet or cannot read.]

S/He added that these challenges with students' reading and writing skills were due to the prolonged periods of remote learning, among other factors such as technological challenges and lack of parental support, resulting in learning loss and skill gaps. MSH3 even mentioned that the PISA results indicate a crisis in our learners' literacy and numeracy skills and that schools should focus on the 3Rs (reading, writing, and arithmetic) to remedy this. Meanwhile, this crisis was attested by the millennial master teachers during the FGDs.

MMT1: *"Sa side ng students, isa sa mga factors talaga ng comprehension ang learning environment lalo na sa public schools. At hindi lang iyon kung bakit mababa ang kanilang score sa mga exam, kasama diyan ang mababang comprehension nila at support din ng parents. Minsan 'yung bata papasok na walang laman yung tiyan. Kulang sila sa mga food at foundation sa kanilang mga early years ng kanilang pag aaral."* [As for the students' side, their learning environment affects their reading comprehension especially in the public schools. They fail because of their poor reading comprehension and lack of parents' support.

Some children go to school on an empty stomach. Also, they lack strong educational foundations during their early years.]

Having acknowledged this, the department and schools invest a lot of their efforts to address the learning loss and gaps through remediation and intervention strategies for students to improve academic performance on literacy, particularly on reading comprehension. For this, MMT1, MMT5 and MMT6 attested that they implement programs and activities such as the Catch-Up Friday to improve their learners' reading comprehension skills.

MMT5: *"Remediation, intervention and all, pati nga 'yung tips sa review gagawin mo talaga e. Lalo na andaming policy. Catch-up Friday, isa pa yan. Puro kami sa academic."* [We do remediation, intervention and giving of tips for review. There are many policies in place. Catch-up Friday, that's one. Our focus is on academics.]

MSH3 also added that;

MSH3: *"Isang crisis na natuturing yung pagkakaroon ng mababang literacy and numeracy level ng ating mga studyante."* [Having poor literacy and numeracy are considered crises.]

In addition, MSH1 said that because of the pandemic, deciding on their students' academic performance is not easy because they must consider a lot of factors that affect their teaching and learning. Despite that, she/he said that they should be stricter with students who could hardly read, and that if there was no progress despite the teachers' efforts and extended hours of intervention and remediations, they should fail them.

Further, it is also important to note that the millennial master teachers also claimed that students' poor academic performance and poor comprehension are due to various factors like poor attendance, behavioral issues and discipline, and lack of parental support.

MMT1: *“Meron silang parents’ involvement pero pagdating na doon sa patawag ng mga meetings ay nawawala na sila kasi laging sinasabi ng magulang “matanda na, malaki na yung mga estudyante nila, so bahala na sila”* [In terms of parent participation, I can say that they are somehow involved when called in for meetings, but later on, wanes as they often say that their children (in high school) have grown up and that they can handle themselves already.]

Moreover, MMT5 also claims that these absentees frequently get selected randomly to take the NAT, hence, the poor results. That is why teachers do their best to find ways to get these students back to school so they can learn as much and improve their reading comprehension skills and their overall academic performance. The inconsistent attendance of students who usually appear only before the exams highly impacts their academic performances, and the school's results in local and international assessments. To address this, the millennial teachers claim that they do their best to keep these students in their classrooms to ensure that they learn the best they can, or at least the gain the minimum learning experiences. After all, class attendance is crucial to improving the overall academic outcomes (Daily et al., 2020); hence, if the learners are not in classrooms, it truly is a learning crisis.

Attitude, Discipline and Motivation. Another crisis that the participants complained about was their students' behavior and discipline especially those school heads and teachers who are assigned to high schools where students aspire for individuality, attention and recognition. With the changing times and emerging new cultures, this has become a new challenge among millennial school heads and master teachers. This claim was attested by MSH7 who handled a primary school, an integrated school and a multi-grade school. S/He stated that their most usual crisis is that of student truancy, behavior and discipline especially in junior high school. S/He discussed that his/her office has been frequented by students involved in fights, absenteeism, drunkenness, smoking, and carrying of deadly weapons, and teachers tend to endorse or send them to his/her office as a way to somehow scare them off. Due to this, s/he implements preventive measures like random inspections at his/her school to maintain discipline and prevent gang formation at school.

As quoted by MSH7, *"Discipline has been a critical problem and is more frequent in Junior high school. Kasi maliit lang 'yung school,kaya 'yung principal ang ginagamit na panakot. Punta ka sa office ng principal. In a week, may problema, may nagsusuntukan, hindi na pumapasok sa klase. Ang iba pumapasok na lasing, or smoking. We conduct random inspections sa mga bata, if ever may mga sigarilyo or may mga dalang mga kutsilyo. Preventive 'yung ginagawa namin. Good for us na walang gang na nabuo within sa school."* [Discipline has been a critical problem and is more frequent in Junior high school. Our school is small, and the principal is used to scaring students off. At my office, in a week, there are

cases of drunkenness and smoking. We conduct random inspections on students to check if they brought in cigarettes or knives. These are preventive measures to avoid gang formation at our school.]

Further, the participants expressed that these concerns would be easier to resolve if their parents and the community took part in this endeavor. During the FGDs the master teachers stressed that student behavioral issues contribute to teachers' stress, adding to their exhaustion and burnout. Even before the pandemic, they had complained about their workload and well-being, which hindered them from further collaboration and collegial decision-making at school (Simbre & Ancho, 2023).

MMT3: In our school, I usually experience burnout or fatigue ma'am. Maybe due to my heavy workloads for coordinatorship or ancillary tasks, limited resources and student behavioral issues.

For the millennial participants, these learner behaviors are influenced by the community's characteristics, culture, and environment. On the other hand, as for teachers' motivation, the millennial school heads mentioned that many of their teachers are not very motivated to come to work and to upgrade their ranks due to varied reasons, like financial matters due to low net pay, loan obligations, so some even take part-time jobs to alleviate their financial situations, and burnout and stress.

With this, the millennial school heads emphasized their efforts on their teachers' professional development. They said that they do their best to propel their teachers to advance their careers through personal and professional development. And while some teachers can climb the promotions easily, others tend to be stagnated at lower positions.

The school heads talked about how much they want their teachers to be promoted by helping them with their personal and professional development. They intend to see all their teachers progress in their careers, whether from Teacher I to Teacher III or moving into Master Teacher and head teacher roles. However, despite these, some teachers seem unmotivated and unresponsive towards these efforts to upgrade their positions.

In addition, MSH5 stated that teachers are great but are lazy. This remark shows that teachers may be skilled but if they lack motivation or exhibit laziness, the school heads will not be of help to their career advancements. This also highlights their concern about their commitment to professional growth. Moreover, MSH3 confirmed this as s/he witnessed her/his teachers' reluctance to engage in research activities, despite their efforts to encourage them. S/He views this as a shortcoming to his/her leadership as s/he was not able to compel the teachers to participate.

MMT1 also expressed his/her intention to help the teachers upgrade their personal and professional development as he/she strives hard to engage them in many other activities so they could add more accomplishments to their credentials. MSH4 wishes to improve his/her teachers' financial conditions and job satisfaction by providing opportunities for development and promotion as they expressed his/her support to improve and advance in their careers. After all, better financial conditions lead to increased satisfaction and motivation among teachers.

Furthermore, teachers are valuable frontliners in the teaching and learning process; hence, the school heads are concerned with their teachers and are doing their best to encourage them for advancements. However, according to them, these things concern

them a lot and they consider these a crisis. In fact, MSH5 had put this concern as a great challenge in his schools assignments. S/He said that some teachers' performance falls short of the professional standards, particularly in terms of punctuality and adherence to work hours and even worse, attendance. She/He said that their professionalism seems to have waned.

MSH5: *"Sometimes 'yung teacher, hindi mo maintindihan yung attitude. Iyong work nila as a teacher ay wala na sa standard. 'Yung parang nawawala sa kanila yung pagiging professional nila as a teacher kasi pumapasok nang late o minsan pa, absent, and then, walang excuse o notification man lang. Ang work habit nila at professionalism ay mahina, kahit sa mga bagong teachers."* [Sometimes, I do not understand the teachers' attitudes. They have poor work standards. Their professionalism seems to be very low. They come to work late or sometime even skip work, with no excuse or notification. This is applicable to both old and new teachers. Their work habit and professionalism are poor even for the newly-hired teachers.]

S/He also added that teachers deviate from professional standards in punctuality, due to their financial conditions. This affects their motivation and professional behavior. S/He also added that these teachers have side jobs to alleviate their situations. Their financial situation affects their commitment to their teaching jobs. S/He says that there are about 20-30% of her/his teachers under this condition from his/her present school assignment and the previous.

Moreover, even the millennial master teachers agree that while some teachers willingly participate in school programs, count their hours and efforts until the time they go home. Also, there are instances when they tend to compete with each other.

MMT1: “...and then teachers, *sabi nga you, cannot please everybody, so ‘yung ibang mga teachers ay willing to participate in programs, projects and mga activities sa school, yung iba naman ay mahilig magkwenta ng mga oras na uwian na kailangan maka uwi sila. Sa DepEd, 6 dours dapat]”* [..and then, as they say, you cannot please everybody. Some teachers willingly participate in school programs, while some count their hours until they go home. In DepEd, you have to serve for 6 hours.]

For the millennial school heads, attitudes and characters of both the learners and teachers are of utmost importance in establishing a positive and effective educational environment; hence, it is important that these are improved as both of them directly affect each other. Teachers can greatly affect their learners’ cognitive, affective, and social development; hence a positive disposition could greatly help (Pit-te & Glock, 2019). Meanwhile, students’ attitude too could also enhance teachers’ confidence and competence as they also may adapt their behaviors through their attitudes as when students are participative and warm could make the teacher more enthusiastic and committed while negative behavior could lead to low teacher morale and effectiveness, burnout and job dissatisfaction (Blazar & Kraft, 2017; Perrone, 2022),

Relationships and Conflicts. Another concern about teachers, according to the millennial participants, is on taking sides and factions which somehow ignites conflict

among people in the workforce. Although they identified and accepted this, it still concerns them as it affects the school operations. Also, they know that they cannot please everyone no matter what decisions or initiatives they make. MSH1 mentioned that when s/he cannot grant their requests, some teachers would sulk and accuse him/her of favoritism.

MSH1: *“Oo, may faction. Sa isang organization, minsan, kapag ‘di nataon sa gusto nila nagagalit sila. ‘Di ba? Kapag hindi mo napagbigyan yung kahilingan, nagtatampo at sinasabi na may favoritism ang school head. Hindi naman lahat e mapagbibigyan talaga, di ba (laughs).”* [Yes, there are factions. In an organization, sometimes when things do not go the way they want, they get angry. Sometimes they would sulk and say that the school head has favorites. I cannot really accommodate everyone, right? (laughs) Just because you want something, does not mean you will get it, right?]

Moreover, MSH8 narrated that teacher conflicts had caused them sleepless nights as her/his teachers’ misunderstanding had worsened and led them to file a case against each other. They were not able to settle amicably at the school level, so the case escalated to the regional level. The conflict lasted for a while and MSH8 was forced to testify although s/he did not want to take sides, and did s/he not want any of them to get any disciplinary actions as this could affect the overall school operation. Despite his/her efforts to resolve the conflict and avoid disciplinary actions for the two teachers, they were both suspended.

Furthermore, teachers also encounter conflicts with parents as they receive complaints from them. Others complain at school through the master teachers or the school heads, but others raise their concerns and complaints on social media where everyone can see. School heads try, as much as they can, to avoid any issues being publicized as this can damage the reputation of the teacher as well as the school. This is another critical decision a school head has to make.

MSH6: *“And with the social media now in place, talaga how would you address a teacher seeking help from the office na siya ay naipi-Facebook na?”* [And with the social media now in place, really, how would you address a teacher seeking help from the office because she is already on Facebook?”]

Also, conflicts happen between teachers and school heads. There are also cases where teachers show their attitude to their school heads just like what MSH4 experienced where a teacher raised her voice to her/him. This, according to her/him, shocked him/her and led him/her to tears. MSH4 said, s/he chose to remain calm and composed despite the confrontation.

MSH4: *“Nilakasan niya ang boses niya. Ipinakita siya ng unethical na pag-uugali. Wala lang akong ginawa kundi tumulo lang luha ko. Na-shock lang.”*

[She raised her voice to me. She showed an unethical attitude towards me. I did not do anything but tear up. I was shocked.]

As school leaders, the millennial participants know that these relationships between and among their stakeholders are crucial in maintaining order and ensuring positive learning environment by making their teachers more tolerant of each other's

differences as they all work towards the same organizational goals with more harmonious relationships for smooth work processes (R. P. Chaudhary, 2022). Conflicts at school negatively affect teachers' job and life satisfaction and burnout (H. Li et al., 2014; Y. Li et al., 2024). Teachers' psychological depletion directly affects their performance at schools, specifically with their instructions; hence, maintaining a positive school climate is a crucial task among school heads as this could strengthen their organization commitment and motivation to keep doing their job and to do better (Simbre & Ancho, 2022, 2023).

Parental Support and Community Engagement Challenges. All the millennial participants reiterated the importance of parental and community involvement to improve their students' academic performance, attendance and behavior. Schools strive hard to strengthen their partnerships with parents and the community by involving their parents in regular Parent Teacher Association (PTA) meetings and collaborating with them in programs and activities. Not only that, they have narrated how they partnered with the local barangay unit officials to better support their students who are also their local citizens.

Parental Involvement and Communication. In relation to this concern, the most important issue that the participants want to improve is the parents' engagement with their children, to improve their academic performance, attendance and behavior. Despite that however, there are still underlying crises around parental involvement and community engagement especially with the former. Just like what MMT6 said during the FGD, she/he wanted to establish strong and effective communication with parents and make them supportive partners in their students' education. She stated that in her/his many

years of teaching, she/he had tried varied ways to make parents more involved with their children's education, but she/he could not seem to find the right way to do so.

MMT6: *"Kasi kung problema sa loob ng klasrum ang reading ng mga anak ko. Ginawa ko naman ang mga paraan. Siguro communication with the parents. Hindi kasi nila pinapapasok ang mga anak nila. Hindi ko alam kung paano ko gagawan ng paraan yun. Hindi na nakakabasa pero hindi pa rin nila pinapapasok regularly."* [In my classroom, my problem is my students' reading abilities. I have already done all that I can but to no avail. Maybe I have to do better at communicating with their parents because some of them do not let their children to attend their classes. I do not know how I can resolve that. Their children cannot read but they still do not let them attend their classes regularly. Maybe I must talk to them again or maybe I should do home visits. Ever since I became a permanent teacher, I have always done everything.]

After all, communication is essential for the schools and having open communication would greatly help in coming up with the right decisions. Hence, having an open communication such as facilitating discussions between parents and teachers would help in resolving issues. The value of communication in school leadership cannot be underestimated as these can-do wonders.

Attitudes and Cultures. Parental support and involvement greatly affect the students' academic performance, motivation and engagement but along with this is the culture practiced by the parents and the community. During the interviews, the participants mentioned the importance of strengthening partnerships with parents as they tend to

behave in certain ways that are based on their cultures and values and criticized how lacking their support and guidance are to their children. They tend to be uncooperative in improving their children's behavior and academic performance. The school heads complained that some parents, whose children have behavioral and reading problems, do not come to school when called for meetings to resolve their children's concerns, but appear easily when asking for the school head's signature for the 4Ps (Pantawid Pamilyang Pilipino Program) and when they need something.

MMT6: *“May mga parents na hindi cooperative. Hindi pinapunta (sa paaralan) regularly iyong kanilang mga anak. Kung sino pa yung hindi nakakabasa, sila pa yung ganun.”* [Some uncooperative parents do not regularly send their children to school. Those whose children cannot read are usually the ones who act like that.]

This is what the millennial master teachers complained about parents especially in terms of their students' attendance and inconsistent involvement. In high school, parents tend to think that their children do not need their cooperation and participation because their children have grown up. The master teacher participants also confirmed that parents tend to lack physiological, moral, and academic support as their children come to school on an empty stomach, not to mention communication gaps with them.

MMT6: *“Yes, hahanapin naman. Tapos kakausapin mo pa ang magulang. Hindi pa rin papapasukin. Andaming factor kung bakit eto ang makoconsider kong mahirap talagang crisis sa school namin.”* [Yes, I still look for them. Then, I talk to the parents. Just like that. There are many factors, but I consider this the most challenging.]

Moreover, as the school head participants emphasized that parental involvement has its limitations because some parents are unable to support their children academically as they, too, have to work and have limited education. They do not seem to know what is happening to their children. Despite the teachers' efforts to bring them back to school, they tend to be clueless about their children's attendance and do not seem to care about why their children do not have marks on their report cards during card days.

MSH3: *"Marami mga nanay(parents) ay nagtatrabaho at hindi rin sila nakapag-aaral at high school lang ang natapos. Hindi rin sila makapagturo so yun, mahirap."* [Many parents are working and have limited education. They also cannot teach (their children). It is difficult.]

In the FGD, the master teachers affirmed that the same happens to them. Parents would come to the meeting, see cards with no grades and not even ask why and how this happened. They do not seem to care about their children's academic performance. Hence, the participants would feel frustrated about helping them.

Moreover, in terms of culture, according to the participants, some students who receive help to alleviate challenges from the local government through schools tend not to value what was given to them. The teacher participants also complained that they help feed students, but these students do not seem to want to be fed. In their area, their students would receive uniforms, shoes, stationery, and other school supplies, but never use them. They complained that they do not understand how they value these things given to them for free.

On the other hand, MSH5 also narrated that she/he was assigned to a school where parents tend to instigate intrigues against school heads. She/He said that some parents would post things on social media while some parents tend to bring problems before the barangay government office instead of the principal's. These are crises that the millennial school heads have to resolve well.

MSH5: *"Yung environment ng school dati maam is talagang barangay-an. Kahit ano talaga. Kapag mayroong pagkakataon na ipabarangay ka, tapos sa barangay nagbabayaran."* [The school environment before was really on taking things to the barangay office. If there was an opportunity to bring you to the barangay, then at the barangay level, there would be instances where payments were involved.]

Oppositely, there are also times when parents who are too involved and competitive and have the tendency to hover over their children would complain a lot about their children's classmates and teachers. And as MSH3 narrated during the interview, it is not easy especially if money is involved. The school head narrated that when they had a fundraiser the parent wanted to make her child win, so she did malicious things just to make her child win.

These issues and concerns on parental involvement and community support are considered a crisis that continues to challenge teachers and schools. While research has proven that effective parental involvement increases students' academic performance and success on local and national assessments and toward high school completion rates, not all parents are into this. Aside for this, parental and community engagement extends beyond the home to cover broader societal participation because these improve not only the

learners' academic success but also could provide additional resources and support to the school which could provide more enriching educational experiences to the learners, and positively affect their socio-emotional and behavioral outcomes (Eden et al., 2024; Wildmon et al., 2024).

Administrative and Policy Implementation Challenges. The participants also mentioned management-related concerns at school which include management functions, planning, policy implementation, communication, and reporting. These things usually interfere with the smooth operations of the school and sometimes cause conflicts and confusion among stakeholders.

Policy Implementation vs School Contexts. It can be noted that all participants emphasized the constant and consistent referral to the policies and memoranda of the DepEd before, during and after the pandemic. They affirm that these are the main basis for their decision-making along with the existing or gathered data of their schools, and stressed that all decisions, usual or critical in nature, should be anchored on these to avoid problems. However, the millennial participants take issue with some policies as there are discrepancies between what was written and what context the schools operate.

During the interviews, MSH1 discussed that some policies differ from the realities of schools. S/He mentioned about the policy on the wearing of school uniforms or DO No. 065, s. 2010 General Guidelines on the Opening of Classes, Including Collection of School Contributions, Enrolment, Student Uniforms and Release of MOOE which aims to avoid incur additional costs to the learners' families and that uniforms are not required

goes against its purpose on helping families economically defeats it as not wearing uniforms would mean more expenses.

MSH1: *“Napansin nila na mas magastos pala (ang hindi mag-uniform) kasi yung anak nila, pabili nang pabili ng damit. Di ba? Kasi ayaw naman nila na araw-araw eh ‘yun pa rin ang isusuot. Makakatipid daw sila ng sabon. Hindi yata ito napag-aralan ng DepEd na mas makakatipid pag uniform, di ba?”* [They (parents) noticed that not wearing uniforms is more costly because their children would often ask them to buy clothes. Right? It is because they do not want to wear the same thing every day. It is the same. They said that they could save on detergent soap. It seems that DepEd did not realize that wearing uniforms is thriftier, right?]

S/He added that not only are uniforms thriftier and more aesthetic, but also for security purposes. The community could easily identify their students should they cut classes or loiter around.

Likewise, MMT1 agreed that each school has a different context, challenges that require a tailored approach and that school heads should utilize a unique approach, hence, school heads should vary their approach in implementing policies while MMT5 stated that there are disparities between policies and relatives of school and lack of clear guidelines. As an example, the Catch-Up Friday Program which aims to improve the reading comprehension skills of learners and promote the love for reading among learners. However, there are not enough books for their students and that these programs are implemented without preparations on learning resource as well as on manpower, hence school

heads and master teachers come up with thrifty ways to implement these programs by asking all students to bring their own books to read on Fridays and did a few adjustments and iterations for uniformity of implementation but due to lack of clear guidelines, the program was interpreted differently. The participants criticized the program for being hastily implemented without enough consideration of learning materials and ensuring that the required materials and support are in place. This concern suggests a gap between policy and reality in implementation.

MMT5: *“Oo. 1st week successful. Second week, iba na. Kasi ‘yung problema sa sumunod na week, as a teacher, hindi ko alam ang kwento ng libro na dala ng bata. Di ko ma-a-accommodate lahat yun. So ang ginawa ko, kumuha ako ng selection for my class, ako na rin nagparecopy for my class and then may tanong.”*

[Yes, it was successful on the first week but on the second week, it was different because the problem is, I am the teacher, do not know what stories their books have. I cannot accommodate all of them. So, what I did was to get a selection for my class, I did the recopying for my class and then there were questions.]

The participants mentioned that sometimes teachers are forced to pay things out of their pockets or bring things from their homes, like their children’s books to use in class to implement programs such as the Catch-Up Friday. This scenario, according to Bauman and Berg (2024) has been a practice even before the pandemic and that teachers spend a lot on classroom supplies, snacks and on electric fans for classroom ventilation. Limited education funds and fund cuts by the government and implementing policies such as the one mentioned above forces teachers to dig into their bank accounts to cover

the shortfalls and maintain certain standards on basic classroom supplies and health and safety materials (Kummerer, Samantha, 2023; Litvinov, Amanda, 2022; Tahmincioglu, Eve, 2020). These classroom spending leave teachers who are already underpaid compared to other professionals, could affect their morale and overall well-being and may contribute to their job dissatisfaction and motivation (Garcia, Emma et al., 2023).

This brings the point of recognizing different and specific contexts of schools and a one-size-fits-all policy approach may not be effective because teachers' and school heads' engagement with policies is densely influenced by their school environments and contexts (Shieh, 2023).

Difficulties in Management Functions. The millennial school heads also complained about their complex management functions as their contexts sometimes do not have the appropriate guidelines. They still have ongoing plans, not to mention the complexity of managing personnel with varied personalities and attitudes which challenges communication, coordination and reporting to their stakeholders and higher authorities.

As for planning, the school heads expressed worry about not having defined contingency and reunification plans for unprecedented disasters that happen in their area. MSH7 narrated that their area is at risk of earthquakes as it is near a fault line. S/He stated that the school heavily relies on established guidelines for predictable crises like typhoons, contrasted with the challenges posed by unpredictable crises like earthquakes.

MSH7: *“In terms of natural disaster, in terms of typhoons, wala naming problema, kasi guided naman with guidelines. Meron naming mga forecast naman so every now and then, may forecast naman, so it is easy for us to make decisions*

kasi may mga guidelines. Ang problema dadating 'yung earthquake medyo problema iyan kasi di naman kami, tayo ready for earthquake, wala namang forecast yun. Kapag merong earthquake, everybody is affected.' [In terms of natural disasters, in terms of typhoons, we do not have a problem because we are guided by the guidelines. There are also forecasts so every now and then, because there are forecasts, it is easy for us to make decisions because of these guidelines. The problem is if there would be an earthquake because we are not ready for earthquakes as there are no forecasts for them. If there were an earthquake, everybody would be affected.]

Further on planning, s/he mentioned that there is no reunification plan and contingency plans yet in case an armed conflict would break out as historically and up until today, some groups and the uniformed personnel had encounters in their area. These reunification plans, with the help of the education department and the local barangay government, could streamline the reunification of families during any disaster.

On the other hand, coordination and communication are important management functions that could help schools in any situation, even in crisis. MSH4 emphasized the importance of having clear coordination and communication not only in times of disasters but even for moral and ethical issues, as these could smooth the process of decision-making as well as in implementing policies and programs and they could bring people together for a common goal. Moreover, MSH9 stated that these processes must be strengthened so that they can deliver the right decisions for their students and that if these fail, decisions may crumble.

This was agreed to by the other school heads who said that coordination and communication should be established at schools to ensure that all activities and programs are successfully implemented, and that if these fail, any decision, program and implemented policy could go wrong. MSH3 also reflected how much these impact her/his decision-making especially during disasters and that s/he even thinks more about the school than her own house and family during these times. S/He acknowledged that she had to make personal sacrifices and suffer emotional toll prioritizing the school needs over personal concerns.

MSH3: *“May nag-evacuate na ba sa school mo? Ilan? Kasi kung may nag-evacuate dun automatic na, kapag nareport mo yun, padadalahan ng mga pagkain, ng beddings ng city hall kaya dapat ano ka din. Kaya yung ganung mga experiences minsan ay mapaisip ka. Minsan maiisip mo, may bagyo pero hindi mo iniisip ang sarili mong bahay kasi iniisip mo yung paaralan? Nasira ba iyong bubong? Nasira ba iyong covered court? Minsan nagdedesisyon ka, minsan magtatanong ka din sa sarili mo, ano bayan, bakit ganito.”* [Is your school used for evacuation?

How many were evacuated? It is because if it is used for evacuation and if reported accordingly, the city hall will send food, (and) beddings so with these experiences you will get to think ‘there’s a typhoon but you do not get to think about your own house’, because you think about the school whether the roofs are damaged or the covered court?’ Sometimes, you decide and ask yourself. What is this? Why is this?]

In addition, the participants narrated some instances of communication breakdowns that had caused delays in informing relevant parties which resulted to frustrations with inefficiencies that impacted the school's operations and teacher management to which MSH6 agreed that coordinating and communicating with the right people can be resolved if done properly as these could help facilitate the access of accurate information while maintaining proper channels of authority and ensure stakeholders to understand the school's stance.

For this, it is very important that school contexts align with the policy in place to facilitate effective programs and projects and that policymakers should that these context into consideration for educators to be able to implement them into coherent strategy with the unique qualities and contexts of each school (OECD, 2020; Viennet, Romane & Pont, Beatriz, 2017).

Financial Resource Constraints. Another crisis that the millennial participants stated is the lack of government financial support. They have to be very creative, thrifty and resourceful so that they can allocate their maintenance and other operating expenses allowance to all their school needs. This crisis greatly affects their school infrastructures, implementation of curricular and co-curricular programs and supporting their students' and teachers' needs as they provide them the best teaching and learning environments.

Financial Allocation for School Programs. Another issue that emerged among the millennial participants is on financial management. The millennial school heads also admitted that their school budget is not enough to provide and support the needs of their learners. MSH9 confirmed that this aspect is one of the most common crises among

school heads. Moreover, to drive projects, programs and activities into action, schools need enough money to finance them. This has been an issue long before the pandemic, but was amplified during the health crisis when expenses for transportation and personal protection equipment (PPE) were added to the schools' financial burden. The additional costs were also related to other unexpected health and safety measures such as disinfectants, face masks, thermal equipment, and health supplements. MSH6 recollected his/her experience during the pandemic when s/he had to always wear PPEs and facemasks and disinfect as often as possible. S/He said that adapting to new health and safety protocols which include the use of PPEs was a significant challenge that impacted both physical comfort and mental health.

MSH6: *“Tapos gusto nila e, print out lahat. Tapos magso-solicit ka. Paano ka magsosolicit eh restricted nga ang paglabas masok? Ang hirap ‘nun. And then, may weekly reporting kami during that time. Kung 10 yung studyante mo, sampu din ang irereflect mo dun na na-print-an mo ng modul at naiparating. Transportation expenses sa school din. Pati yung mga alien suits na tinatawag. PPE. That’s the most challenging crisis. Bakit? Maya’t-maya nagpi-face mask ka. Maya’t maya nag-a-alcohol ka.”* [They want all modules to be printed out. Then, we had to solicit. How would you solicit when we are restricted from going in and out (of the community). That was very challenging. Then, we had weekly reporting during that time. If you had to print for 10 students, that should be also reflected as printed and delivered. The school also had to shoulder the

transportation expenses as well as the PPEs. That was the most challenging. Why?

Because you had to wear masks and disinfect with alcohol as often as you can.]

Moreover, the printing of modules necessitated schools to provide equipment and materials such as duplicating machines and printers, bond papers and folders not to mention the costs of delivering them to their students' homes. MSH1 and MSH3 also recalled their financial struggles after the pandemic when they had to reopen their schools where they had to comply with the DepEd's requirements. This, again, proved that operating with a very limited budget amidst the strict health protocols is very challenging. MSH7 confirmed that their usual problem at schools was mostly financial support.

MSH3: *"Iyon bang kailangan ng DepEd na requirements at saka ng Department of Health na para mai-open ang school. Napakabigat ng requirements tapos kulang yung resources. So, iyon ang pinakamahirap kasi kailangan mong mag-open ng school pero, with the limited budget, tapos mayron pa ring mga restrictions. Yun 'yung pinakamahirap na nangyari."* [Those are for the DepEd and Department of Health requirements in opening the school. They were not easy to comply with and there were limited resources to add with the strict health protocols. That was the most difficult for me.]

Furthermore, MSH6 added that when dealing with events or programs, the decision-making process involves numerous considerations, such as budgeting, logistics, and resource allocation. Due to this, the school head has to assess the budget and financial implications before approving their participation in certain events, making his/her decision making more complex. S/He also added that before participating in any activity or

initiative, the decision is dependent on the school's ability to provide financial support.

This shows that the school head is pragmatic in decision-making.

MSH6: "*Syempre kung sasali ka sa isang bagay, kaya mo bang iprovide ang mga needs nila? Ganun naman ah.*" [Of course, when you join something, can you provide their needs? That's how it is.]

With the meager budget given to their schools, they cannot do much but strategize and prioritize which programs or activities they have to participate in and/or implement. They have to step back and reflect on the considerations that come along with them. After all, limited financial resources would always result to larger class size, reduced program offerings, and insufficient support services and it contributes to educational inequity that widens the educational divide between financially challenged parents against those who are well-off, hence investing in public schools is needed so that it could result to increased student achievement and positive effects among poor students (Allegretto, Sylvia et al., 2022; Martin, Carmel et al., 2023).

Repairs, Constructions and Other Expenses. The millennial school heads cited that managing a small budget for necessary repairs points to the need for efficient financial planning and resource management to maximize the impact of available funds. Hence, managing insufficient funds is a great challenge to beat especially in addressing essential repairs and improvements.

MSH4: "*Then, 'yung financial considerations. Kasi ang MOOE naming eh napakaliit lang. Ang repair nga namin is door grills lang eh. P68,000 lang. All throughout the year na 'yung repair.*" [Then, there are financial considerations.

It's because our MOOE is very ungenerous. We can only have the door grills repaired. We only have P68,000 for all repairs throughout the year.]

MSH8 also complained about financial availability to support the school head's initiative to open a last-mile school in their city. S/He said that there was no budget for the construction of classrooms, not to mention that the process was lengthy as they had to meet the criteria on. Classrooms and securing sufficient budget for teachers.

MSH8: *"Tapos, asking for a budget for the construction of classrooms. So, it really takes time to establish. Kasi di naman ia-approve ng regional office if walang classroom, if kulang 'yung budget para sa teacher, so it really took me three, four years"* [Then, we were asking for a budget for the construction of classrooms. So, it really takes time to establish (a school). It is because the regional office would not approve it if there are no classrooms, if the budget for teachers is lacking so it took me three, four years.]

In addition, MSH5 also whined about how meager his/her school's budget is. S/He says that s/he addresses his/her financial situation with his/her experience. S/He added that he had become accustomed, experienced and capable of managing crises situations as well as financial matters within the school, to not having enough budget, hence he makes do with what s/he was given. This means that his initiatives and aspirations were also reduced according to his available budget. Moreover, budget limitations often lead to maintenance issues that could affect the safety and functionality of the school buildings and a reactive approach by the school heads (Jones, Carolyn, n.d.).

School Safety and Infrastructure Challenges. The safety and well-being of students are the topmost priority of the millennial school heads. Some regulations and conditions in their school areas sometimes pose risks to the lives of their students. They prioritize keeping their schools safe and conducive for learning.

Health and Safety. It can be easily concluded from the millennial participants' narratives that they are learner centered. They prioritize not only the teaching and learning process but also, they make it a point that their learners are safe and healthy. MSH8 who hails from Lanao Del Norte, expressed his/her concern over the safety of their students should in case a trouble might break out due to the political armed conflicts. The school head expresses concern about planning for their students' safety. S/He pronounced that a contingency and reunification plan should be done carefully and accordingly, considering the past failures and risks of being targeted by the armed groups. The school head mentioned that the school needs to work with the local government units (LGUs) along with other stakeholders. Their goal is to identify which area to bring their students is the safest and which communication plans to implement with parents so that they could reunite their students with their parents after the crisis.

On the other hand, MSH4's statement on the safety of the learners and the school starts from the gates and fences which his/her school did not have before. The school head said that the old and broken gates pose risks to the overall safety of their learners as anyone could come and go anytime as they pleased.

To add, MSH1 wanted to implement a regulation at his/her school where the students should not be allowed to go outside for lunch as the surroundings may pose dangers

to them. The school head said that some students go to the sea at lunch and s/he thought that if they would swim, they could drown. And if this would happen, the school may take the blame for the situation. MSH6 agreed that it is their utmost priority to ensure their students' safety, both physically and emotionally as this is the key responsibility of the school not just their academic concerns.

MSH6: *“Dapat maibigay mo iyon, and safety is the priority over everything so dapat, yung mga risk, wala. Bantay-sarado ang mga gate. Dapat provided sa canteen ang healthy menu options natin. Ang kanilang mga psychological needs, physical needs, at emotional needs provided din dapat ng office as services. Sa pagdedecide o kailangang gawin, it's always challenging pero these must be resolved.”* [You should be able to provide (their needs and) their safety so, there should be no risks. The gates should be well-guarded. The canteen must provide healthy menu options. In decision-making, there are challenges that need to be resolved.]

Concerning this, the millennial teacher participants also claimed in the FGDs that their mental and physical health deteriorates as they do their duties and was acknowledged by the millennial school heads during their interviews. Their mental and physical well-being is another critical issue among the millennial participants. With the big roles they must play, these usually get compromised. In fact, MMT3 complained that his/her most important crisis is on burnout and fatigue. S/He complained that s/he had gone sick due to this. As the main implementer of the teaching and learning process and with all other tasks they do at school, she/he said that it must be addressed. This concern is

recognized by the millennial school head participants; hence they do not message nor call their teachers and strive hard to debrief them after their hectic programs and activities. Showing that the school heads acknowledge and appreciate their efforts would mean a warm tap on their backs to let them know that they did well on their tasks.

MMT3: “I usually experience, burnout or fatigue ma’am. Maybe due to my heavy workloads per coordinator-ship or ancillary.”

MSH1: “*Ako din naawa ako sa teachers ko. They need to extend additional hours for teaching students na hindi talaga marunong magbasa.*” [I also pity my teachers. They extend additional hours for teaching students who cannot read.]

MSH6: “*And it’s a big accomplishment for the teachers na inabala mo, although role naman nila yun. (As a school head) Why don’t you take them out, invite them out. Matutuwa sila.*” [And it is a big accomplishment for the teachers who took effort, although it is their role. (As a school head) Why don’t you take them out, invite them out. They’ll be glad.]

And for these pressures along with their other concerns in their personal lives, the teachers, according to MSH5 and MSH4, tend to be unmotivated because of burnout or stress with these educational concerns that affect their mood and behavior. They become dissatisfied, demotivated, and disengaged, hence affecting the school learning and teaching environment and relationships of stakeholders at school.

These are pressing concerns that could affect the teaching and learning environment of teachers’ school and mental health and well-being are closely associated with their students’ hence if teachers experience high levels of stress, they may unwittingly

affect their students' mental health negatively as well whereas teachers face increased stress when they address students' challenges and behavior. This and their other demanding roles could lead to burnout. Hence a supportive student-teacher relationship can enhance both students and teachers' mental health and academic outcomes(American Psychiatric Association, 2019; H. Wang, 2022).

Infrastructure and Equipment Constraints. Another important crisis that millennial school heads face is the lack of school facilities and equipment. These facilities could help teachers provide holistic and better instruction and experience to their students. All of them stated various instances to prove that the department lacks appropriate infrastructures to support the teaching and learning process. The participants hoped to have amenities and equipment that could help them provide better learning experiences to their students, namely, computer rooms, library, restrooms, classroom areas, clinics, covered courts, and storage areas. They also want to have equipment to help with teachers' instructions like computers, electronic devices and gadgets, printers and scanners, among others.

This situation was most felt during the COVID-19 pandemic when their teachers had to produce and re-produce materials and deliver lessons using different modalities. Educational technology was lacking and everyone at their school felt it. MSH7 also recalled how hard it was for them to reach their students through distance learning modality because of the health restrictions and inadequate technologies; hence, s/he sought help from their community where there was a radio station. The parents, local government unit and the radio station helped him/her put up a radio station where teachers could deliver

their lessons. S/He admitted that the budget and materials came from their community which s/he acknowledges and appreciates.

Likewise, MSH3 also expressed his/her struggles in delivering educational materials due to lack of resources and infrastructure for distance learning modality. The school head stated that they had to continuously print and deliver modules to their learners who had no cellphones or internet connectivity to contact them with. S/He narrated that to be able to deliver them, some teachers even had to cross rivers, hence, s/he sought help from their community to support their school operations.

Recently, MSH1 confided that his/her school needs a covered court where they could conduct different activities anytime of the day, whatever weather there was. S/He said that the heat, even in the morning, not to mention the rainy days, prevent them from conducting any events and activities outdoors hence, they would usually borrow facilities from a nearby elementary school but could not push for any activity if there were events set at the same time S/HE also accounted for their concern over the computers awarded to them but was left unused since the acquisition, hence wasted resources. The computers could have enhanced the school facilities and the potential for integrating technology into learning. S/He accounted that if there was adequate and sustained technical support for computer repairs or making the computers operational, these would not have been wasted resources. The school head somehow managed to humorously suggest asking for new ones from potential sponsors as the main solution. This indicates the reliance of school heads to external stakeholders to help address certain issues regarding facilities.

MSH1: *“Kaya imbes na ma-enhance yung skills ng bata sa technology lalo na sa computer skills hindi na nagamit so, I don’t know kung anong solution ko dun. Baka manghingi na naman ako ng mga desktop computers na bago sa sponsors (laughs).”* [So, instead of enhancing the students’ technological skills and computer skills, they were not used so, I do not know how to solve this. I might have to ask for new desktop computers again from the sponsors (laughs).]

Similarly, MSH8 stated that his/her crisis is not necessarily related to natural disasters, but rather to the school’s situation. S/He accounted for how challenging it is to manage a school with insufficient facilities and that one of the schools s/he was handling lacked classrooms, and for this to be budgeted, they must wait for five years, hence the school has multigrade levels operating in one classroom with three teachers. This adds complexity to their instruction. S/He also mentioned that when s/he arrived at that school, there was not even a toilet, so the teachers and the students had to go to the caretaker’s house nearby to relieve themselves.

Moreover, MSH1 and MSH2 complained about their difficulty in accessing reliable internet particularly in his/her school which is in a far-flung area. The school heads stated that when they have meetings, they would go to town so they could attend them. This issue affects their communication and reporting to their supervisors. It was hard to be updated with new regulations which adds to their pressure especially in this ever-changing environment.

Not having the right school infrastructure and equipment does not support the learning experiences of learners (Yangambi, 2023). Designing and constructing school

facilities to support educational programs with considerations on the provision of technology and media equipment such as computer sets, not only encourages learners to learn better but also has a direct influence on classroom conditions and positive school climate which is essential in supporting students' academic performance and academic success. The learning experiences of students are affected by their physical surroundings, which includes the indoor air quality, ventilation, and thermal comfort, lighting, acoustics and school size and class size (Kwok, Alison et al., 2021; TASB, 2024).

Meanwhile, the millennial school heads also discussed how they dealt with these crises by citing their initial responses and strategies they practice in the face of uncertain critical situations which include reference to data and policies, prioritizing students and teachers, community and stakeholder engagement and collaboration, valuing prayer and personal values, financial considerations, and by being flexible and strategic.

Generally, the participants decided on the abovementioned crises using the following strategies: policy and data-driven, collaboratively, student-centered, teacher empowerment and support, hands-on instructional supervision, community and stakeholder engagement, personal values, beliefs and ethics as a basis of decision, financial responsibility, and strategic mindset. Overall, the school heads prioritize having safe schools so that their learners can have physical security and supportive communities for the betterment of their learners' academic performances (DePaoli, Jennifer, 2023; Johnson et al., 2011; Mayer et al., 2021).

Crisis Decision-Making Strategies of Millennial School Heads. During the interviews and focus group discussions, the millennial participants narrated their strategies

on how they approach decisions. The researcher analyzed their responses and came up with the following decision strategies and are shown in Table 4, namely, 1) referring to data and policies, 2) prioritizing students and teachers, 3) collaborating and engaging with community and stakeholders, 4) valuing prayer and personal values, 5) considering financial situations, and 6) utilizing flexible and strategic approaches.

Table 4

Millennial School Heads' Crisis Decision-Making Strategies

Themes (Strategies)	Sub-themes	Significant statements
Referring to Data and Policies	Adherences and Reliance on Policies	• The primary basis for all their decisions as well as in assessment results • Reliance on documented references and policies • Reviewing policies and guidelines and being well-versed with these is a must to avoid mistakes
	Gathering and Validating Data	• Check, gather and validate facts and data to resolve and plan for constant and unexpected issues and concerns • Utilizing assessment results for planning and interventions • Checking of monitoring metrics to reveal gaps in students' understanding due to poor literacy and numeracy skills
Prioritizing Students and Teachers	Student and Teacher Well-Being, Teaching and Learning	• Consider the modality that benefits students' welfare • Listen to teachers on how they can teach better

Themes (Strategies)	Sub-themes	Significant statements
		• Empathetic and prioritize major over minor issues • Prioritize student needs and education over any other considerations and to balance teachers' needs and students' welfare • Provide opportunities for teachers to vent their frustrations and relieve stress after dealing with difficult situations
	Teacher reassignment and profiling	• Proper placement of teachers according to their strengths • Observe the teachers' potentialities to see where they are best suited • Reshuffling teachers to address persistent issues would usually result in positive changes
	Creating opportunities for professional development	• Consulting and involving teachers in various school programs • Support teachers to progress in their careers, whatever paths they choose • Encourage teachers to increase their levels of awareness by providing additional orientation and training so they can better decide on their own
Collaborating and Engaging with Community and Stakeholder	Involving and Consulting with Experts, Stakeholders and Seasoned Peers	• Involving and consulting divides the burden of crises • Involvement and collaboration avoid blame in the future • Involving parents and the community to alleviate students' literacy • Involving and consulting promote shared governance

Themes (Strategies)	Sub-themes	Significant statements
		• Collaboration with the community strengthens collective responsibility and accountability • Alleviate limited resources through community partnerships
	Consistent Communication with Stakeholders and Partners	• Good and consistent communication ensures smooth actions • Communication and coordination are essential in addressing crises • Communication and interaction among stakeholders and partners help to bridge the gap between policies and the community's needs
	Maintaining harmonious relations with the parents and community	• Strengthen and maintain cordial relationships with parents and the community • Community engagements strengthen community spirit and collaboration • Alumni associations have the power to raise funds to address school needs
Valuing Prayer and Personal Values	Reflection and Seeking Divine Interventions	• Seek divine intervention when things get tough • Pray for divine strength to hurdle the mental and emotional challenges their crises have brought them • Reliance on spiritual guidance to arrive at the right decision • Reflection and prayers help them to clear and calm their minds • Taking time to reflect and discern and consult before making decisions
	Values-Driven and Emotionally Responsive	• To handle teachers' personal issues with sensitivity and confidentiality

Themes (Strategies)	Sub-themes	Significant statements
		• Prioritize the life and safety of students and teachers as their decisions emanate from their centeredness • Navigate between ethical responsibility and adherence to policies while balancing personal compassions
	Growth-Oriented and Humble	• Accepting that SHs can make mistakes can make them better • SH humility exudes when they put a premium on stakeholders' opinion and collective perspectives over their own views • Strive for continuous learning and improvement as their key motivator in participating in professional development programs • Cannot dictate or influence all decision teachers make • Acknowledge that not everything is within the SH's control
	Resourcefulness and Strategic Financial Support	• Tapping the local government unit offices to help them fund activities, programs and others • Strong partnerships bring confidence in terms of crisis decision-making • To be transparent about their expenditures • Promote open communication with stakeholders • Work with a limited budget by being efficient in financial planning and resource management to maximize available funds
Considering Financial Situations	Facility Adaptation and Improvement	• Focus on essential repairs and improvements

Themes (Strategies)	Sub-themes	Significant statements
Utilizing Flexible and Strategic Approaches.		- Careful use of resources to avoid wastage and ensure the success of activities - Check the considerations of programs and events - Assess the budget and its implications before approving participation in any activity
	Allocating Funds to Essential and Urgent Matters	- Make do with what they have - Use makeshift toilets while waiting for government assistance and funds - Borrow other schools' facilities to conduct activities
	Selecting the Best Modality to Prevent Disruption	- Choose the best modality suitable for both teachers and students despite numerous challenges - Consider teachers' skills to implement distance learning that would benefit all types of learners - Flexibility in adapting distance learning modalities during natural disasters and other class disruptions and cancellations
	Developing Effective Contingency Plans	- Anticipation of risks to ensure the well-being of learners and teachers - Orientation and re-orientation of teachers on policies so they could decide things at their levels - Prepare for contingency plans to anticipate risks - Develop clear action plans so they can execute things effectively
	Risk Management, On-site Assessments	Identify the consistency of having the usual disasters such as typhoons

Themes (Strategies)	Sub-themes	Significant statements
		• Maintain schools' infrastructures to ensure that they are all well-prepared for disasters • Maintenance of facilities on an ongoing basis to prevent small issues from escalating during crises • Being aware of the school's location and its natural environment to mitigate the impact of typhoons • On-site checks of school facilities to ensure the safety of learners after a natural disaster, to maintain operational continuity

Referring to Data and Policies. During the discussions, the millennial participants underscored the importance of crisis decision-making using the policies implemented as a basis. They ensure the correctness of their actions by this, and by doing so, they avoid getting blamed, and even worse, getting charged against these guidelines and the law.

Adherence and Reliance on Policies and Official Guidelines. The millennial school heads heavily emphasized the use of policies, guidelines, and memoranda as the primary basis of all their decisions as well as assessment results and knowing the teachers. As they said, following the established policies and legal framework is crucial to making sound decisions. These also build their confidence in their actions taken as they ensured to be justifiable and defensible. Moreover, they mentioned that reliance on documented references and policies is important in effectively addressing issues, avoiding mistakes, and building credibility. They ensure informed decisions and as school leaders,

they must properly communicate and coordinate them to their stakeholders and translate them into actions. These greatly help in resolving their abovementioned crises hence they should be followed and understood by all stakeholders. Moreover, they also link errors in decision-making to an individual's low-level of consciousness or awareness of existing policies and guidelines, hence, reviewing them before making decisions is a must. For them, it is important that they are well-versed in DepEd policies to avoid mistakes in decision-making.

MSH5: *“Unang-una, ma’am is to read- read facts, read laws, read DepEd orders kasi andun sinasabi kung anong dapat gawin.”* [First, read- read facts, laws and DepEd orders because these tell us what we should do.]

MSH6: *“Ire-review muna ‘yung policy. Andami nilang (DepED) policy ngayon. You can never go wrong.”* [Review the policy first. Deped has a lot of policies. You can never go wrong.]

MSH9: *“Medyo mahirap talaga especially during the pandemic time pero guided naman with guidelines so nakaraos din. In terms of natural disasters, in terms of typhoons, wala namang problema kasi guided naman with guidelines.”* [It is hard especially during the pandemic time, but since we are guided with guidelines, we got by. In terms of natural disasters like typhoons, there is no problem because we are guided with guidelines.]

This entails making policies more accessible, training courses for school heads and teachers to ensure compliance and uniformity of implementation and ensuring that the policy in place is understood by the key implementers to encourage accountability.

When school heads refer to the policies in place as well as the existing data, a culture of continuous improvement among teachers and administration is established and this could lead towards the improved student outcomes and improve responsiveness by the school head and the teachers as this helps in identifying the students learning needs (Dowling, Deborah, 2023; School of Education American University, 2019).

Gathering and Validating Data for Planning and Action. The millennial school heads also highlighted the need to check, gather and validate the facts and data to resolve, and plan for constant and unexpected issues and concerns as they believe that decisions should be based on grounded, concrete and accurate data, performance indicators and statistical information ensuring informed and justified decisions. Also, this involves knowing the history and understanding the history of the school or the issue. Although it's essential not to dwell too much on the past, this can also be used as a guide for current decision choices.

The school head participants also cited that they are careful in making decisions using these data and facts. They confirm the data and requirements and consult with peers and experts before implementing any decisions.

MSH6: *“In the same manner kapag kami ay nagdi-decide sa isang bagay, and we are not sure of giving the requirements sa isang gusto ng teacher, we coordinate with a specific office sa division office, so we get the correct answer, and we cite the person.”* [In the same manner, when we decide on something and we are not sure about the requirement on a teacher's request, we coordinate with a specific

office in the divisions office so we can get the correct answer, then we cite the person.]

MSH8: *“Of course, you have to know the data, the statistics, the numbers, the performance indicators about the school. Balikan ‘yung history talaga ng paaralan, ng isang bagay kung saan ba nagsimula. Although hindi pwedeng doon ka mag-dwell, but we have to revisit the past para mas maayos ung decision mo ngayon.”*[Of course, you have to know the data, the statistics, the numbers, performance indicators of the school. I look back to the history of the school and where and how the crisis started. We need to go back not to dwell on it but to use it as a guide in making decisions.]

Moreover, the millennial participants unanimously echoed that they utilize assessment results for planning and interventions and keep improving what they have started. As MSH3 mentioned that s/he feels a sense of accomplishment when the programs implemented yield positive results, s/he but feels distraught when teachers are reluctant to engage despite his/her efforts to encourage participation, especially in terms of research. S/He said that the millennial school head finds it hard to compel them to participate in research endeavors.

In addition to that, the school heads use the results of PISA as their basis for their literacy and numeracy programs as they focus on the 3Rs (reading, writing and arithmetic). To add, they check monitoring metrics like the Mean Percentage Score (MPS) to reveal the gap in students’ understanding due to poor literacy and numeracy skills. The

school heads insist on building and strengthening their students' foundational skills to better prepare them for more complex tasks.

MSH3: *“Kailangan nating bigyang-pansin yung 3Rs. Paano tataas ang MPS kung mga bata mismo hindi nila nauunawaan yung tinuturo ng teacher kasi hindi nga sila nakakabasa at nakakakuwenta. Isa siyang crisis na natuturing yung pagkakaroon ng mababang literacy and numeracy level ng ating mga studyante.”*

[We need to focus on the 3Rs. How can we increase the MPS if the children cannot understand what the teacher is teaching them because they cannot read nor count. This is considered a crisis if there is very low level of literacy and numeracy among our students.]

Since data is essential in resolving a crisis, interventions and decisions by the school heads are focused on the improvement of the school conditions and teaching and learning performances as well as in handling school conflicts and miscommunications and with this, school heads who are keen in collecting data, foster the culture of data use in their own schools which leads to the continuous improvement of schools and classroom instructions as well as with the teacher empowerment to make good decisions (Gregory, Samantha, n.d.; Lodge & Corrin, 2017).

Prioritizing Students and Teachers. The millennial school heads underscored the importance of their stakeholders- students, teachers and the community so their decisions are anchored on the well-being, development and relationships with them.

Students' and Teachers' Well-Being, Teaching and Learning. The millennial school heads make it a point to do their best in decision-making and exert their

instructional efforts to select the best modality to accommodate diverse needs, abilities, and ensure that the chosen approach benefits everyone, and if not, most of their learners. The millennial school heads also reiterated that all their decisions are made with careful consideration of how these will affect their students.

MSH2: “Sa students, because they are the center of our instructions in the school, every decision that we make, we have to consider their welfare, the benefits of every decision that we make for the students. For example, in choosing the right distance learning modality, we consider the most appropriate for all types of the learners, if not, the majority. We must consider the modality that would fit to them not only for a few students, then we consider their abilities and capabilities.”

In addition, MSH8 added:

“I also listen to the voice of the teachers. The master teachers, and to the seasoned ones. I also the younger ones, then, I consider how it would affect our learners.”

MSH4 also mentioned that to be student-centered means being empathetic and to prioritize major over minor issues - ensuring that students have a safe environment, hence, the school heads exert efforts in improving their facilities as it is a step towards creating and enhancing better conditions for the students’ well-being and learning.

Additionally, crisis decision-making, according to them, should intend to offer equal opportunities and improve the overall learning experiences at school. With these in mind, the school heads aspire to provide students exposure to technology to enhance their learning engagement along with assigning teachers who have the expertise or interest in technology so that they could better address the learners’ needs.

MSH3: *“Bilang isang school head, palagi dapat isaalang-alang ang kapakanan ng mga bata kapag ikaw ay magdedesisyon eh, aside sa mga batas.”* [As a school head, always prioritize students’ welfare, aside from the laws, when deciding.]

Additionally, the millennial participants stated that it is their responsibility to prioritize students’ needs and education over other considerations, and balance teacher needs and students’ welfare, even if it means denying teachers’ requests as guided by the priority given to students’ education. Teachers are the primary stewards of their learners at school; hence they should be there to ensure their safety and their continuous learning.

Moreover, to keep up with the fast-advancing technology nowadays, the millennial school heads try their best to incorporate technology in the classrooms, to expose their learners to technology. They try their best to raise funds to purchase necessary technology such as internet access in collaboration and cooperation with their communities. However, MSH1 admitted that in terms of technology, s/he is concerned about their pupils’ inability to improve their computer and technology skills due to the lack of usable equipment. S/He believes that failure to utilize the computers would result to missed opportunities for students to benefit from technology integration in their learning. Because of this, s/he tries to support their students’ learning by creating instructional videos to help explain difficult concepts using engaging methods like vlogs in response to students’ learning struggles through providing flexible access to education for students. S/He said that the idea of using recorded lessons allows teachers to effectively utilize classroom time and provide resources for students. This is an innovative approach to lesson delivery in their area.

MSH1: *“Yun ang pinaka-decision ko. Kumbaga magkaroon sana ng flipped classroom para maka-acces ng lesson ang mga bata, anytime anywhere.”* [That is my decision. I hoped to have a flipped classroom so that students can access the lessons anytime, anywhere.]

Furthermore, MSH4 also aspires to bring technology to his/her students hence s/he sought the assistance of their LGU to help him/her provide technology in teaching and learning situations so that their students who cannot afford these devices could somehow enjoy this and the teachers to enhance their ways of teaching.

MSH4: *“So, ayun paano mai-integrate’ yung technology sa pagtuturo. Na ma-enhance ‘yung pagtuturo na base po sa curriculum na ating ano, na pinagsundan.”* [So how can you integrate technology into teaching? This should lead students from disadvantaged backgrounds to enhance their learning and engagement.]

The millennial school heads intend to offer equal opportunities and improve the overall learning experiences; hence, they ensure that technological tools and resources are used effectively to complement and enhance the educational content being taught.

Meanwhile, the millennial school heads also mentioned about prioritizing their teachers’ well-being because they are aware of their contributions to learners’ learning. Hence, the school heads offer teachers options and flexibility in managing their classes during crises to reduce stress and maintain morale and by recognizing the vulnerability of teachers during crises, they maintain a calm and supportive environment to ensure that they continue to cooperate. They also encourage their teachers to be empowered to make

decisions and take responsibility in crisis situations than to centralizing all decisions to them. For them, balancing the exercise of their authority with collaborative approaches ensure that decisions are made collectively and that teachers feel supported rather than dictated to.

Moreover, as the frontliners in the educational system, they put premium on their well-being by regularly checking in with their teachers, providing feedback on their well-being and status of their classes during crises to ensure ongoing support.

MSH6: *“Number 1. Give time for the teacher to attend to her conditions at the same time you give the learners also na pumasok naman at matuto. Ang hirap nun ah. In times of crisis, vulnerable ang mga teachers natin na kapag nainis sila, hindi ka rin nila tutulungan.”* [Number 1. Give time for the teacher to attend to her conditions, at the same time, give the learners the opportunity to come to school and learn. In times of crises, teachers are vulnerable that when they become upset, they will not help you.]

They said that providing an opportunity for teachers to vent their frustrations and relieve stress after dealing with difficult situations can strengthen relationships at school and encourage open communication and shared experiences which can foster a sense of unity and support among teachers. Moreover, the school heads acknowledge the fact that teachers’ satisfaction has a direct link to their students’ academic performance and classroom behavior. As MSH5 stated, these challenges that teachers face, personal or professional as they may be, have to be resolved because if teachers are unhappy or facing

unresolved issues, it negatively impacts the learning environment, hence they should be given support and attention.

MSH5: *“Challenging. Kasi ako maam, kung masaya si teacher, kasi sila ang direct actors and actresses sa classroom setting, kung hindi ko naayos, ang mga problema ng teacher, ang patay jan ‘yung pupils.”* [It is challenging because for me, if teachers are happy, because they are the direct actors and actresses in the classroom setting, if they I cannot resolve their problems, the pupils will be at disadvantage.]

It was evident from the millennial school heads and the millennial teachers’ statements that their center is their learners’ welfare, and this includes their health and safety not only academic performance and achievement at school. And these are as important as their teachers’ well-being and mental and physical conditions as well as their teaching practices.

As these two major stakeholders proactively and consistently interact, both can affect the other’s well-being, and classroom teaching and learning environments. Teachers are the primary welfare providers to their students, physically and mentally and they are the ones who could easily identify issues that concern students’ mental health and well-being (Mazzer & Rickwood, 2015) but how can they provide support when they, too, suffer from such conditions? Teachers need to be at their best conditions so they can always give their best to their learners.

Teacher Reassignment and Profiling. Equally important as their mental and physical conditions is the teachers’ well-being and professional development, the school

heads mentioned about proper placement or assignment of teachers according to their strengths. For them, this should be strategically planned to help teachers and as a good school head should also know his/her teachers to do so.

MSH8: *“So, ikaw as a principal alam mo kung saan siya mas karapat dapat, kung para makakabuti sa paaralan. If it would raise the performance ng mga mag-aaral, gawin mo iyon immediately.”* [So, you as the principal, you should know what’s best for the school. If it would raise the performance of the school, do it immediately.]

Just what MSH8 narrated that teachers’ assignments should be based on where they are best suited, despite their resistance. Usually, teachers’ resist change, but it is the school head’s job to observe the teachers’ potentialities. Doing so necessitates them to be sensitive but firm and timely especially when changes are necessary for the school’s improvement.

Moreover, with regards to resolving teaching and learning process concerns, the school heads discussed how important profiling their teachers is so they could assign teachers appropriately to different grade levels. Preferably, they assign their teachers according to their strengths. However, these reassignments may upset some in the short term but are justified by the long-term improvements for the school and students. It is also natural that teachers resist changes in their assignments due to established roles, hence, the school head should do this sensitively but firmly. They also emphasized that such decisions should be done in a timely manner especially when the changes are necessary to benefit the school rather than delay them.

MSH7: *“Usually kapag pumasok ka na sa isang paaralan, may established na silang sistema ng paaralan. Meron na silang umugat na sa pagwak ng subjects at grade level. But, after mo ma-visit ‘yung mga teachers at na-observe sila. After you do instructional supervision, malalaman mo na kung saan best fitted. You do changes, syempre magkakagulo at maiiba yung system. As a principal, alam mo kung saan siya mas karapat dapat, kung para yun sa ikabubuti ng paaralan, if it would raise the performance ng mga mag-aaral, gawin mo iyon immediately. Kasi kapag pinabayaan mo yan, mas mahihirapan ka kapag naghintay pa ng susunod na taon, saka mo sila ililipat.”* [Usually, schools have their own established systems. Teachers have been a teacher in certain subjects and grade levels. But after visiting, observing them, after doing instructional supervision, you will know where they are best fitted. You make changes, of course, they will be rattled as the system will be nudged. As the principal who knows where she could better teach, if it will be for the benefit of the learners, if it was for the betterment of the school, and if it would raise the performance of the learners, do it (reassignment) immediately. If I let it sit for a while, it will be harder if I waited until the next year to reassign them.]

Likewise, MSH5 agreed strongly on this as s/he stated that reshuffling of teachers to address persistent issues would usually result in positive changes in the school environment for the ultimate benefit of the learners as s/he decided on a persistent issue with a teacher with complaints such as collecting, absenteeism and tardiness. The school head confirmed that s/he had upset the teacher, but the learners’ welfare should be prioritized.

Later, this yielded positive feedback from the master teacher who, initially pleaded for consideration but later recommended for the teacher's transfer.

MSH5: *“Ang recommendation ng master teacher talaga ay itransfer na (after pleading numerous times to consider the teacher). So, before ko trinansfer, and before ako na-transfer sa isang school, nirigodon ko ‘yung mga teachers. So, ngayon maam, ang feedback ng master teacher ay okay na yung grade 6. Kahit hindi ko pinagrereport sinabihan akong maayos na maayos na ngayon ang grade 6 dahil sa pagrigodon (laughs). Ito siguro yung pinaka the best na decision ko. Makakasakit ka ng damdamin ng teacher, pero kailangan mong desisyunan para sa welfare ng learner.”* [The master teacher's recommendation (after pleading consideration for the teacher concerned) is to transfer the teacher to another grade level. Before I left for another school, I reshuffled the teachers. (laughs). Now, the the master teacher reported and gave feedback on the reshuffling. She said that Grade 6 is doing very well because of the rigodon (reshuffle). This might be the best decision I have ever made. You will upset teachers, but you still need to decide for the benefit of the learners.]

Reassignments and reshuffling may turn teachers' comforts upside down but assigning them according to their strengths and potentials can improve student outcomes. By taking the teachers' characters into consideration from classroom observations and conversations, it provides a more positive way to address professional development when done in a strengths-based approach and builds on the teachers' resourcefulness and resilience (Cathie Loesing, 2022), (Fox, 2016).

Creating Opportunities for Professional Development. Further, the millennial school heads acknowledge the importance of the teachers in the school operations. In fact, next to the students, they prioritize the teachers' welfare and well-being through creating opportunities for their professional development to improve not only their classroom instructions but also a way to help them financially- by helping them get promoted in their ranks. Also, the participants emphasized the importance of consulting and involving them in various school programs and activities and decision-making. They further highlighted that involving teachers in the decision-making process during crises allows them to strategize and make secondary decisions that do not deprive students of their learning time.

Also, MSH3 and MSH5 expressed their support to teachers in helping them to advance in their careers. By doing so, this could help them to improve their financial aspects and job satisfaction. They desire to see all teachers to progress in their careers, whatever path they may choose.

MSH3: *“Ang tulong na maibibigay ng isang school head sa teacher ay ‘yung support and siyempre yung paano sila madevelop, paano sila mapromote.’”* [A school head can help his/her teachers by giving them support on how they can be developed and be promoted.]

Moreover, MSH7 aims to help them by encouraging his/her teachers to increase their levels of awareness by providing additional orientation and training so that they could better decide on their own when complex issues arise. S/He also mentioned that

this could prevent them from oversights which could lead to improved practices in the future.

MSH7: *“I do not discount the fact na mahalaga yung orientation for them. Mini-meet naman namin yung ganung mga needs nila pero not so deep. Siguro nagkukulang dun kaya.”* [I do not discount the fact that orientation is important for them. We meet this need, but I think not so well. Maybe it is still not enough.]

And to ensure that his/her teachers continue to improve in their practice, s/he monitors their performance and actions to prevent issues with reflection on past experiences. Creating opportunities for professional development also means developing teachers’ insights, motivating change and developing teaching techniques that contribute to better learning experiences and achievements among students (Sims et al., 2025).

Community and Stakeholder Engagement and Collaboration. With the many crises that millennial school heads face, they know that the community can greatly help them, hence they maintain a cordial relation with them. And as for community concerns, they seek the help and support of the community and the barangay officials recognizing the fact that the children are also the community’s citizens and that the community also must help in raising them well.

Also, the millennial participants shared how collaboration in decision-making worked with them. Collaboration, for them, pertains to the involvement of various stakeholders, teachers, PTA members, barangay officials and representatives, and the school community in resolving a school crisis. The school heads expressed how much they value

and consider the input and of both experienced and novice teachers because this shows them diverse perspectives.

Involving and Consulting with Experts, Stakeholders and Seasoned Peers. Both the millennial master teachers and school heads have repeatedly emphasized that involvement, engagement and consultation with stakeholders work wonders. Not only that it divides the burden on the school head, but also collaborative approach is also driven by a desire to avoid personal blame in the future. By involving other stakeholders, the responsibility is shared, which fosters a sense of collective ownership and minimizes individual fault. Just like what MSH9 mentioned that collaboration with stakeholders enhances the overall outcome.

MSH9: “*Kapag ang decision naman ay collaborative, karamihan ng mga decision ay ‘yung ikagaganda naman.*” [.. when decision was born out of collaboration), most of them are for the better.]

Moreover, they emphasize the importance of involving parents and the community in the educational process, particularly in teaching reading where MSH3 engages the whole community to play an active role in student learning in a program s/he calls *Tahanan sa Paaralan* which s/he described as a practical solution where parents act as reading partners to address literacy issues among students. This ongoing program s/he said is their response to addressing literacy gaps and underscores effective intervention by going to school according to their schedule and helping to teach the pupils to read.

MSH3: *“Basta maglalaan sila ng oras na nagpapabasa sila sa mga bata, isa-isa.”* [They will allot an hour to help pupils to read. They will teach pupils to read, one by one.]

Furthermore, MSH3 added that teachers and the community should be involved in planning and decision-making processes to which s/he mentioned that shared governance is also promoted and encouraged in RA 9155 known as An Act Instituting a Framework of Governance for Basic Education Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as Department of Education, and for Other Purposes where it states that if the teachers and the community are engaged, involved and motivated, the school heads' efforts are truly successful.

Moreover, they also emphasized the importance of consulting more experienced school heads or colleagues when encountering unfamiliar situations. Doing so, allows them to gain more insights and avoid making uninformed decisions. They also emphasized that decisions should not be made in isolation as crises require collaboration with various stakeholders. Gathering ideas from different stakeholders helps in avoiding biases and ensures that decisions are not based on personal feelings. After all, having various viewpoints can lead to more informed decisions, allowing school heads to feel confident about their choices. As MSH7 recognized the need to be firm in the decisions while remaining open to the ideas and perspectives from stakeholders and cited that they should be careful in retracting decisions as this could undermine their credibility among teachers and other stakeholders.

MSH7: *“Dapat makuha talaga ang different ideas coming from different stakeholders para ma-avoid yung biases. Dapat may different views na makukuha in making decision. Then, para once you make decisions, ma-feel mo na confident ka sa decisions mo. Walang bawian kasi once na babawiin mo yung decisions mo, your teachers will try to question your credibility. So going back to decision-making I must be firm but open to different perspectives of the stakeholders.”* [You should get the ideas from different perspectives to avoid biases. Decision-making should not be subjective, nor it should be based on perceptions, or feelings about a situation. You should be confident with the decisions you make. No going back. Once you retract your decisions, your teachers would question your credibility. I must be firm. Firm in decision-making but open to different perspectives of stakeholders.]

Moreover, decision-making is collaborative and using this approach strengthens collective responsibility and accountability as the decisions they make are results of consultations and agreements. Though it is driven by a desire to avoid personal blame in the future, by involving others, the responsibility is shared. This also fosters a sense of collective ownership of the decisions and minimizes individual fault and highlights the importance of consensus in decision-making to share accountability and should not be solely attributed to one individual.

MSH8: *“Pabiro lang ito ma’am, ha. Para bang kapag nagkamali ako, sama-sama kami sa kulungan, tagatimpla mo ako sa opis ng kape, tagatimpla mo din ako ng kape sa kulungan. (laughs) Ahm, kapag ito ay committee decision,*

committee decision ang ginagawa, hindi pwedeng ikaw lang. Kung may master teacher ako maam, kasama ko yung master teacher, teacher, kasama ko din yung mga barangay official, barangay chairman, si PTA. So shared decision making ang nangyayari maam.” [This is just a joke, ma’am, okay? It’s like if I make a mistake, we’ll all end up in jail together—I’ll make you coffee in the office, and I’ll also make you coffee in jail. (laughs) Ahm, if it’s a committee decision, then it’s a committee decision being made; it can’t be just you. If I have a master teacher, ma’am, the master teacher is with me, along with the teacher, the barangay officials, the barangay chairman, and the PTA. So shared decision-making happens, ma’am.]

MSH7 AND MSH9 also emphasized that decision-making should involve collaboration, particularly when implementing policies or addressing issues where clarity is needed as these should be based on existing policies which are not created at the school level but still, must be followed and understood. This leads them to consult with higher offices such as the division offices when their decisions are uncertain or require additional validation. Further, the participants agreed that there are crises which should be referred to the proper authority or expertise to handle specific matters rather than deciding independently and hastily.

MSH7: *“That was perhaps my most challenging task sa pagbibigay ng decision. But then, eh may mga bagay na hindi mo dapat desisyunan at ang kailangan lang ay referral lang din. Okay? Not all issues during crisis ay kailangang bigyan ng desisyon. At kailangan lang din na during that period lang din na kailangan lang*

irefer talaga and you're not the proper authority to decide on that matter. May ganun." [That was perhaps my most challenging task in decision-making. But then, there are some things that are not for you to decide, and you only need referrals. Okay? Not all issues during a crisis need decisions. And during these only need to refer them, as you are not the proper authority to decide on that matter. There are things like that.]

Also, the school heads break down the tasks in resolving crises by establishing committees according to their teachers' strengths to keep them engaged. For this part, they choose the right people fit for the activity and retain experienced individuals in their roles rather than frequently replacing them as this could lead to delays and inefficiency. Collaboratively, they take on critical matters that require specific and urgent attention. This indicates the use of structured approaches to problem-solving within the school.

MSH7: *"Sometimes may mga hindi na umaakyat sa office at nare-resolve na sa level pa lang ng junior high school or senior high school."* [Sometimes. They (crises) do not even escalate to my office as they are resolved it at their levels- junior or senior high school.]

In addition, MSH7 narrated how s/he, master teachers and teachers reviewed policies together before making decisions so that they could make informed decisions. Doing this also ensures that their school crisis does not escalate to higher offices as they eradicate it at the school level. This reflects effective delegation of tasks.

On the other hand, MSH5 establishes committees not only as a means for collaboration but also to streamline their crisis resolution processes. S/He narrated how s/he was

assigned to a station before where some parents would bring their complaints to the barangay office instead of the school head's office. S/He said that since their stakeholders are after all the barangay's citizens, s/he involved the barangay office's representative, along with the PTA officer, to mediate in conflict resolution and document the processes and investigations involving complaining parents and disciplinary cases of students.

MSH5: *“Kinuha ko si Kapitan as a chairperson, kinuha kong vice chairperson members natin sa PTA, barangay representative, teacher representative para i-document yung nangyari.”* [I involved the barangay captain as a chairperson, someone from the PTA as vice-chairperson, a barangay representative, and a teacher representative to document the event.]

Furthermore, to engage the community, the school organizes events to strengthen community spirit and mobilizes them for school projects by activating the PTA engagement to school programs activities and projects. This also includes establishing partnerships with the alumni. The participants narrated how community engagement helped them in many ways such as resolving school conflicts with parents, smoothing school operations especially during the pandemic, funding of school projects such as improving the school facilities, planning for disasters, and addressing some student issues. They also reiterated that the relationship between school and community should be carefully and diplomatically maintained and handled because they need the involvement of the barangayu and the community.

MSH1: “*Kasi wala naming successful na programa kung hindi suportahan ng mga parents at community.*” [There will be no successful programs if the parents and the community do not support them.]

Moreover, school heads see this partnership with parents and the community to generate income to alleviate limited resources. They added that parents and the community should also be involved in the planning of the event from its implementation, even to those who may be seen as outsiders or threats, to show collaboration to resolve certain school concerns. Parental and community engagement manifests good school and community communication which allows for an inclusive practice that encourages better student motivation and learning outcomes (Smith & Williams, 2024).

Consistent Communication with Stakeholders and Partners. The millennial participants also explicitly pointed out that good and consistent communication with stakeholders and partners ensures smooth actions. With these reasons among others, the millennial participants reiterated that effective communication and coordination are the key elements to collaboration. With this, they resolve many conflicts between and among stakeholders although maintaining good communication is a challenge in remote areas.

MSH2, MSH4 and MSH8, who are assigned in remote areas where communication with stakeholders is a great challenge, emphasized the importance of coordination and communication among stakeholders is essential in addressing challenges. Meanwhile, MSH5 asserts authority by consistently addressing issues through formal communication as s/he emphasized the importance of documented procedures instead of just relying on verbal interactions. S/he cited that following official procedures such as

requiring formal written communication for complaints instead of verbal or informal accusations helps de-escalate the situation and maintain order.

MSH5: *“Kung may reklamo ka, punta ka sa opis, gumawa ka ng ganitong mga letters, hindi yung verbal lang lahat. Ayun binigyan ko siya ng mga letters. Ganun lang naman. So far, wala pa naman siyang banat mula nung September, nag-end na nun.”* [If you have complaints, come to my office, write letters, do not make everything verbal.” I told her, ma’am. I wrote her letters and so far, her complaint since September ended.]

MSH1 also acknowledged the importance of communication and interaction between alumni and teachers, and parents through the general assembly as a good attempt to bridge the gap between the policies and the community needs and to discuss the plans for the school. MSH9 added that the lack of communication and team-building activities among teachers may also lead to group divisions; hence consistent communication should be done with the stakeholders.

MSH9: *“Kasi ang una kong ginawa talagang dapat visible ako sa school, laging nakikita ako palagi, naririnig ang boses ko tapos ito yung mga plano ko syempre kasama sila.”* [The first thing I did was to ensure that I was visible in the school, always present, and my voice was always heard. Then, I shared my plans, of course, including them in the process.]

Further, MSH6 added that effective and consistent communication and proper coordination with stakeholders such as the PTA are not only essential in fostering trust and ensuring smooth operations throughout the school year, but also in helping to address

concerns, hence clear explanations and adherence to school policies ensure that stakeholders understand the school's stance. This also helps in establishing rapport that goes beyond professional connections as the effort should be continuous, not just when there's an immediate need, to maintain trust and strong partnerships within the community.

MSH6: *"I think you have to build sweet rapport, hindi lang strong rapport, sweet rapport. Ano yung ibig sabihin ng sweet. Eh kung birthday niya, hindi naman masamang magbigay ka ng simple cake sa kanya. Ma-aappreciate niya yun. There will come a time na mayroon kang kakailanganin, sila naman yung lalapitan mo."* [I think you have to build sweet rapport, not just rapport, it should be sweet.

If it's his birthday, it does not hurt to give a simple cake. He will appreciate that.

There will come a time when you need them, and you will seek their help.]

Establishing and maintaining effective communication with parents and the community as this could lessen the weight of the crisis. When a school head fosters consistent and effective communication, s/he could improve student success and enhance parental involvement, not to mention a cohesive learning community that works toward the success of their learners (Chatzinikola, 2022). After all, allowing communication that is effective, open and consistent creates a more Inclusive school community especially nowadays when communication is highly aided by the technology that was found to strengthen parent and teacher communication practices, paired with face to face communication (Wilke et al., 2024).

Maintaining Harmonious Relations with Parents and the Community. The millennial school heads narrated how they sought the assistance and support of their

community. They have cited many ways in which their communities helped them long before the pandemic and even up to this day. And because of this partnership, they must strengthen and maintain cordial relations with the community especially the barangay officials who are one of their closest partners at school.

MSH7 recalled how community engagement greatly helped them during the COVID-19 pandemic when they collaborated with local stakeholders including the parents, local radio station and the municipality in setting up a radio station to ensure learning continuity despite resource constraints. S/He said that they managed to establish a radio station independently, without financial or technical assistance from the DepEd and their success in implementing this resonated well as they were recognized as one of the best radio-based instruction implementers during the pandemic adding to the school's sense of accomplishment.

MSH7: *“It was because of the efforts of the school and the organization present in the community. Tinulungan kami ng local radio station on how to run it. Tinulungan kami ng PTA, parents, kasi walang pera, pandemic pa but we were able to raise funds. Nahanap naming ‘yung right people who can help us sa pag-establish, pag-install ng mga tower, ng booth, ng transmitter and all. Without the help of the Department of Education.”* [It was because of the efforts of the school and the organization present in the community. The local radio station helped us with how to run it (radio station). The PTA, the parents helped, because there were no funds, and worse, it was pandemic, but we were able to raise funds. We were able to find the right people who can help us in setting up the radio station,

installing the tower, the booths, transmitters and all. On our own, without the help of the Department of Education.]

Relationships with the alumni were also cited by the millennial school heads as they recounted on how alumni associations played a role in community engagement and in school-related activities; hence, the school tries to strengthen the community spirit and collaboration by organizing events that would gather them and have open and direct communication, identify the needs of the students, plan for better programs and celebrate successful endeavors together.

With these, MSH1 highlighted the contributions from various community members, including small donations from individuals such as tricycle drivers during the pandemic, showing the collective effort of the community towards school success. S/he and the alumni association were able to raise funds for essential school equipment showing the power of alumni networks in addressing school needs. And with these efforts piloted by their alumni association, they were able to provide the school with high-performance printing machines for duplicating modules and activities.

MSH1: *“Sabi ko ay salamat kasi nakabili ang alumni ng bagong riso saka yung photocopy machine. Binigyan din kami ng 25 boxes na A4 na coupon bond.”* [I was thankful because the alumni were able to purchase new riso and a photocopier. They also gave us 25 boxes of A4 coupon bond.]

By doing this, among others, s/he said that they were able to alleviate the challenges brought about by the pandemic. Maintaining a harmonious relation with parents and the community is crucial in fostering a collaborative school environment as the

community could greatly help with alleviating the facility and equipment limitations of schools. Establishing a safe school environment should start from mutual respect and understanding and transparency is the foundation to creating and sustaining harmonious relationships with parents and the community (Waluyo et al., 2023).

Valuing Prayer and Personal Values. The millennial participants admitted that the different crises they experience at school have brought them emotional and physical toll and these have caused them sleepless nights among others. It can also be inferred that the millennial participants decide based on their beliefs, values and ethics and they prioritize their mental health.

Reflection and Seeking Divine Interventions. The millennial school head participants have mentioned seeking divine intervention when things get tough. They said that they prayed for divine strength to hurdle the mental and emotional challenges their crises have brought them as they find their purpose in their leadership.

MSH4: *“Bakit ako napunta dito? Bakit ko ba tinanggap ito? Siguro may purpose po talaga na ako napadito. So, I seek guidance, divine intervention, wisdom kung paano kaya trabahuin ito?”* [I ask, “Why am I here? Why did I accept this?”

Maybe there’s a purpose for my being here. So, I seek guidance, divine intervention, and wisdom on how to work on things.]

MSH5: *“First, ipinagdarasal ko. Nagdarasal na “Bigyan ako ni Lord ng tamang desisyon para maayos ang gusot at hindi na maulit.”* [First, I pray. I pray that the Lord will lead me to the right decision so that I can solve these troubles and that this will not happen again.”]

The school heads not only value collective wisdom from their colleagues and other experts but also emphasize the role of prayer as an integral part of their decision-making process. This indicates their reliance on spiritual guidance to arrive at the right decision.

In addition to praying and taking time, they cited that they have a habit of taking time to reflect before making decisions. As MSH5 narrated, s/he would usually sleep on it and make sure to relax to ensure that s/he approaches decisions with a clear and calm mind and added that s/he tries and acknowledges the role of strategic mental diversions in enhancing his/her decision-making process. S/He said that this allows him/her to approach problems with a fresh perspective.

MSH5: *“May habit ako kapag nagdedecide ako. I sleep and relax. Minsan, kung mabilisan yung desisyon, kailangan mong minsan dapat yung may diversion para makakuha ako ng magandang desisyon.”* [I have a habit of sleeping before I make decisions. I sleep and relax. If this needs my urgent decision, I need diversion to arrive to a good decision.]

In the same manner that MSH8 avoids abrupt decisions and takes time to reflect, discern and consult before making important decisions because s/he avoids creating more troubles than resolving one crisis. They always try to anticipate the results of a certain decision by being cautious. The millennial school heads reiterated that their supreme goal during crises is to resolve them and not to create more hence, they reflect, anticipate consequences and avoid hasty decisions to which MSH1, MSH2, MSH9 and MSH8 strongly agree.

With this we can say, that with their aim of maintaining their stakeholders' engagement and morale, the millennial school head participants are generally careful in making decisions as these could demotivate their stakeholders. They try to avoid doubts among their stakeholders which leads them to adjust their decisions to meet the needs of teachers and other stakeholders because they need a justified decision to ensure teachers and other stakeholders are satisfied. This reflects their democratic approach to decision-making. They do this because, according to them, they try to prevent crises from escalating to the point of regional offices' involvement and desire to resolve things at the school level only, but they also acknowledge the fact that there are limitations to what they can do especially when emotion and pride dominate a certain situation.

With these narratives, reflective leadership that is grounded in spirituality enhances the millennial school heads' decision-making as they align their values and purpose with the decisions they make for their schools continuously (Cormier, 2017).

Values-Driven and Emotionally Responsive. To add, the millennial school heads have explicitly expressed their empathy and support towards their stakeholders hence, they handle teachers' personal issues and concerns with confidentiality and sensitivity despite the fact that they have to carry this emotional burden themselves.

MSH2: *"There are issues and concerns in the school na kailangan mong mai-absorb eventhough it's very personal."* [There are issues and concerns at school that you need to absorb even though it's very personal."]

In line with this, MSH6 mentioned that some personal and sensitive information about certain school crises should be kept confidential and restricted to relevant parties as

s/he recognizes their teachers and other stakeholders' rights to privacy, hence they need to be heard to ensure that the privacy of individuals is upheld while addressing and resolving critical issues. S/He said that when there are sensitive crises at school, s/he makes sure that the issue is not leaked even to his/her school head friends. Moreover, s/he emphasized that the school head should listen to both sides before taking sides between all parties involved in ethical dilemmas.

MSH6: *“Ethically and morally, we don’t share information ng mga ganoong concerns. I believe mayroon din silang privacy at kailangan ding makinig sa kanila. You should take sides. You take sides but you also must listen to both sides.”* [Ethically and morally, we don’t share information for those kinds of concerns. I believe that they have the right to their privacy and we also need to listen to them. You should take sides. You should take sides, but you also have to listen to both sides.]

Meanwhile, MSH1 added that s/he faces moral and ethical issues when teachers request for personal emergencies hence, the school head must navigate between ethical responsibility and adherence to policies while balancing personal compassion with institutional rules that limit teachers' ability to leave their posts.

MSH1: *“May batas din kasi na hindi basta-basta makaalis yung teacher sa station. Bilang principal, gusto ko lang ibalanse iyong moral saka yung ano tuntunin sa policy implemented.”* [Some regulations cannot easily allow teachers to leave their stations. As a principal, I would like to balance moral, and policies implemented.]

On one hand, MSH2 emphasized that their priority is the life and safety of their learners and teachers, hence, their decisions should emanate from this centeredness. From their statements, the research deduced that their personal values and ethics are the basis for their crisis decision-making.

MSH2: “It is because in our part, our first priority are the life and the safety of our learners, not only the learners but also the teachers.”

This was strongly backed by MSH6 who said that a school head should be both morally and ethically correct as s/he distinguished the importance between simply following rules and being considerate in decision-making while s/he mentioned that there should be consistency in applying rules to ensure fairness and building trust and that leaders should adapt their decisions based on the context while staying aligned with policies.

Centered not only in learners’ welfare but also with teachers, the millennial school heads truly see the pros and cons of keeping them healthy not only physically but also mentally. After all blending the centeredness of these stakeholders based on their contexts, experiences and beliefs underscores the dynamic interplay of both in the teaching and learning situation (Wyatt-Smith et al., 2024).

Growth-Oriented and Humble. The school heads’ statements showed their competence and confidence in their decisions during crises. And though there are times when they become unsure of the outcomes of their own decisions, their humility exudes as they put a premium on stakeholders’ opinions and collective perspectives over their own views. They also mentioned that they accept that they could make mistakes as these could

make them better. MSH7 showed her confidence in crisis decision-making but it is still open to corrections as long as this could benefit their learners and the school in general.

MSH7: *“Kasi pag nag-decide ako, talagang pinag-iisipan ko ito nang matagal, maigi at napaglaanan ng panahon na kapag ako’y tinanong kung bakit iyon ang desisyon ko, alam kong sagutin at kaya kong panindigan iyon. (laughs)”* [Because when I decide, I really think about it for a long time, thoroughly and as much as possible, I take time that if anyone would ask me why I did that, I can answer and stand by it.]

In addition, it was evident from the discussions that they see the beauty of the crises and challenges they face as they treat them as learning opportunities which help them in their personal and professional growth. Not only that, they also strive for continuous learning and improvement which, according to them, is their key motivator in participating in professional development programs. For them, facing challenges and seeing positive outcomes make them more resilient and skilled.

And just like what MSH8 narrated, s/he acknowledges that while the school head holds a position of authority, s/he cannot dictate or influence every decision especially with their teachers who are mature individuals capable of making decisions and who must bear responsibility for their actions in conflicts and not them.

MSH8: *“What really comforted me was the thought na responsibilidad na nila iyon. Oo, ako ang principal nila pero ‘di ko hawak yung kanilang pag-iisip o ang decision nila kasi matatanda na. They can decide on their own.”* [What really comforted me is the thought that they would bear the responsibility of their

decisions. Yes, I am the principal, but I do not control their minds nor their decisions because they are old enough to decide on their own.]

However, despite the stress, the school head finds peace by understanding that not everything is within his/her control. This shows personal growth in managing leadership challenges. With the school heads' openness to learning, awareness of their limitations, and commitment to ethical leadership, with this attitude, they can easily learn from others with their ability to see their stakeholders' contributions and ability to decide on their own. This attitude also helps them to be more resilient against oppositions, disagreements, and even arrogance (Vergiansyah et al., 2024). Moreover, according to Li (2023), a school head's capacity to recognize contributions and limitations and ability for a purpose-driven action is a reflection of how personal growth and humility can shape a leader's decision-making skills and that with trust and resilience is enhanced.

Financial Considerations. Generally, the millennial school heads narrated how they practically used their funds for more things and matters that need urgent attention. With their limited school budget, they showed flexibility and resiliency but as they mentioned their communities have greatly helped them to pursue programs despite their limited financial resources. The community support has helped them over the years to overcome financial limitations.

Resourcefulness and Strategic Financial Support. Because school heads usually work on limited budgets, the millennial school heads have become more resourceful and strategic in terms of raising funds to improve the learning environment of their learners. They usually take on the initiative of tapping the local government unit offices to help

them fund activities, programs and others. All millennial school head participants have a strong partnership with the LGUs as these are their closest partners in the community. These partnerships bring confidence to the school heads in terms of crisis decision-making. Not only are they helpful with the logistics, but also help or lead the school heads to the people or institutions that can finance their programs.

MSH1 also found his/her way to build a covered court at his/her school through the assistance of the congressman in their district to seek financial support which underscores the importance of having external assistance to school initiatives while MSH8 also extends efforts to involve the LGUs to improve his/her school's situation.

The millennial school heads build and strengthen trust and maintain rapport with the community and local community leaders by being transparent about their expenditures. As MSH4 mentioned, s/he reports to the PTA, barangay and other stakeholders to promote open communication.

MSH4: *“Nagrerereport po ako sa PTA at sa barangay. Tina-tap ko po sila. Sa environment naman po, PTA na mismo tinap ko para magkaroon kami kahit na maliit na covered court na masisilungan lang yung mga bata. Nag-come up po ang PTA ng isang fund-raising.”* [I report to the PTA, barangay. I tap them. As for the environment, I tap the PTA so that we could have our little covered covered to provide our learners some shade. The PTA came with with a fund-raising.]

Meanwhile, MSH3 narrated,

“Iyong sa re-opening kasi wala nga kaming resources. Kailangan naming mag-tap sa community para tulungan kami.” [For the opening of classes. We did not have resources for the re-opening, so we needed to tap the community for help.]

The community along with their leaders take part in the millennial school heads' decision-making as they play very crucial roles in helping fund the schools' programs.

Moreover, during the FGD and interviews the millennial participants mentioned repeatedly that they usually work with limited budget, hence they need to be efficient in financial planning and resource management to maximize the impact of available funds.

In line with this, MSH5 mentioned that one of his crises is on financial matters, too but s/he is used to having so little. Too little that they sometimes need to spend out of their pockets to finance the school needs and sometimes tap the community and local government offices to help them with the financial limitations.

Moreover, MSH1 stated that s/he would ask an LGU official with the help of the SPTA and alumni to help him/her with some infrastructure such as the covered court where their students can practice at any time and any weather.

MSH1: *“Gumawa kami ng resolution na partnership sa barangay, SPTA at alumni. Sumulat kay congressman na sana pagkalooban kami ng covered court.”*

[We have a resolution for a partnership with the barangay, SPTA, and alumni. We wrote a letter to the congressman to request a covered court.]

The school heads seek support from politicians, and they do so to provide their learners with better learning environments, and they prioritize creating a safe and conducive learning space for the learners. Moreover, MSH4 narrated that when s/he first got to

her station, s/he thought of improving the learning environment first to ensure the safety of their learners but since there was only a very limited budget, s/he spent out of her pocket to put up a school gate. In the school setting, spending out of pocket by teachers and school heads has become a common thing due to the systemic underfunding of schools. School heads go through inadequate operational funding so it is always challenging to cover their school's urgent expenses; hence, they pay for them instead (De Guzman, 2024).

Allocating Funds to Essential and Urgent Matters. MSH3 narrated her experiences with her/his school's allotted budget and said that s/he only has very little which was already budgeted for essential repairs and improvements.

MSH3: *"Kasi ang MOOE naming eh napakaliit lang. Ang repair nga namin is door grills lang eh. P68,000 lang, throughout the year na 'yung repair."* [Our MOOE is small. Our repairs are for the door grills which amount to P68,000. That's for the rest of the year.]

MSH7 also mentioned about his/her experience in financial management and reiterated that careful use of resources-be it human or financial- is needed to avoid wastage and ensure the success of their school activities. S/He said that the school does not need to join all activities. They need to consider the practicality of their expenses. The school head mentioned the considerations they must check when dealing with events and programs. Their decision-making process involves multiple considerations such as the budgeting, logistics, and resource allocation. The school head mentioned how they assess the budget and its implication before approving their participation like street dancing which

requires a lot of legwork. Hence before participating in any activity, the decision is contingent upon their ability to provide the necessary resources and support. The school head's statement showed how pragmatic the school head is.

MSH6: *"Is the person fit for the activity? If not, huwag mo na ituloy yan. Nag-sayang ka lang ng pera at energy."* [Is the person fit for the activity? If not, do not pursue it. You will just waste money and energy.]

Their statements express how financial constraints can add complexity to decision-making. The millennial master teachers agreed that their school head's decisions are based on the available funds their schools have.

MMT4: *"Our school heads base their decision on DepEd orders, mga memoranda, resources or finances or depende sa pera."* [Our school head's decisions are based on DepEd orders, memoranda, resources or finances, depending on the amount at hand.]

MMT8 agreed to this statement and said,

"Factors like time, financial capability, feasibility, and available resources must also be considered in every decision-making."

These statements prove that school heads implement a careful and fair approach to resource allocation to ensure that the needs of the school are considered. Strategic allocation of funds would ensure that the important and urgent matters are pursued within the budget. After all, classifying and prioritizing ensure that planned programs, whether or not they are tackled with skillfulness and accountability, and that school financial management is very important to classify school needs, hence there is an urgency for

financial management and a clear and appropriate budgeting model that will affect both operations and education (Fauzi, 2023).

Facility Adaptation and Improvement. School facilities play a critical role in the effective delivery of education and these have a direct effect on the teaching quality and learning outcomes. And not having these, especially in this era of continuously advancing technologies and innovative shifts, is truly a crisis (Jaminal, 2019; Yangambi, 2023). The millennial participants complained about not having enough facilities that can aid in students' academic performance, teachers' job satisfaction and students' and improvement of the teaching and learning conditions. And with this aspect, the school heads complained about not having libraries, classrooms, computer laboratories, clinics, gates and fences., and worse- toilets.

School heads have always turned to other stakeholders for support in addressing facilities challenges, highlighting the importance of collaborative leadership and resource mobilization. Just like MSH8 was assigned to a multigrade school where they did not have anything else but just one classroom for multigrade classes and s/he had to make do with what they had. The teachers and students had to use the caretaker's house as a make-shift toilet. They were able to improve this situation with the help of the LGU.

MSH8: *“Yung ma-assign ka sa school na walang toilet, in a multi-grade school with 3 teachers tapos isa lang yung klasrum? Kaya iyon ang naka-mold sa akin to seek help from other stakeholders like sa mga LGU. Nakaraos din naman. Kaya ngayon the school is already in a good situation na.”* [Being assigned to a school with no toilet, a multi-grade school with only three teachers, and just one

classroom. That really shaped me to reach out to stakeholders and the LGU. We managed to get through it. Now, the school is already in a good situation.]

S/He added that the request for construction takes a long time to be approved by the department, so s/he needed the help of other stakeholders to open a last-mile school in a remote community. S/He narrated how taxing and complex the paperwork and the approval processes required to open a school also include legal documents, site notifications and approval from other officials not to mention the natural hazards like flood or landslide risks that they must consider. These, among other assessments delayed the approval processes. The millennial school heads are motivated to provide the community's need for educational facilities and progress and his/her desire to leave a lasting legacy, s/he sought assistance, partnership and support from their local government. S/He stated that this project was highly supported by the local mayor and municipal council who provided the necessary funding for the school building and the Provincial Environment and Natural Resources Office (PENRO) who helped in mapping risks in the area. With this, s/he expressed his/her sincerest gratitude to the community leaders.

MSH8: *“Nakita po, Nakita naman namin na the community really needs help kasi out of 13 barangay, yun lang yung barangay na walang school. Imagine ang barangay na walang school, hindi talaga magiging progressive. Kaya, I decided na tatapusin ko ito na then parang point of no return na itutuloy ko na ito.”* [I saw it.

I know that the community really needs it because out of the 13 barangays, it is the only one that does not have a school. Imagine a barangay that does not have

one. It will not be progressive. That is why I decided to pursue this (establishing a school) and that there was a point of no return. I must finish it.]

It can be inferred from the statement that the school head was determined to make the school project his/her legacy, motivated by the needs of the learners and the community. As MSH1 narrated, one of their greatest crises is in physical facilities. The school head enumerated the facilities that they need, such as a covered court, classrooms, library, and computers among others. As for the computers, s/he is concerned about their students' inability to improve their computer and technology skills due to the lack of usable equipment. As for their physical infrastructures like their need for a covered court, s/he said that they would usually go to an elementary school nearby to borrow their covered court so that could implement their activities but that they cannot always do so because the elementary school has their own activities too, hence MSH1 and his/her teachers would put up a makeshift shed for their learners to be scorched under the sun.

MSH1: *"Pagdating ng general assembly, nanghihiram pa kami dun sa elementary school. General assembly ng mga parents. Hihiram pa. Kung gamit (nila) yung covered court ng elementary school, di naming magagamit. Ginawan naman ng paraan, Hihiram pa rin ng trapal para lang magkaroon ng general assembly. Kasi parang sa facility naman."* [During the general assembly, we would borrow from the elementary school. During the general assembly, we would borrow the facility. If the elementary school uses its covered court, we cannot use it. We find a way by borrowing (again) plastic sheds so that we can have our general assembly.]

The absence of a covered court or a shaded area for students to continue some outdoor activities shows the lack of necessary infrastructure in their schools and failure to provide these important opportunities results in missed opportunities for students to benefit from technology integration. In the Philippines, school heads manage facilities by building partnerships, promoting shared responsibility and maintaining open communication with their internal and external stakeholders are deemed to be effective and essential in school management and doing so necessitates collaboration to overcome financial and structural limitations would greatly help in the holistic development of schools (Caman & Casamayor, 2024; Coronel, 2024; Donumo & Lestari, 2024) and that a great deal can be done through collective efforts of the department's higher officials could help school heads improve their strategic leadership through stakeholder engagement hence a school head should be skilled in harnessing community involvement and accountability in decision-making. With these, it can be said that stakeholders hold transformative power through collaboration to support and improve school facilities (Coronel, 2024).

Flexible and Strategic. The school heads' capacity to be flexible and strategic in terms of their decision is vital in handling schools as these could help them navigate through challenges in the complex school environments and promote organizational effectiveness. Hence, alongside decision-making, their strategic planning skills are associated with and could help empower school heads to adapt their leadership styles in any complex environment (Guillergan, 2024; Malbas & Cabigan, 2023).

Meanwhile, the school heads shared their narratives on their crisis decision-making, and it can be easily inferred that their position requires their flexibility and

adaptation to the unique conditions of their schools' location. Their positions necessitate them to implement plans and policies and with these, they leverage their past experiences and good practices when they decide on their crises (Anjum & Zafar, 2022). Hence, they develop and implement and adjust plans based on their effectiveness through a blend of experience and data-based crisis decision-making that promotes openness and collaboration among their stakeholders (Baltovska, 2019).

The millennial participants are cautious decision-makers. They ensure that their decisions are the best for their stakeholders and schools. And as mentioned earlier, they take time to examine the crises they are facing by avoiding hasty decisions and consulting their stakeholders and experts to best approach their crises. Moreover, the millennial school heads admitted that they should be creative in finding solutions to their crises.

Selecting The Best Modality to Prevent Disruption. The pandemic has taught educators to adapt distance learning modality to avoid class disruptions. Nowadays, the participants continue to do so especially during continuous rains and on the hottest days.

The millennial participants recalled how they had to deal with the medical crisis. As MSH2 narrated, they had to carefully choose the best teaching modality suitable for both teachers and students despite numerous challenges.

MSH2: "We had to decide on what modalities are appropriate. Even though there are a lot of challenges, we need to decide on the most appropriate modality that would fit the teachers and learners at that school. And since there are a lot of restrictions, we still needed to give important updates because there were sudden changes in the health restrictions on social distancing."

Additionally, s/he mentioned that every time they do so, they have to consider the teachers' skills to implement distance learning and if all types of learners would benefit and not just a select few.

Nowadays, with the challenges they experienced during the pandemic, the education sector has fully adapted the flexible learning modality especially during extreme heat or continuous rains, although some millennial master teachers complained about some school heads insisting on in-person despite the scorching heat. As stated by MMT3 during the FGD, their division office did not adopt the flexible learning modality despite the extreme heat.

MMT3: *“Sa division naming, walang postponement ang klase, or half-day mgan lang sana or ODM (online distance modality).”* [In our division, there was no postponement of classes, nor at least half-day or even ODM.]

S/He mentioned that it was not easy to manage classes in extreme heat and suggested that this, too, should be considered by their division office.

MSH6: *“We can shift to LDM learning distance modality kaya lang how do you monitor the distance learning modality parang sometimes impossible din siya sa learners kasi may bagyo na nga, na-cut na 'yung kuryente, di naman pumasok, although nasa kanila na yung module.”* [We can shift to LDM (Learning Distance Modality), but how do you monitor distance learning modality? Sometimes, it feels impossible for the learners because there's already a typhoon, the electricity is out, and they can't go to school, even though they already have the module with them.]

With regards to this, MSH6 notes the difficulty of effective implementation of distance learning modality during natural disasters or when there are power outages and disrupted communication channels and suggests that school heads can greatly help the learners and teachers from health risks.

With these, the millennial school heads consider selecting the best and appropriate distance learning modalities as a crucial decision as they must consider their diverse learners, financial availability, contextual considerations and instructional objectives not to mention considering the learners' learning and cognitive styles as these could contribute to tailoring the educational needs approaches that could cater to their needs and enhance their academic performance (Panaggio et al., 2023).

Developing Effective Contingency Plans. During the FGDs and interviews, the millennial participants suggested that plans should be made to anticipate risks and ensure the well-being of teachers and learners. From planning their daily routines to ensure smooth operations to anticipating risks brought by armed or political conflicts, they suggested that these should be prioritized by schools. Just as MSH6 repeatedly mentioned during the interview, both teachers and school heads should have high levels of awareness or consciousness of their roles as these could greatly help them with their roles. S/He links that most errors are committed by school heads because of their level of awareness especially with policies and guidelines implemented.

MSH6: *“Nagkakamali ang isang tao dahil maliit ang kanyang level of consciousness. Meaning, hindi niya alam yung DepEd memo, order or a policy pertaining to certain issue at kung paano niya i-address yun.”* [A person makes mistakes

when their level of awareness is low. Meaning, he does not know the DepEd memo or the policy on a certain issue and how to address that.]

S/He further suggested that teachers should be oriented and re-oriented about policies so they could also decide on things effectively at their level. In the same manner, not all activities are to be participated in by the school carelessly. S/He stated that when they participate in a competition, s/he ensures that the students and teachers are capable as s/he provides his/her full support for them to win it. Proper consideration of available human and financial resources is done.

Further, MSH2 insisted that schools need to prepare their contingency plans to intentionally anticipate risks and will not put them in chaos when they hit them later. S/He also mentioned that when they plan, they must leverage past experiences and good practices when making decisions during crises. In addition to that, s/he emphasized that when developing and implementing plans, adjustments should be made based on effectiveness in implementation. As described by MSH2, these plans should be flexible and adaptable.

MSH2: “I think during the crisis we can use our experiences that we already have so we can decide because that may help us especially the good practice that we had in making decisions so we can share it with everyone. But during the crisis, what I remember is that you or we should always have a plan. If plan A is not effective, there should be a plan B because we cannot say that the first decision that we think of is the effective way to solve a particular problem.”

To which MSH4 added that it is necessary to develop a clear action plan so that they can execute it effectively. This, along with proper communication and coordination,

according to the school head is the key steps in addressing problems and resolving crises. On the other hand, MSH7 hopes for the continuity of programs especially if these were successful. The school head mentioned that when s/he were transferred to another station, her/his program and their unfinished projects particularly those with large impacts were put hold and now hope that the new school head will revive them for the benefit of the community. The continuity and sustainability of effective programs are usually at risk during school heads' transfers from one school to another.

MSH7 also recalled how the community appreciated and benefited from the radio station they used to run during and the earlier part of the post-pandemic time. This, according to him/her, is a structured and systematic approach that engages teachers in regular programming and can still be continued during disruptive times like extreme heat and disasters.

Meanwhile, MSH1 agreed to this by citing his/her plans on making video class recordings and archiving them for later use so that when teachers must go elsewhere, a seminar or a personal emergency, the substitute can easily pull out the lesson for their learners to play on TV since each classroom has one. S/He said that they would record in a studio and the teachers would teach a lesson. This reflects the intention behind the plan to improve teaching and learning and the commitment to adopt new methods that would benefit both the teachers and the learners. This displays how committed the school head is to utilizing technology to enhance learning and provide flexibility.

Further, MSH8 mentioned the importance of having a well-prepared plan, such as a school improvement plan because during a crisis. S/He also cited that since people may

panic during these situations, this can lead to forgetting these plans, hence there is a need for structured approaches in crises. MSH8 added that proper training is essential for developing crisis management skills which include crisis decision-making and the implementation of a reunification plan with parents and learners. Grounded on his/her accountability towards their students and parents, s/he insists that there is a need for effective communication and planning to ensure the safety of learners and support during a crisis.

MSH8: *“Yung reunification plan with the parents and learners kasi at the end of the day, teachers, since accountable tayo sa mga parents ng kanilang mga anak, kailangan ‘yun. For the neophyte, kalma lang.”* [At the end of the day, the reunification plan with the parents and learners, since teachers are accountable for searching the parents of their learners. As for the neophytes, keep calm.]

The school head highlights the need for a reunification plan because his area is at risk of armed conflicts, not to mention the possibility of volcanic eruptions and earthquakes. S/He added that with clear communication between teachers and parents, they could easily be reunited during critical times. Moreover, MSH3 emphasized the involvement of teachers and the community in planning and decision-making processes so that schools can easily identify the needs that need support and improvement.

Effective crisis and contingency plans require school heads who can anticipate crises in many forms to prepare all stakeholders for uncertainties. Crisis management plans could improve school heads' crisis decision-making and leadership performance in preparing themselves and their stakeholders by proactively responding to crises that disrupt school operations and students' learning through resilient and adaptive planning and

school structures. In doing so, the government and the department should further enhance school infrastructure and improve financial mobility to enhance schools' crisis readiness (Elbedour et al., 2021; Hanson, 1979). This should also include preventive strategies, scenario-based with clear communication plans and channels and clear protocols tailored to the diverse Philippine school contexts to ensure the safety and well-being of learners and other stakeholders (Harrald & Mazzuchi, 1993; Xiang, 2011).

Risk Management and Onsite Assessments. Since the millennial school heads have identified the consistency of having the usual natural disasters such as typhoons, they rarely mention it as a crisis. And just as they emphasized, their schools are always ready for potential typhoons with systems in place to avoid major issues or setbacks. The school heads mentioned that their proactive efforts in maintaining the school's infrastructure and ensuring that it is well-prepared in the event of typhoons. MSH1 stated that the school management takes care of the facilities on an ongoing basis to prevent small issues from escalating during crises. By doing thorough preparation and maintenance, the school avoids being overwhelmed by problems caused by natural disasters.

MSH1: *“Although laging nasa balita itong Polilio Island, but hindi sya ganun. Pero ang school namin naka-ready naman. Kasi nga, alaga namin. Alaga. Pag may konting sira lang, paayos agad kasi pag may dumating na disaster, may bagyo, hindi, uhm, prepared kami sa school. Hindi sakit ng ulo.”* [Although Polilio Island is always on the news during typhoons, it isn't bad. Our school is ready because we keep it well. If there are minor issues, we repair them right

away so that when there are typhoons, we are well-prepared. It will not be a headache.]

Further, MSH6 agreed on this and said that their school has protocols in place for handling natural disasters, particularly typhoons and fires, and that these focus on infrastructure inspections and that they are even ready to shift into distance learning modality if these happen. S/He cited that although they have difficulty in implementing learning distance modality (LDM), they usually shift to this during typhoons but keeping the building in top shape and condition is a must.

MSH9 said that s/he practices resilient decision-making as what the school head mentioned, the well-being of teachers, parents, and the community should come first before resuming school operations after typhoons and also mentioned that a strategic decision-making should be done, applying “Eduardo Morato’s Democratic Spatress” and a strategic planning through SWOT analysis to navigate the risks of the pandemic to prepare for other health risks.

MSH9: *“Kasi I want everybody in school- the parents, the teachers and the community to consider themselves first before going to school. Isipin muna nila yung sarili nila, yung pamumuhay muna nila, bago yung, bago pumunta sa school.”*

[It’s because I want everybody in school, the teachers, parents, and the community to consider themselves first before going to school. They first must think about themselves, their lives, before going to school.]

MSH9 also agreed with MSH1 and MSH6 that being aware of the school’s location and its natural environment helped him/her to mitigate the impact of typhoons and

minor damages, should be immediately checked and repaired. In addition, the millennial school heads mentioned that fear and uncertainty are normal, but a school head should take courage to effectively function in the school amidst crises like pandemics and natural disasters as these are the responsibilities of the school heads- to prioritize the safety and operational status of the school over personal concerns during emergencies. MSH3 even cited that they need to manage risks and conduct onsite checks even during dangerous conditions- before, during and after disasters. S/He discussed the importance of being well-prepared and the challenges of responding to natural disasters to ensure not only their learners' safety but also the condition of the school facilities. Doing onsite checks of school facilities ensure that schools are safe after natural disasters to maintain operational continuity. S/He reflects that during these times, s/he would think about his/her school more than his/her own home.

MSH3: *“Sa natural disaster, minsan mapapaisip ka na lang na halimbawa may bagyo, halimbawa malakas yung bagyo na ang typhoon, mata ng bagyo ay nandito. Ang iniisip mo hindi yung sarili mong tahanan eh. Ang iisipin mo yung paaralan. Ano kaya yung paaralan? Ok kaya wala kayang sira? Kaya, kinabukasan kapag nakadaan yung bagyo, kailangan pumunta ka sa school, check-in mo kahit na risky.”* [With natural disasters, sometimes you will just realize, for example during a typhoon, you would think about the school, not your own home. How is the school? Is it okay? Are there damages? So, the next day after the storm, you need to go to school and see if there is damage even though it is still risky.]

These statements clearly show the millennial school heads' dedication and commitment to their roles. With these we can infer that their anticipation of possible consequences after a natural disaster works well for them to avoid more troubles and effective risk management needs constant monitoring and response to identified risks and requires taking of effective strategies (Preslavsky & Zagorcheva-Koycheva, 2022).

Research Question 2: What are the patterns and influences of millennial school heads in crisis decision-making?

The participants have consistently mentioned about how their personal values and beliefs help them with their crisis decision-making, with emphasis on balance of ethical considerations, stakeholder involvement and engagement and their commitment to attain personal growth. Below are the tables of emerging themes from the conversations with the millennial participants. Table 5 displays the millennial school heads' decision-making patterns.

Table 5

Millennial School Heads' Crisis Decision-Making Patterns

Themes (Patterns)	Sub-themes	Significant Statements
Ethical and Values-Driven	Integrity and Fairness	Apply rules to ensure fairness and build trust Adapt decisions based on context Maintain professional integrity and follow protocols even when dealing with difficult situations and personal frustrations
	Confidentiality and Sensitivity	Ensure that individuals have the right to their privacy

Themes (Patterns)	Sub-themes	Significant Statements
Policy and Context-Aligned	Professional Responsibility	Open to listening to both sides, remain neutral to all involved
		Handle issues with confidentiality even if emotionally taxing things may be
		Consider ethics even when dealing with teachers' issues and concerns
	Policy-Aligned and Practical Decision-Making	Balance personal needs and the policies and prioritize learners
		Ensure all decisions are centered on the learners
		Use policies, guidelines and legal frameworks as the basis of crisis decision-making
Collaborative and Community-Focused	Crisis Anticipation, Preparedness and Resilience	Competent leadership is rooted in a strong grasp of legal guidelines to ensure sound decisions
		Evaluate situations to make careful and strategic decisions and avoid complications
		Be prepared and resilient in the face of crisis
	Timely and Community-Inclusive Crisis Response	Accept challenges with a positive outlook
		Remain resilient and continue to find solutions
		Strategically and methodically resolve crises
Collaborative and Community-Focused	Shared Governance and Inclusion	Resolve crises with urgency and timeliness
		Proactive communication is needed to prevent misunderstandings
		Include parents and the community in planning to the implementation of decisions
	Consultation and Stakeholder Engagement	Utilize a collaborative approach in crisis decision-making
		Seek teachers' suggestions and arrive at a consensus
		Recognize and acknowledge the strengths and weaknesses of the community to work to the school's advantage
Collaborative and Community-Focused	Consultation and Stakeholder Engagement	Establish a warm relationship by soliciting advice and consultations with peers, experts, stakeholders and community
		Engage stakeholders in planning processes for inclusivity and shared governance
		Collaboration is integral to their overall crisis decision-making

Themes (Patterns)	Sub-themes	Significant Statements
Communicative Competence	Emotional Intelligence	Gather insights and avoid making mistakes by consulting others
		Not to retaliate and have emotional control even in the face of hostility
		Control emotions and could not react impulsively even when provoked
		Foster reconciliation when resolving conflicts
Communicative Competence	Transparent and Empathetic Messaging	Be assertive and humble
		Humor reflects SHs' optimism and determination to resolve the crisis
		Includes emotional awareness, active listening, openness, and collaborative consultations
		Effectively communicate accurate data and information to stakeholders
Reflective and Spiritual	Self-Assessment and Continuous Improvement	Unclear communication may lead to uncertainty
		To be willing to learn more as experience may not be enough to resolve crises
		Leverage past experiences and good practices in crisis decision-making
		Willing to learn from experts, and colleagues
Reflective and Spiritual	Reflection for Purpose and Improvement	Compose yourself and reflect on possible actions
		Seek their purpose and wisdom, inner strength and divine intervention to deal with crisis
		Look forward to the end of their endeavors and seek improvement from the experienced implementations/feedback
		Seek guidance through prayers
Evidence-Based and Strategic	Spiritual Guidance and Inner Strength	Prayer and faith as an integral part of millennial school heads' crisis decision-making
		Attributes resilience to divine guidance and God's grace
	Evidence-Based Decision-Making	Validate information before implementing actions
		Hearsay and complaints should be validated by the persons of authority
Evidence-Based and Strategic	Evidence-Based Decision-Making	Coordinate with teachers to address student concerns effectively

Themes (Patterns)	Sub-themes	Significant Statements
	Strategic, Context-Dependent and Data-Driven Planning	Proactively observe measures for the upkeep of school facilities Prioritize maintenance of classrooms/school structures to prevent larger repair costs in the future Plans should be context-dependent and strategic for long-term use
Leader Well-Being and Self-Care	Holistic Mental Health Practices	Find ways to de-stress and debrief before and after crises Find relaxation by doing house chores, sleeping and playing games No work-related calls or messages during weekends

For their decision-making patterns, generally, the millennials evident crisis decision-making patterns as follows. Their patterns tend to be the following: 1) ethical and values-driven, 2) policy and context-aligned, 3) collaborative and community-focused, 4) communicative competent, 5) reflective and spiritual, 6) evidence-based and strategic, and 7) leaders well-being and self-care.

Ethical and Moral Considerations. During the interviews, the millennial school head participants are analytical leaders. They value the importance of considering pros and the cons of their decisions, anticipating the possible implications as they prepare for the outcomes. Generally, they always feel the need to assess what is morally right or wrong in the context of their decisions. In addition, their narrations have shown that ethics play a crucial role in their leadership.

Integrity and Fairness. The millennial school heads are generally guided by ethical and moral considerations which play a significant role in their decisions. They

integrate their personal morals and ethical standards into their crisis decisions which reflects a pattern of integrity and responsibility to their stakeholders especially during morally challenging crises. MSH4 added that s/he should have ethical considerations when dealing with moral issues as well as the importance of process and integrity in decision-making.

As for MSH6, consistency is emphasized in applying rules, such as service credits and travel allowances to ensure fairness and build trust, hence, school heads must adapt their decisions based on the context while staying aligned with policies.

MSH6: *“I-adapt mo yung sarili mo sa kanila, sa landscape ng DepEd and as decision making. Siyempre dun ka lang sa tama. Sabi nga eh, maging Mabuti ka.”*

[You must adapt yourself to them, to the landscape of DepEd, and to decision-making. Of course, you should always do what is right. As they say, be good.]”

Meanwhile, MSH4 stressed the importance of maintaining professional integrity and following protocols, even when dealing with difficult situations or personal frustrations. As s/he mentioned, the stakeholders have these professional expectations and standards from them. Also, MSH7 emphasized the importance of being fair among school heads while ensuring their privacy while addressing and resolving complaints or ethical issues.

All in all, school heads’ integrity and fairness directly influence their leadership performance which greatly affects staff performance, learning outcomes and stakeholder engagement and trust. To add, an honest and sincere management that is grounded on values and ethical principles strengthen school climate and improve school cultures as

these could build trust and raise professionalism of their staff hence school leaders must integrate justice, care and critique when navigating complex decisions (Faddis, 2022; Ivory et al., 2015; Khaola & Oni, 2020).

Confidentiality and Sensitivity. During the interviews, the millennial school heads narrated that they are careful in maintaining their integrity and fairness in decision-making. Hence, it is very important for school heads to be impartial with their judgments and that if there are conflicts among teachers, they should be open to listening to both sides, and remain neutral to all sides involved. As discussed by MSH6, school heads should also ensure that all individuals have the right to their privacy hence it should be upheld while addressing complaints and ethical issues.

MSH6: “I believe meron. Din silang privacy at kailangan ‘ding makinig sa kaniya. You should take sides. You take sides but you also must listen to both sides.”

[I believe they also have their right to privacy and we also need to hear them out.

You should take sides. You take sides but you also must listen to both sides.]

To which MSH2 agreed that personal issues and concerns of teachers should be handled with confidentiality and sensitivity however emotionally taxing these may be and that it is the school heads’ responsibility.

MSH2: “Iyong mga ganoong pagkakataon na there are really issues and concerns in the school na kailangan mong mai-absorb even though it’s very personal, as much as possible, it should be confidential. Then, hangga’t maari huwag na malaman ng iba. So ganon din po yung experience ko, so it’s hard into this side in that time.” [These are the times when there are issues and concerns at school that

you need to absorb even if they are very personal. And as much as possible it must be kept confidential.]

Additionally, MSH4 underscores the importance of moral and ethical considerations as s/he handles teachers' personal matters with confidentiality and sensitivity to protect their dignity and maintain the stakeholders' respect towards them. According to the school head, her/his personnel's personal matters should be handled with sensitivity and respect for personal privacy while maintaining adherence to school policies. S/He said s/he does not dip her/his fingers into matters that do not affect the school; hence, s/he does not even talk about these matters, especially financial matters, with her/his teachers. S/He said that s/he discourages anyone from outside to talk to her/him about her/his teachers' personal matters so as not to affect the school operation and to protect her/his teachers from humiliation and to maintain their dignity and authority.

MSH4: *"Hindi naman naapektuhan ang paaralan about jan, sabi ko. Kaya hindi ko po puwedeng anuhin 'yung teacher, hindi ko po puwedeng kausapin about diyan. Kayo na po makipag-usap about diyan. So, dapat talaga naka ano yan, sa policy lagi kasi yung ano natin na once ikaw ay nagdecide based on the policy, based on mandates, hindi ka maliligaw ng landas."* [The school will not be affected because of that, I said. So, I tell them that I cannot talk to the teacher about that (debt). You must talk with her about that. So, you must always anchor on policies because if you decide based on the policy, you will not get lost.]

MSH7 agrees that confidentiality and sensitivity in handling ethical and moral issues should be highly observed by a school head. S/He emphasized that it is important to

keep sensitive information confidential and restricted to relevant parties, so s/he makes sure that the issue is not leaked and shared even to his/her friends. S/He stated that they have people they directly contact for such issues to keep it classified and that some school heads only know about it when they go to his/her school to do reading interventions. S/He emphasized that s/he ethically and morally does so because his/her teachers also have their rights to their privacy and they, too, have their rights to be heard.

MSH7: *“So, ethically and morally, we don’t share information mga ganung concerns, lalo’t mga bagay na nairereklamo sila. I believe meron din nila ng privacy at kailangan ding makinig sa kanila. You should take sides. You take sides but you also must listen to both sides.”* [So ethically and morally, we do not share any information on these issues especially on things that they complain about. I believe that they too have their privacy, and they have the right to be heard. You should take sides. You take sides but you also must listen to both sides.]

Moral sensitivity is framed as a prerequisite for authentic leadership and school heads utilize reflective practice to maneuver confidential, critical, and sometimes, emotionally-infused situations (Pequiro, 2024). The school heads usually act as mediators, and that these bring tensions to them as they address conflicts, and differences while maintaining confidentiality and sensitivity especially when dealing with matters of discipline, policy enforcement, and personal information (Sincer et al., 2019). After all, socially aware school heads could better create more inclusive, transparent and supportive schools.

Professional Responsibility. Professional responsibility goes beyond school heads' administrative competence to extend to the teachers' development, instructional leadership and stakeholders' safety and well-being. In this regard, MSH3 stressed how important it is to maintain professional integrity and follow protocols especially during difficult and frustrating situation when one of her/his teachers did not properly inform the school that her transfer to a stations has been approved, and they were not able to assign her class to another teacher.

MSH3: *"Kaya lang sinabihan ko din siya na, 'Alam mo madami ka pang magiging school head, siguro hindi dapat ganun.' Sabi ko, 'Protocol dapat tayo. Bakit di mo sinabi? Andaming naaapektuhan."* [You know, you will have more school heads (to deal with), maybe you should not do that. I spoke. We should follow the protocol. Why did you not inform us? Many are affected.]

Especially when dealing with their teachers, school heads persist in considering ethics. MSH3 complained about how some teachers deviate from professional standards, particularly with punctuality and adherence to work habits, as this, along with absenteeism, could greatly affect the school environment and professional expectations. The school head mentioned that while s/he understands how unmotivated the teachers are because of their financial concerns, it is still expected that they show some professionalism towards their job as their learners suffer the most in these situations.

MSH5: *"Lagi kong sinasabi na ako kahit wala akong regalo sa December, wala akong regalo ng birthday, Teachers' Day, anong tawag dito, Valentine's Day, 'sus galit kayo sa akin. Number 1 sa akin, hayahay tayo sa magiging ok, hayahay*

tayo sa buhay. Pero kung hindi okay, ayusin natin kasi kawawa ang mga bata.” [I always tell them that even if I don’t receive any gifts in December, no gifts for my birthday, Teacher’s Day, and what you call it- Valentine’s Day because you are mad at me. For me, first is that everything is fine, we will be good. Life will be fine. But if it’s not, we must fix it because the children would suffer.]

To add, MSH1 agreed that the learners should come first, school heads should be able to balance personnel needs and the policies as they too face moral and ethical issues when teachers request leave for personal emergencies. The dilemma arises from balancing their personal compassion with institutional rules that limit teachers from easily leaving their posts, hence they must navigate between responsibility and adherence to policies which makes decision-making tough- whether to allow leave in morally significant situations.

MSH1: *“Minsan andun ‘yung..pinapapairal (yung awa). may batas din kasi na hindi basta basta makaalis yung teacher ‘di ba sa station. Bilang principal, gusto ko lang i-balanse iyong moral saka ‘yung ano tuntunin sa DepEd (laughs) kailangan mo desisyunan yun.”* [Sometimes the principal has to take pity on teachers because there are guidelines that prevent teachers from leaving their stations. As a principal, I want to balance my morals and the DepEd guidelines.

MSH2 also emphasized that it is their professional responsibility to ensure that all crisis decisions are centered on the learners’ and teachers’ safety and well-being and guided by guidance and reference to the DepEd memoranda, and DepEd orders.

MSH2: “When we experience natural disasters or pandemic, still the number one priority that we have is the life and safety of our learners because when we decide and, also as far as I know, as a school head, we need to put them at the center of our decisions we need to consider everything about them.”

In a study by Francisco (2022), the researcher asserted that school heads must proactively support their learners and teachers holistic development and underscored the promotion of professional learning communities and consistent academic, personal and professional development hence, continuous professional meetings, LAC sessions and other school-based trainings will keep teachers updated and informed about professional development.

Policy and Context-Aligned Decision-Making. All throughout the discussions, the millennial participants reiterated the importance of compliance and adherence to the policies implemented in the DepEd as a basis for all their decisions and to avoid any repercussions brought about by any crisis they face. Crises often require the school heads’ immediate attention and action, and their complexity makes it more difficult to attend to so heavy reliance on guidelines as well as effective planning should be done.

Policy-Aligned and Practical Decision-Making. The millennial school heads emphasized the importance of using policies, guidelines and legal frameworks as bases for their crisis decision-making. As MSH3 stated, it is their responsibility to balance between upholding rules and considering the well-being of others in any challenge, especially when the decision could hurt or ignite conflict with others. S/He underscored that

competent leadership is portrayed as rooted in a strong grasp of legal guidelines, which helps ensure that decisions are sound and defensible.

MSH3: *“Eh kailangan kapag magdedesisyon ka, lalo na kung krisis, dapat na talagang alam. Bilang school head, dapat alam mo yung function mo, alam mo yung responsibilities mo kasi ikaw talaga yung magli-lead sa school so, dapat yung mga pagdedesisyon mo eh madami kang alam na batas kasi kung hindi eh, mapapa-ano ka na lang.”* [When you decide during crisis, you really should know. As a school head, you should know your functions and your responsibilities because it is you who lead the school so during decision-making, you should know a lot about the laws. After all, if not, you might be putting yourself at risk.]

If the school heads level of awareness and consciousness about all these policies is low, the risks of decision-making are high. The school heads repetitively mentioned and reflected on the complexity of leadership in managing legalities and practicalities. To do so, they evaluate situations when it is necessary to be thorough and when a more practical, less detailed approach is sufficient, depending on the urgency and impact of the situation. Hence, they need to make careful and strategic decisions to avoid future complications.

In line with the guidelines and policies, the school heads ensure that all their crisis decision-making within the school is aligned with the policies and mandates from the DepEd for consistency and legality. According to them, this is because it is risky not to do so as they could be charged for any diversions. The millennial school head participants

highlight that all decisions should be anchored on these policies and mandates and not on personal notions.

As noted by MSH3, adhering to policies ensures fair and consistent decision-making and avoids personal bias in making professional decisions but on established guidelines.

MSH4: *“Pero ang aking pagdedesisyon dun eh nakabase pa rin sa policy.*

Unang-una hindi naman nakakaapekto sa paaralan ang paniningil nila.(laughs)

Kasi halimbawa, napapahiya na si teacher sa harap ng mga bata sa paniningil nila, ano ko siya, puwede ko siyang kapihan ang teacher kasi kapag ang teacher at nasa performance ng kanyang duty siya ay person in authority, so hindi sya puwedeng ipahiya, hindi siya puwedeng saktan ng kahit na sino kahit ano ang ginawa niyang mali.” [But my decision-making is based on policies. First and

foremost, their payment collection (for debts) does not affect the school.(laughs)

For example, if the teacher is humiliated in front of her pupils, I can side with her because when the teacher is in performance of her/his duty, s/he is a person in authority, so s/he cannot be humiliated not hurt by anyone even if s/he has done wrong.]

The school heads suggest that reviewing existing policies before making decisions should be done so they can make deliberate and informed approach to crisis decision-making, hence being well-versed in DepEd policies helps to effectively address issues and to avoid making mistakes in decision-making.

Policy-aligned and practical decision-making is an essential distinctive feature of the millennial school heads as they tread through institutional policies and varied school contexts. Hence, as stated by Shiwakoti (2021), school-level crisis-decision-making forks from formal policies and leads to a more collaborative context-responsive approach but as Baltovska (2019) insisted that during crises school heads must settle with directives with the unique school contexts and urgent needs of students and teachers on the ground through supportive initiatives.

Crisis Anticipation, Preparedness and Resilience. The millennial participants aspire to be always prepared and resilient in the face of crises. The discussions revealed that they persevere through challenges and are always optimistic that they will resolve them sooner or later. It is also very evident that they are very willing to accept challenges, and they acknowledge that their positions are bundled with many that they could jokingly talk about them. MSH3 and MSH5 particularly humorously referred to themselves as “dragon” and “Miss Universe” when they dealt with their crises as part of their roles as school heads.

MSH3: *“Siyempre po kapag crisis, mahirap. May mga times din po na, ah hindi ka makatulog, gigising ka sa umaga. 1:00 am hindi ka na makabalik tulog. Kasi iniisip kung paano mali-lesser o ma-minimize yung ang crisis. Paano ito haharapin? So, sa experience lang po eh napakahirap pero with an open mind and an open heart, parang Miss Universe lang, syempre po, accept lang everything, kasi po coupled na po sa posisyon mo na tanggapin.”* [Of course, during a crisis, it’s hard. There are times when I could not sleep, then wake up in the morning. At

1:00 you cannot go back to sleep because I keep thinking of lessening or minimizing the crisis. How do I face this? So, in my experience, it is very difficult but with an open mind and an open heart, it's like in Miss Universe, of course, just accept everything because this is coupled with my position.]

MSH5: *“Sa awa naman ng Diyos eh nangyari ang isyu nya na ‘yun.,I think it was September or October, 5 months na, wala na siyang isyu sa social media sa school. Sabi nga nila dito maam, “nakahanap ata ng dragon (laughs).”* [By God’s grace, eh this issue happened. I think, it was September or October. It’s been 5 months since she (a parent) has had any issue on social media with the school. Others say, “She had found the dragon.” (laughs)]

Despite the challenges of crisis decision-making, the school heads remain resilient and continue to find solutions to their crises, and this usually includes adherence to rules. And as they humorously discussed their experiences, they showed familiarity with dealing with crises and approached these challenging situations with a sense of humor and calmness, indicating resilience and experience in crisis management (Hill-Berry & Burris-Melville, 2024).

Moreover, the millennial school heads’ statements manifested their eagerness to resolve any crises, so they would strategically and methodically resolve them. A very evident response used by the millennial participants is through following the DepEd procedures especially when handling complaints to maintain order and effectively address issues raised by parents. As MSH5 stated, s/he managed a situation where a parent was using social media to spread negative comments about the school. S/He said that s/he by

following the procedures, s/he was able to challenge and deal with the parents who had a history of causing issues or stirring up conflicts within the school by requiring her to follow the official procedures which include writing formal communication for complaints instead of verbal or informal accusations.

MSH5: *“Eh ang ginawa ko lang naman e, kung may reklamo ka, punta ka sa opis, gumawa ka ng ganitong mga letters, hindi yung verbal lang lahat. Talagang ni-letter-an ko siya maam. So far, wala pa naming siyang banat. Nag-end noong September.”* [I told her that if she has complaints, she needs to go to the office, write this letter, not everything should be verbal.” I wrote her letters and so far, her last blow was last September.]

The millennial school heads’ crisis-preparedness and resilience are their school heads’ competencies to navigate complex crises. After the pandemic, the educational landscape had drastically changed and demanded a more inclusive, empathetic and context-responsive approach in decision-making to seamlessly sustain continuous learning despite disruptions (Striepe & Kafa, 2025). Moreover, resilience requires practical problem-solving strategies during crises and more importantly, emotional coherence and clarity of purpose in schools. These suggest that crisis preparedness in education is grounded on the school heads’ character- adaptability, emotional intelligence, systemic planning, and culturally relevant initiatives (Alonzo et al., 2024; Pastor et al., 2024; Striepe & Kafa, 2025).

Timely and Community-Inclusive Crisis Response. Another impeccable observation during the discussions is the participants’ eagerness to resolve their crises with

urgency and timeliness. For them, there is a great necessity for proactive communication to prevent misunderstandings or delayed responses to issues that could escalate if not promptly addressed. Just like MSH6 reiterated, concerns should be urgently addressed.

MSH6: *“Kapag may isang concern, i-address mo agad. Kasi kapag ano, sa iba pa nila nalaman kasi, “ala, di man lang sinabi ng principal namin”. You have to text them. Eh ang sabi ko lang nman nung ManCom kami, ang ibibigay ko lang na mga data ay yung mga urgent lang.”* [When there’s a concern, address it right away. It is because if they learned about it somewhere else, they would say that the principal did not mention it. You must text them. I told them during the Man-Com that I will give them the data for urgent things only.]

In most crises these millennial school heads experience, they make it a point to include the parents and the community from planning to the implementation of their decisions. By doing this, their leadership and responsibility are shared with them. This makes everyone a better part of their school community. The school heads’ roles are to respond in a timely and inclusive manner especially during urgent critical situations in any context. They are expected to ensure fast and ethical contextually aligned crisis decisions, implementing inclusive and empathetic practices, open communication and shared decision-making. And to have more inclusive, equitable and sustainable recovery tactics (Bush, 2023; Stone-Johnson et al., 2023; Striepe et al., 2023; Striepe & Kafa, 2025).

Collaborative and Community-Focused Decision-Making. With the involvement of all stakeholders, the millennial school head had directed the school communities towards being collaborative and inclusive. During the interviews, they have consistently

mentioned the community as their constant partner in any school programs, projects and more importantly, during critical times.

Shared Governance and Inclusion. The millennial school heads utilize the collaborative approach in decision-making wherein they involve teachers and seek their suggestions on certain issues. The school heads also take this opportunity of consultation with teachers to know not only their ideas but also their needs. This is an acknowledgment of the teachers' important contributions to their school as the learners' direct contact with learning. Seeking their suggestions or opinions and arriving at a consensus later shows that the school head prioritizes their teachers' input towards the resolution of a crisis.

MSH2: "I think with the consensus of the body we could ask for the suggestions (of the teachers). Also, in decisions because they are part of the school."

In addition, recognizing and acknowledging the strengths and weaknesses of the community can work to the school's advantage. MSH9 narrated that his/her program turned into a success when s/he did so.

MSH9: "*Tapos, isinama ko sila (parents) sa planning. Sila yung ginawa kong peace officers sa mga mga activities namin. Kaya naging maganda yung resulta.*"

[Then, I involved them in planning. I assigned them as peace officers in our activities. That was why the results were great.]

MSH8: "*Yun siguro ang nagcontribute sa recognition na 'yun yung mga decisions na nagawa namin as a team, as an organization.*" [Ah, we got the recognition because of the decisions we made as a team, as an organization.]

MSH9: “*Nirecognize ko talaga sila , na sila yung dahilan kung bakit ang saya-saya ng aming high school day.*” [I really recognized them. They were the reason why our high school day was very happy.]

Moreover, they consistently underscored the importance of working with their community, from planning to implementation so that together they could mitigate persistent and pressing concerns of their area as well as their students’ academic concerns. Their involvement also effectively ensures that contingency plans are informed and supported by the community.

The millennial school heads’ roles are not limited to daily decision-making but also include the many other crises and that they need to ensure inclusive, responsive, and equitable decision-making that would cater to the needs of their diverse cultural contexts, stakeholder personalities and academic crises (Bush, 2023; Stone-Johnson et al., 2023). Researchers push for a longstanding and practical approach for the whole-school crisis management that involves planning, stakeholder involvement and compassion-driven crisis decision-making (Whitla, 2003).

Consultation and Stakeholder Engagement. Generally, the millennial school heads establish a strong bond and relationship with their community and local government units (LGUs). They acknowledge the importance of their relationship as these stakeholders’ support and assistance are invaluable. Hence, the millennial school heads also try their best to involve and engage with their local government and community as they took the initiative to improve their infrastructure, such as building a gate and sought

assistance from local government units (LGUs) and other community resource to manage expenses.

MSH3: *“Malaki talaga ‘yung risk kapag sa safety na po ang pinag-uusapan. Pinagawa ko talaga yung gate (laughs) at my own expense. Nag-tap din ako sa LGU ng mga galvanized iron. Gumawa ako ng mga letter, nag-tap ako sa engineering office. Parang naghingi ako ng tulong kasi naman po malaki po ‘yung expenses hindi na po makayanan. Then, yung malaking challenge, talaga po is ‘yung academic pero kino-consider ko is moral and ethical issues. Kasi kung walang cooperation, walang harmony, walang teamwork para may good environment ng mga teacher as well.”* [There are risks when safety is what we will talk about. I took the initiative to build the gate (laughs) at my own expense. I built it. I also tapped the LGU for the galvanized iron (roofing). I wrote letters, and I also tapped the engineering office. It’s like I asked for help because the expenses are great. I could not do it on my own. Then, the real big challenge is academic, but I consider the moral and ethical issues. Because if there is no cooperation, no harmony, no teamwork, there will not be a good environment for teachers as well.]

On the other hand, MSH6 also pointed out that there should be sustained community stakeholders’ involvement beyond crises and acknowledged their role in resolving crises. S/He stated that engagement with community partners should not be limited to times of crisis. Continuous involvement during both good and challenging times prevents stakeholders from feeling overburdened or only being approached for problems. S/he also added that the relationship with the community should also be strategic and relying solely

on stakeholders during difficult times can lead to fatigue and disengagement. It is important to build relationships based on mutual support and consistent involvement rather than only calling upon them in emergencies.

MSH6: *“Huwag din namang during the hard times but also the sweet times lang na you get to celebrate those times. Pero in times naman ng mga crisis na tawagin mo sila. Huwag namang ganun. Laging crises na lang so mananawa naman sila.”* [Not only during the hard times but also the sweet times that you get to celebrate. But if you call them only in times of crisis, they will get tired of it.]

Moreover, jokingly MSH5 cited that to ensure correct decisions, it should be shared with the teachers and the community:

MSH5: *“Iyung shared decision din minsan. Para bang kapag nagkamali ako, sama-sama kami sa kulungan, tagatimpla mo ako sa opis ng kape, tagatimpla mo din ako ng kape sa kulungan. (laughs)”* [In share decision-making, if I made a mistake, we go to jail together. I make your coffee in the office; I will also make your coffee in jail. (laughs)]

By doing so, he implied that since it is a collective decision, they will all strive to come up with the best decision possible. Not only will it avoid blame but more involvement among stakeholders. These democratic practices ensure shared responsibility and mutual accountability in all programs, project and crisis implementations. Not only do these promote accountability but they ensure better decisions, enhanced school governance and improved educational outcomes anchored on policies in place and reduced

emotional stress and increased decision ownership (Amzat, 2017; El Zein et al., 2019; Roth & Salles El Kadri, 2016).

Communicative Competence. An important element of decision-making that the millennial school heads ensure in their crisis decision-making is their communication skills. Their narratives show how much they value these in resolving crises. For the participants, the success and failure of any program depend on effective communication and coordination of plans, implementation and feedback for improvements.

Transparent and Empathetic Messaging. It was also evident that the participants value the importance of effective communication with their community and stakeholders. This includes their emotional awareness, active listening, openness and collaborative consultation. The millennial participants put a premium on consciousness and awareness in decision-making and in leadership in general, most especially on policies and guidelines. The participants link errors in decision-making to a low level of consciousness or awareness of policies and guidelines and acknowledged that knowing DepEd memos, orders, and policies is crucial for effectively addressing issues and avoiding mistakes; hence, a thorough understanding of these is a must. And with this, school heads should also consider their teachers' level of awareness when evaluating actions and decisions so that they can understand why someone acts a certain way. This often leads to more empathetic and fair decision-making.

In line with this, MSH6 emphasized that school heads and their teachers should also be aware of these policies and guidelines so they can make sound decision-making in their classrooms. For him/her, teachers should be fully aware of their responsibilities but

they should also admit that teachers need additional orientation and training as these could improve their effectiveness and prevent issues.

MSH6: *“Sabi nga, in DepEd ngayon, if I may add, magiging mali ka lang kung yung level of consciousness mo ay mababa. Nagkakaroon ng complex issues kung yung awareness or level of consciousness ay mababa. Technically, you know that DepEd is very protective of the children at ang mga teachers ay implementers and as adults, tayo ang provider nun. Dapat aware sila.”* [As they say, in DepEd, your decisions could go wrong if your level of consciousness is low. Complex issues happen because of your low level of awareness or level of consciousness.

Technically, DepEd is very protective of the children, and the teachers are implementers and as adults, we (school heads) are the providers. We should be aware of the policies and guidelines].

And just like all of them emphasized, a school head or just any leader can confidently face any challenges or complaints if their decisions are founded and grounded on DepEd policies. Remarkably, the school heads emphasized that crisis decision-making is much easier if there is an effective plan that anticipates the worst situation. For the participants, accurate data and information can be used effectively in making crisis decisions if they are communicated effectively to stakeholders and people in charge. Effective crisis communication is not only a challenge for school heads in remote areas but also in urban areas due to varied reasons and factors such as poor internet and cellular network service, conflicting personalities and attitudes, and school and community cultures. Hence, for the

participants, planning and communicating are good ways to easily decide and respond during crises (Caparelli, 2012).

The millennial master teachers and school heads agree that conflicts arise from miscommunication and misinformation due to varying communication methods between stakeholders, more especially between and among school heads and teachers. Unclear communication may lead stakeholders to uncertainty and respect is expected when raising opinions during discussions. During the FGDs, the millennial master teachers handle coordination which means taking more responsibilities hence they hesitate in giving suggestions because if the suggestion is good, they end up implementing it.

MMT3: *“Natatakot po kaming magbigay ng suggestions kasi kapag nag-suggest ka, ikaw ang ilalagay sa task na iyan na sinuggest mo.”* [I fear giving suggestions because if you do, you end up doing the tasks of that suggestion.]

For the school system, reporting and communicating lead to amiable relationships between stakeholders and the school head. As for school heads in remote areas, it is a challenge for them to be updated with new regulations because it is hard to maintain communication in these places. The urgency in reporting added pressure on school heads’ timely crisis decision-making. Hence, according to them, school heads should maintain clear communication with their community leaders, parents and teachers particularly when there is a safety concern, to allow them to make informed decisions about their children’s attendance at school. Just like what MSH7 mentioned, s/he and the community have ongoing preparation and rehearsals for potential armed conflicts. This includes having a clear protocol on the alert system for when danger is imminent. Since insurgencies

may happen anytime, the school head emphasized that they should be vigilant in monitoring and coordinating with the LGUs.

MSH7: *“They keep on having their coordination meeting so meron din namang mga advance na intelligence report if ever merong mga sightings.”* [They have a consistent coordination meeting so we can have an advanced intelligence report if there ever are sightings.]

To which MSH9 agreed and emphasized that a school head’s crisis decision-making needs the four C’s, namely, communication, collaboration, coordination and cooperation to ensure smooth implementation of plans during crises and the lack of communication and team-building activities among teachers may lead to group divisions.

Further, the millennial school heads cited their methodical way of handling conflicts and other challenging situations by following official procedures, such as requiring formal written communication for complaints instead of verbal or informal accusations as this help de-escalate the situation and maintain order. They also emphasized the importance of being proactive in not giving opportunities for conflict by being aware and vigilant of the potential problems before they escalate.

MSH5: *“You must be aware. Alam niyo naman na palang ganito ang nangyayari, so yan ay naghihintay lang ng tyempo. Huwag kayong magbibigay ng pagkakataon.”* [You must be aware. You know that certain things happen and that they just wait for the proper timing to complain. Do not give them any opportunities to complain.]

With the unprecedented and uncertain situations that may emerge anytime and with contingency and crisis management plans in place, effective communication is required for these to be implemented smoothly and efficiently as this is the cornerstone of successful school leadership, stakeholder trust and collaborative governance. Communication, whether it is verbal or non-verbal, should involve active listening strategies as this could greatly help school heads to build inclusive schools and could boost stakeholder engagement, and the success of program and crisis management plan implementations (Abu Bakar et al., 2024; Decir & Paglinawan, 2024).

Emotional Intelligence. Although the millennial school heads are assertive and confident, they acknowledge that each conflict they manage has valuable lessons and for them, they have consciously stated not to retaliate and to have great emotional control even in the face of hostility. Controlling their emotions and not reacting impulsively even when provoked reflects their professionalism and emotional discipline in leadership. And for them, after all the chaos of conflicts, humility and restraint in resolving conflicts would foster reconciliation.

MSH4: “*Kapag marunong ka talagang magpakumbaba, eventhough na nasa posisyon ka, pinaplano po talaga dapat yung steps na hindi abrupt ba or sudden na pagbabago. Unti-unti lang po.*” [If you are humble, even though you are in a position, plan the steps and do not act abruptly or change drastically. It should be a little at a time.]

And for these, ultimately, the millennial school heads emphasized the importance of being assertive and being able to control their emotions while following DepEd

procedures when handling complaints and conflicts to maintain order and effectively maintain address issues raised by their stakeholders and if these still cannot be resolved, despite all the methodical ways mentioned above were done, interventions from the district and division office is required. Through it all, conflicts between and among stakeholders are particularly difficult to manage as these can affect the overall harmony within the school.

Additionally, a very remarkable behavior of the millennial participants is their resilience and determination to resolve their crises. They face their crises with a mindset of striving to accomplish their plans. Moreover, they accept the fact that whatever they do, decide, and say will not be appreciated by all. And with this, making decisions during crucial times will most likely attract criticisms from their subordinates, peers and their community; hence, they accept this as feedback and move forward with these. After all, not all decisions may not favor everyone but most importantly to the majority and the benefit of their learners.

Interestingly, the millennial participants' resilience and determination are rooted on the challenges of the educational system, their school's geographical situations, local contexts and situations, and community cultures. These difficulties-personal and professional- keep them grounded in their purpose so that their plans, projects and programs become their legacy, motivated by the needs of their learners, teachers and their community.

And just like what MSH8 proudly narrated, they refuse to fear new challenges. The millennial school heads are very optimistic and accepting that changes are inevitable

and because of this thought, they embrace these challenges as opportunities for growth rather than obstacles because they are driven by purpose and service.

MSH8: *“I will never say ‘no’ kung saan nila ako nakikita na mas kinakailangan, kung saan nila ako ilalagay tatanggapin ko yon, because lahat ng experiences mo na pagdadaan sa buhay, may purpose ‘yon. Alam mo, malalaman mo lang kung bakit mo napagdaanan ‘yon when the time comes na ‘yung lesson you learned from those experiences is magagamit mo na sa iyong pagiging administrator, sa ibang situation o lugar. Going through crises, deciding over things na medyo critical, crucial masaya ‘yon at hindi traumatic. Dapat i-enjoy mo ‘yon dahil dun ka mas magiging polished as a school head. ‘Dun ka mas matututo. That’s how I take it.”* [I will never say ‘no’ to where they will take me where I am needed, I will accept it because all these experiences that we go through in this life have their purpose. You know, you will know why you went through this when the time comes that these experiences will be used in your position as a school administrator, in a different situation or place. So, I am happy. Going through crises, deciding on critical and crucial things, I am happy. It’s happy and not traumatic. You should enjoy the moments because these will polish you as a school head. You will learn from these. That’s how I take it.]

Despite these narratives on crises, the millennial school heads even cited these experiences with humor which reflects their optimism, resilience and determination to resolve these pressures of leadership with confidence and composure. During the FGD, MMT7 also agreed that school heads should be resilient as s/he continue to find the best

solutions to their crises and as much as possible, make the soundest decisions with no or fewer casualties.

MMT7: “School heads should be resilient in times of crises so that they can become the strength of the school. Since most of the teachers and students investigate the leadership of the school head. It is a must that school heads make the right decisions so that there will be fewer casualties.”

With all the crises the millennial school heads face from time to time, emotional intelligence is an essential competency they have as it encompasses self-awareness-, emotional regulation, motivation, empathy, and high level of social skills which enables them to manage the dynamics of interpersonal matters sensitively and strategically that enable them to nurture a positive learning culture (A. A. Chaudhary et al., 2024; Paschal et al., 2024). Moreover, this helps them to enhance their crisis decision-making skills to sustain their successful school operations (Jihan et al., 2024). Hence, integrating emotional intelligence to their decision-making and leadership would optimize their leadership skills towards transformative educational leadership.

Reflective and Spiritual. One very remarkable behavior that the millennial school heads showed is their being reflective and spiritual. They can anticipate the consequences of their decisions and reflect on the possible outcomes before making a final decision. They use their past experiences as a teacher to guide their decisions, indicating a reflective and growth-oriented character. They constantly evaluate the impact of their actions and consider how they can improve through all of these, and rely on spiritual guidance and belief to arrive at the right decision.

Self-Assessment and Continuous Improvement. One very remarkable thing about the millennial participants is their prominent self-assessment and acknowledgment of experiences of their teachers, peers and other experts. They usually have high self-awareness and an honest evaluation of their experience level in school leadership. The millennial school heads would usually rate themselves very humbly and modestly according to their (limited) experiences.

As what MSH2 narrated, s/he is very willing to learn more as s/he does not have enough experiences yet, hence for this, s/he seeks advice from seasoned school heads and other experts in the field of school leadership and management. With this, when undecided, they rely on consulting with more experienced school heads for guidance.

MSH2: “I admit that I have only little experience when it comes to being the head of the school so it’s one of the factors why I decided to rate myself. I think I have not had the experience yet because from time to time when making decisions, I refer, when I really don’t know what I am going to do, I consult or ask the most experienced school head. So, I am not the one who makes decisions directly. I always consult people who may, or who can help me in making decisions.”

Other than that, the millennial school head participants leverage their past experiences and good practices when making decisions during a crisis to fail-proof their decisions. MSH3 also acknowledged the role of a mentor in the person of her/her supervisors as s/he consults the higher-ups and peers before making her/his crisis-related school decisions. According to MSH3, s/he would not hesitate to ask questions and seek guidance

when needed. The school head's humility is evident during the discussion as s/he discussed how s/he accepted criticisms and his/her openness to feedback.

MSH3: *“So, open lang po ako sa mga criticisms nila and all kasi hindi naman ako perpekto. Nag-aaral pa. I’m just accepting the fact na I’m a newbie, and hindi po ako nahihiyang magtanong basta kinakailangan.”* [So, I am just open to their criticisms because I am not perfect. I am still learning. I am accepting the fact that I am still a newbie, and I am not ashamed to ask when needed.]

Moreover, MSH6 acknowledges that not all decisions can be made effectively without specialized knowledge and training. S/He also knows for a fact that s/he cannot respond to all crises, and s/he needs to know the right people or experts who can help her/him resolve the crisis. S/He added that these people can be supervisors, fellow school heads, master teachers or teachers. This is why, according to the school head, one must know her/his teachers well by profiling them according to their strengths, weaknesses, interests and needs as they could greatly help in crisis decision-making. S/He added that not all decisions should be made by the school head. According to her/him, some crises could be resolved through referral to experts.

MSH6: *“Siyempre hindi naman tayo matalino I mean hindi mo naman alam lahat. I mean hindi naman natin alam kasi nasa office ka. Guidance counseling that’s different. Administrative concerns. Yung mga daily routines lang natin na pagchecheck ng lesson plan, iyon ang master mo. So nagiging challenging yung decision making sa crisis, during crisis, kapag di mo na alam kung saan ka lulugar. during crisis Eh baka ang sagot lang pala dun ay referral lang pala.*

(laughs)” [Of course, we are not very smart. I mean you do not know everything because you are in the office. (For example) Guidance counselling is different from administrative concerns. For the daily routines like checking lesson plans, there is your master teacher. So, crisis decision-making gets harder if you do not know where to position yourself. Maybe the answer to the issues is just a referral. *(laughs)*]

S/He added that some crises are resolved by collaborating with community leaders like the barangay officials and the PTA. These dynamics enhances their problem-solving efforts. S/He quoted,

“Yes. Kahit kapag merong crisis sa school, they can be your partners to resolve the issues. Especially noong may mga teachers akong nagkaroon ng issue, kasama naming silang nagresolve. Yeah, the barangay in charge. Dalawa from the barangay and then the PTA.” [Yes. Though there are school, they can be your partners to resolve the issues especially during the times when some of my teachers had issues. We resolved the crisis with them. Yeah, the barangay is in charge. There were two from the barangay and then the PTA.]

Modern school leadership leads to a more reflective practice, professional advancements, growth and self-assessments, and mentoring and coaching build better leadership and decision-making capacity in limited-resource Philippine contexts. School heads who regularly engage in self-assessment and loops of reflective feedback are more likely to be self-developed, competitive and ethical school leaders (Huber & Hiltmann, 2011; “The Role of Assessment in Driving Continuous School Improvement,” 2024).

Reflection for Purpose and Improvement. One more remarkable pattern that the millennial school head participants usually do when they decide is to self-reflect. When they do so, they would consult the data, evidence, or relevant information before making decisions. And while doing so, they compose themselves as they reflect their possible actions, applying a deliberate approach in decision-making. Moreover, they narrated that they seek their purpose and wisdom, as well as inner strength and divine intervention to deal with the crisis. This indicates a deep personal and professional reflection just like what MSH3 narrated.

MSH3: *“So sabi ko, bakit ako napunta dito? Bakit ko ba tinanggap ito? Siguro may purpose po talaga na ako’y napadito. So, I seek guidance, divine intervention, wisdom kung paano kaya trabahuin ito.”* [So, I ask myself, ‘Why was I led here? Why did I accept this? Maybe I have a purpose for being here. So, I seek guidance, divine intervention, and wisdom to work on this crisis.]

Moreover, the millennial school head participants reflect not only on the possible course of action, but they look forward to the end of their endeavors as they seek the solutions to their crises. They also seek for improvement coming from the experienced implementation of the feedback as they continue to correct any errors that happened along the way. This indicates their commitment to ensuring the quality of the services they provide. MSH8 also narrated that while s/he reflects on his/her decisions, especially when doubts arise, s/he tends to adjust his/her decisions to meet the needs of teachers and other stakeholders.

MSH8: *“Usually kasi po when I decide on this matter, there are instances na I reflect on the matter, “Parang may mali sa desisyon ko? Then, adjust naman. Then, I need justification just to satisfy the customers or the teachers sa mga decisions need to be firmer in my decision-making.”* [Usually, when I decide on a matter, there are instances that I reflect on the matter. It seems that something’s wrong with my decision. Then, I adjust again. Then, I need justification to satisfy the customers or the teachers with my decisions. I need to be firmer in my decision-making.]

A very important character of a transformative leader is his/her ability for reflection for purpose and improvement as these allow him/her to be able to create a culture of reflection among teachers and leaders as they propel their initiatives toward the attainment of deeper learning outcomes and school improvement as they continue to refine their leadership, decision-making and instructional practices as they respond to their diverse school contexts (David, 2023; Tulowitzki, 2019). Moreover, they tend to align their growth and goals with their organizational goals and objectives (Wright, 2009).

Spiritual Guidance and Inner Strength. Another remarkable thing about the millennial school head participants is their way of seeking inner strength when faced with a crisis through prayer. Other than just reflecting on their decisions about their possible impact and implications, they seek guidance through prayers. Their beliefs greatly shape their values towards their role as school leaders. For them, prayer is an integral part of their decision-making, indicating their reliance on spiritual guidance to arrive at the right

decision. Just as MSH5 narrated, s/he stated that other than the needed data and information, policies implemented, s/he prays for the right decision.

MSH5: "Second is, pinagdarasal ko. O, ito ata yung nauuna maam. Nagdarasal na "Bigyan mo ako Lord ng tamang desisyon para maayos ang gusot na ito at hindi na maulit." [Second, I mean third, but this must be the first. I pray, "Lord, give me the right decision so that the crisis will be resolved and will never happen again.]

MSH3 also narrated that when faced with crisis and forked decisions, s/he would reflect on her purpose and seek divine intervention and wisdom to fix the troubles. S/He also attributes her/his resilience to divine guidance and God's grace as s/he highlights the role of faith in overcoming challenges and making decisions.

MSH3: "So, I seek guidance, divine intervention, wisdom kung paano kaya trabahuin ito." [So, I seek guidance, divine intervention, and wisdom on how to work on it (crisis).]

Moreover, the millennial school heads admitted that they seek inner strength and guidance from God in their leadership and views making faith an integral to effective management. They narrated that other than reflecting before making their decisions, they pray for guidance and inner strength.

MSH8: "Ganon talaga, ma'am. You have to seek guidance from above; you have God in your life, and in your management kailangan may panginoon ka talaga. You can never do great things without the wisdom coming from above. You have to seek God's guidance." [That's how it is, ma'am. You have to seek guidance

from above, you have God in your life, and in your management, you really need the lord. You can never do great things without the wisdom coming from above. You can never do great things without the wisdom coming from above. You have to seek god's guidance.]

Other than seeking advice and guidance from experts, peers and their stakeholders, the millennial school heads also seek strength and wisdom from their faith and God which also calms their minds and boosts their confidence to face their crises.

Evidence-Based and Strategic. The millennial participants require data and information as their evidence and basis in their crisis decision-making. With these, they can better anticipate and project resolutions they need for their crises.

Evidence-Based Decision-Making. Generally, the millennial participants would validate their information before they take any action. Just like what MSH7 narrated during the interview that before s/he implements any decision or fulfills requests from teachers, s/he needs to confirm the information and consult with the experts. Moreover, s/he states that any hearsay or complaints should be validated by the persons of authority and that not everything should be answered by the school head as s/he does not know everything, especially when it is about the learners. S/He stated that when it comes to the learners, it is the teachers who have the complete knowledge about every learner's grading details and what is needed during these situations is an effective coordination to ensure that all issues are addressed by those with the most relevant information. After all, coordination with teachers is crucial in addressing concerns properly; hence the school head

should rely on the teacher's detailed knowledge and coordinate effectively to resolve the complaint.

Moreover, MSH5 reiterated the deliberate approach to decision-making by conducting research, reviewing relevant Department of Education orders, and seeking insights from others who have had similar experiences.

MSH5: *"But before I decide, talagang I think of it. Pinag-iisipan ko talaga maam. I-research kung ito ay mayroong DepEd order, I read it. Kung mayroon kaming experiences, nagtatanong din naman ako sa mga kasama ko. So, their experiences maybe my option for my decisions."* [But before I decide, I really think about it. I researches it. If there is a DepEd order for this, I read it. If somebody had experienced it, I would ask my peers about it.]

With this, it can be asserted that evidence-based decision-making empowers decision-making of millennial school heads as they can ground their plans and actions on their data, and expert and professional perspectives systematically. For researchers, structured self-assessments are used to evaluate the performance of school heads to propel strategic planning. Moreover, these can also be used to navigate policies for reform and school contexts and with evidence-based decision-making, the school head becomes more confident to come up with sound decisions during crises. (Baltovska, 2019; Huber & Hiltmann, 2011).

Strategic, Context-Dependent and Data-Driven Planning. It was also evident in the conversations that the millennial school heads are not very worried about some natural disasters such as typhoons, as they proactively observe measures to the upkeep of the

school facilities wherein they prioritize the regular maintenance of classrooms and school structures and ensure that the facilities are sturdy enough to withstand natural disasters. As pragmatic leaders, they maintain school facilities to prevent larger repair costs in the future as they know that poorly maintained structures are more vulnerable to damage.

MSH1: *“Ako ay school head, number ko lagi na ini-ensure yung maintenance ng classroom. Di ko pinababayaan na bulok, Di ko pinababayaan nay an ay may sira kasi alam ko na during natural disasters ay hindi masisira yan. Kasi Nakita ko dito sa iba, kapag hindi namaintain, mas malaki yung cost ng ano, ng tawag dito.”* [I am a school head, and I ensure first the maintenance of classrooms. I do not let them rot. I do not let them because I know that during disasters they will not easily get damaged. I saw with other schools that if these are not maintained, it will be more costly.]

In the same manner, MSH7 emphasized that since typhoons are expected from time to time during the year, s/he always has the school buildings undergo annual inspections to ensure that they remain safe and resilient against natural disasters.

MSH7: *“Given naman yung mga buildings natin, infrastructures natin wala tayo ano diyan. I mean pero kailangan lang naman na yearly inspection kung ito ay matibay pa o hindi.”* [Our building and infrastructures are a given, so we do not have anything to do with them. I mean we only need to have yearly inspections to determine if these are still sturdy or not.]

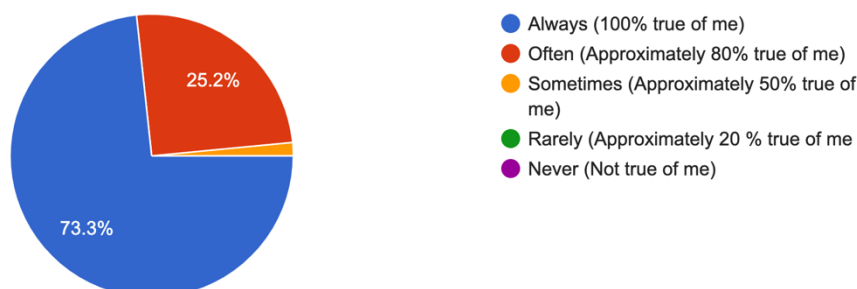
These statements were validated by the 73.3% respondents who said that they always collect relevant and helpful information before making their decisions during crises while 25.2% responded that they often do so.

Figure 2

Millennial School Heads' Collection of Relevant and Helpful Information

7. I collect relevant and helpful information before making decisions in any crisis.

131 responses



Moreover, as shown on Figure 2, the millennial school heads emphasized the importance of communication and coordination in terms of planning based on data and assessments, which reflects their strategic approach in decision making as well as in their decision-making. They narrated that when they decided on critical issues, they would gather data from the community, teachers and parents and from there, create a plan, consulted with the Parent Teachers Association (PTA) through meetings, as well as with the teachers to have their FGDs on areas of their concerns. They further emphasized that the

correct data is very important in addressing crises and more so projects implemented should be according to the needs and context of the school community.

MSH4: *“Clear po ‘yung communication para sa isa’t isa. Dapat din po may coordination sa bawat isa. ‘Yun din po ang sagot sa mga moral and ethical issues.”*

[There should be clear communication with each other. There should be coordination between them. These are also the answer to moral and ethical issues.]

Similarly, MSH5 emphasized the importance of gathering data and information before making decisions. According to the school head, s/he values consultations with more experienced school heads and colleagues when s/he encounters unfamiliar situations and crises. S/He said that this allows her/him to gather insights and avoid making uninformed decisions.

MSH5: *“Next kapag ito new situation, may mga experienced tayong mga school heads naka na-experience na. Mag-gather tayo ng advise sa kanila. Baka first time mong ma-meet yung situation na yan.”* [Next, if it is a new situation, many experienced school heads have experienced it. Gather. Gather advice from them. Maybe it is your first time encountering this situation. You might be very good but for me, there are others who are better.]

Similarly, as shown in Tables 3 and 4, the 61% of respondents of the questionnaire always consider all possible alternatives while 34.4% often do. This means that they gather data and perspectives by consulting with stakeholders and colleagues to see other options and weigh possibilities. And this was validated by the 36.6% and 45.8%

respondents who said that they seek and use the advice of others in making decisions during crises always and often respectively.

Figure 3

Millennial School Heads Collection of Possible Alternatives During Crisis

2. I like to consider all possible alternatives during crises.

131 responses

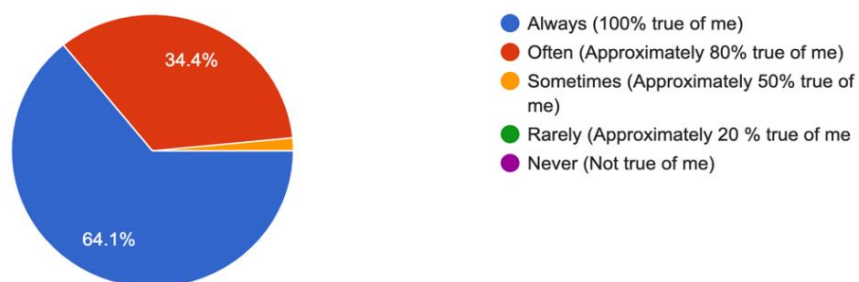
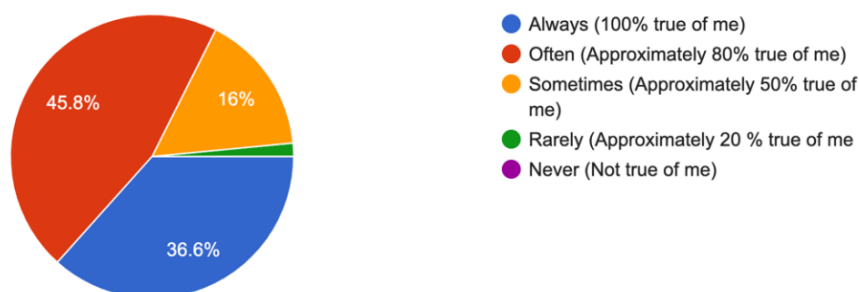


Figure 4*Millennial School Heads Using Advice of Other People*

5. I seek and use the advice of other people in making decisions during crisis.

131 responses



Moreover, the millennial school head participants emphasized that these plans should not only be context-dependent and strategic, but they should also be implemented for long-term use so that they will not have to worry and be rattled when they are faced with crises.

Leader Well-Being and Self-Care. The millennials are aware of the complexities of their positions, and they know that they cannot do away with all the emotional toll crisis decision-making may bring to them. During the interviews, they highlighted the importance of self-care considering their physical and emotional health not only for themselves but also for their teachers they work with.

Holistic Mental Health Practices. From the conversations, it can be easily noted that the millennial school heads are consciously intentional with self-care and personal well-being. They find ways to de-stress and debrief before and after crises. For them, carving out personal time to maintain well-being amidst the challenges is a priority. Some

find relaxation by going to weekend markets, others by sleeping and playing games. They engage in routine activities to relax and relieve stress.

MSH6: *“Pero at the end of the day, you have to find time for yourself.”* [But at the end of the day, you must find time for yourself.]

MSH5: *“Habang naglalaro ako, nag-eenjoy ako. Ito ‘yung nakakatulong sa akin ma’am bakit nakakakuha ako ng magandang desisyon.”* [I enjoy playing. This helps me come up with good decisions.]

They put a premium on relaxation not only during crises but as part of their lifestyles. For them, relaxation helps them to think with a clear mind and come up with the best possible solutions to their crisis.

Moreover, they are not only concerned about their own well-being but also with their teachers. Most of them mentioned that they try their best not to call or message them during weekends or at night as this is also their personal time to get recharged unless necessary. This reflects their deep sense of empathy and care for others’ work-life balance and this empathetic behavior keeps them in the know of what their subordinates and stakeholders need. The millennial school head participants want to be the school heads they wanted when they were also teachers.

After all, self-mental health care is important though it is sometimes overlooked in school leadership, which is associated with adaptation, resilience, and organizational success. School heads are vulnerable to stress brought about by certain crises, hence they are always faced with emotional risks so they need to intentionally have a structured self-care routine or habits (Daly et al., 2025; Ertem, 2024; Ovie, 2020). Caparelli (2012)

insisted that there is a dire need for mental health programs and support as it is a core component of leadership competence; hence, self-care, emotional literacy and resilience are essential to professional practice (Caparelli, 2012)

Meanwhile, as for the school heads' decision-making behaviors, the following themes emerged. Table 6 shows the millennial school heads' decision-making influences.

Table 6

Decision-Making Influences of Millennial School Heads

Themes(Influences)	Sub-Themes	Significant Statements
Stakeholders' Involvement	Adaptive Community Collaboration	Adjust and adapt to the community's situations and cultures Align programs with the community's context Collaborating with community and sensitivity to their cultural contexts
	Sustainable and Inclusive Partnerships	Engage stakeholders in planning processes Ensure inclusivity and shared responsibility Have multiple perspectives from various stakeholders Collaborative approach leads to better outcomes as stakeholders are more involved and motivated
	Culturally Responsive	Cultures affect the levels of parental involvement and engagement Local cultural dynamics and personal conflicts affect school relationships and environs Sensitivity towards indigenous peoples; unique cultural contexts
Politics and Policies	Political Influence	Seeking government support and financial assistance from the barangay and local government units (municipal, city and provincial) School heads feel external pressure from political entities

Themes(Influences)	Sub-Themes	Significant Statements
Teacher and Student Success		Political and community pressures lead to instability in SHs' roles and early transfers Maintain rapport with their closest political ally Adherence to protocols and invitations to school programs to show respect to community leaders
		Consulting stakeholders, peer experts with heavy reliance on references and policies to build informed decisions Balance decision-making and expectations from the older Evaluate practices against current policies to keep decisions aligned
	Supporting Teachers and Students	Ensure support to teachers so they can better facilitate learning Strong commitment to impact students' welfare Considering teachers' well-being and comfort as these could affect their delivery of instructions Regularly check on teachers and provide feedback on their well-being to ensure ongoing support
		Teachers should be equipped with more innovative skills to match the 21st century education Continuous professional development to help teachers perform their best in class Learners should receive regular and focused reading interventions and support to bridge the learning gaps
	Strategic Resource Management	Stretching budget allocation by collaborating with stakeholders and communities Seek assistance from their LGUs to address lack of basic amenities Prioritize physical facilities and environment to create better learning conditions Gather data and assessments and prioritize projects based on these
		Participate only in activities that are deemed beneficial and feasible, considering the likelihood of success

Themes(Influences)	Sub-Themes	Significant Statements
		Careful prioritization of school activities to ensure resources are effectively allocated Prioritize necessary minor repairs
Faith and Spiritual Beliefs	Inner Strength and Resilience through Spirituality	Prayers to calm SHs' nerves and minds before crisis decision-making Reliance on spiritual guidance to arrive at the right decisions Drawing strength from God through prayers Emotional control and restraint not only align with ethics and values but also on spirituality

During the interviews and FGDs with the millennial school heads and teachers, these influences emerged as factors that guide and shape their crisis decisions. These include external influences (stakeholders' involvement and politics and policies), situational (resource management) and outcome-oriented influences (teacher and student success) and internal influences (faith and spiritual beliefs).

Stakeholders Involvement. The millennial school heads consistently acknowledged and prioritized their community's contributions to their programs and projects at school. For them, collaborating with their stakeholders has made any crisis and other challenges bearable and successful. During their interviews, they usually collaborate with their teachers, parents, peers, alumni, community leaders and other external linkages to propel their initiatives. This is a manifestation of their principles of shared leadership and shared responsibility.

Adaptive Community Collaboration. The millennial school heads are assigned to different schools occasionally, and they have to adjust and adapt to their community's

situations and cultures. With this, the millennial school heads align their programs to the kinds of programs they would initiate. They also acknowledged that collaboration with their community could ease their challenges especially since the response from the agency is usually slow so the need for collaboration at the school levels is emphasized to address crises. From structural learning gaps and losses, addressing structural and administrative challenges, teacher-student-parent conflicts, logistics and financial crises, they echoed that they succeeded in resolving these challenges through community collaborations from planning to implementation and beyond.

For the millennial school heads, engaging the community in crisis decision-making leads to positive outcomes. After all, for the millennial school heads, decision-making should not be done in isolation. It requires collaboration with various stakeholders, just as stated in RA 9155 which promotes shared governance with the community.

Doing this is also challenging because it adds complexity and requires sensitivity to the unique cultural context of the community, especially to those school heads serving indigenous people (IP); hence adapting to local customs and cultural practices is essential for successful integration and cooperation in the community.

MSH1: *“Ang kultura kasi ay hindi na natin maiaalis yan at talagang makikibagay ako as school head.”* [We cannot do away with culture and as a school head, we have to be adaptive.]

Generally, the school heads look towards positive outcomes of uniting various stakeholders to improve school performance and morale as these could transform their schools into a more positive space where everyone is content. As for the school heads,

adaptive community collaboration capacities for inclusivity, responsiveness, and sustainability in educational development (“Strengthening Collaboration with the Community for Sustainable Development,” 2020; Sumiati et al., 2024). School heads who are culturally aware can meaningfully fire up collaboration between teachers and among community stakeholders hence, school heads must overcome the hindrances through intentional leadership training and ongoing dialogue with the community. After all, adaptive school heads can maintain transparency and strong community participation to nurture learning continuity (Bagwell, 2020; Boyd & Hayden, 2021).

Sustainable and Inclusive Partnerships. For millennial school heads, collaborations should not only be adaptive but more importantly, sustainable and inclusive to ensure success especially during crises, hence they have emphasized this during their interviews. Engaging stakeholders in planning processes ensures inclusivity and shared responsibility. The school heads also unanimously emphasized the importance of having multiple perspectives from various stakeholders including teachers, the school’s Parent Teacher Association, students, the barangay and other local government officials and sometimes, even alumni, before making decisions. For them, this collaborative approach to decision-making processes leads to better outcomes since the stakeholders are involved and more motivated, and their efforts are truly fruitful.

MSH4: “*Kapag yung community ay engaged, yung teacher ay engaged, masasabing successful ka sa mga ginagawa mo.*” [When the community is engaged, the teachers are engaged; you can say that you are successful in your endeavors.]

Moreover, MSH7 cited that they ensure to involve their stakeholders in their planning to make sure that the community knows the plan and can better engage themselves in supporting the school, their teachers and students.

MSH7: *“Collaborative ang contingency planning namin. Together with the barangay, school PTA, and the education committee, kasali din iyong sa SSL, SELG and the people government.”* [Our contingency planning is collaborative. We do it with the barangay, school PTA, education committee, as well as the SSL, SELG and people government.]

Not only are perspectives acknowledged and considered when engaging the community in decision-making processes but also it also promotes shared responsibility and ensures accountability to all, minimizing blame in case of mistakes. This process ensures that decisions are consistent, and it also avoids mistrust among staff especially when similar issues arise for different individuals.

Generally, the millennial school heads know the value of sustainable partnerships, as this promotes equity and cohesion in the community. According to Ketikidou and Saiti (2022), true inclusivity comes from moral purpose and collective accountability and systemic integration hence, leaders should demonstrate the sustainability of partnerships during crises by co-constructing curriculum, plans and even programs (Ketikidou & Saiti, 2022). With these, school heads should invest in building their networks to affirm inclusive and sustainable partnerships as these foster inclusivity, endurance and could create mutual benefits for both parties (Lingam & Lingam, 2020).

Culturally Responsive. The millennial respondents also evidently expressed that their decisions recognize their community's culture and expressed willingness to adapt to it. Despite the differences in region and culture, the millennial respondents acknowledge the availability and unavailability and accessibility of social services that can support both the students and their families. The millennial respondents know that these cultures affect the levels of parental involvement and engagement and emphasis on education and these greatly affect the attendance, attitude and behaviors of their children at school. Some parents do not seem to care about their children's academic performance; hence their children do not get enough assistance with improving their literacy and numeracy from their parents. With this, the millennial respondents conveyed frustration over their parents' attitudes toward their children's studies. Both the millennial teachers and school heads affirm this reality.

MMT6: "*Ganyan nangyari sa akin. Walang marka. Ni hindi man tinanong nung nanay kung bakit blank.*" [That happened to me. There was no mark on the report card and the mother did not even ask why it was left blank.]

In the same manner, MSH1 conveyed disappointment over parents not participating in meetings or addressing their children's academic problems and that they prioritize social activities like drinking over attending school-related meetings to address their children's academic concerns. Although the school head dismisses the common excuses from parents about not having time to visit the school due to work, he suggested to them that they should allocate a small amount of time to engage with their children's education.

MSH1: *“Sabi ko sa isang araw we have 24 hrs, at sabi niyo hindi kayo nakapunta dahil sa trabaho nyo- kopra kayo, mangisda, magsaka, nagtatanim. Sabi ko, pumunta kayo dito ng 1 hr, 2 hrs, o di meron pa kayong 22 hours na magtrabaho. Ibigay ninyo sa anak yung 2 hrs, masaya na kami.”* [I told them, we have 24 hours (in a day), and you say you cannot come to school because of work- you harvest copra, fishing, farming, or planting. I said, “Come here for an hour or two, you still have 22 hours to work. Just give your child these 2 hours, and we’ll already be happy.”

S/He added that these negatively affect student learning and academic performance. The school head expressed how the lack of cooperation from parents becomes a major barrier in resolving academic issues and improving academic performance.

Hence, with these considerations, they are keen on effectively communicating and coordinating with the parents and the community so they could provide better support to them. They push towards understanding of support from school administration regarding cultural and socio-economic issues that can affect how problems are addressed at the school level. To add, policies do not always account for the cultural differences or the diverse needs of students.

Moreover, according to MSH4, the local cultural dynamics and personal conflicts impact their school relationships and environments at school. S/He also added that cultural practices in the community and familial connections play a significant role during school events that lead to unexpected situations, but the school head still expressed hospitality towards their cultural practices. The school head narrated how the family members

of some teachers swamped at the set feast during their installation and the teachers told her/him that it is normal during certain occasions. The school head said that s/he let them eat and drink during the celebration.

MSH4: *“Sabi nga nila na medyo lang maam, kasi pag may okasyon ganun dito.”*

[The teachers said that they are slightly surprised because it is like that on occasion.]

In addition, the school heads mentioned about teachers ranting on social media or parents bringing school issues on certain platforms. They emphasized that there is rise in these kinds of cases where teachers are targeted on social media. MSH7 also mentioned about teachers’ discipline in airing their sentiments where many people, including their heads, can read or comment. S/He said that there are certain guidelines in place to address these issues for either parents or teachers. Just like what MSH7 did to a parent with a history of causing issues or stirring conflicts within the school by ranting a lot about the school head or the school. S/He proudly narrated that s/he was able to address the issue using a diplomatic method and proper procedures and DepEd policies when handling these issues.

On another light, MSH9 said that serving schools with indigenous people learners also adds a layer of complexity and requires them to be more sensitive to the unique cultural context of the community.

The school heads’ narration showed the complexity of local traditions and their influence on school affairs and the adaptability of the school heads. Culture-responsive decision-making is crucial in advancing equity and student engagement as this

demonstrate cultural competence and social justice of the school head (Diaz-Alcaraz, 2024; Özkan, 2024). Cultural responsiveness may be inherent in tensions but could highlight reflective leadership and authentic relationships in conquering systemic biases and foster continual reflection and community-centered decision-making. To sum up, cultural responsiveness is a mindset and a strategic practice crucial for transforming schools (Olanrewaju & Omeghie, 2024; Özkan, 2024).

Politics and Policies. The millennial school head participants also reiterated the importance of politics and policies in their crisis decision-making approaches. The situational influence adjusts their perspectives and shapes their priorities in their decision-making. Politics also helps school heads align their visions to societal goals; however, it may breed biases, manipulation and sometimes, corruption and may overshadow objective or evidence-based decision-making and outcomes, unethical practices and inefficiencies.

Political Influence. It can be noted that the millennial participants have repetitively mentioned seeking government support and financial assistance from their barangay or community leaders, mayors, congressmen and even governors. This is an important influence that the millennial school heads consider and greatly affects their decision-making processes in general. Since their constant partners are the local government offices, it cannot be easily overlooked.

Although these politicians have done a lot to help to the school which the school heads appreciate, there were also instances when these situations became risks or even threats. According to some school heads, sometimes, the community has connections

with higher political figures such as the congress members and governors, who could influence them even during crises. The school heads face external pressures from political entities. They also mentioned that if the community members disapprove of the school head, actions are summoned by the provincial council. These political and community pressures make school heads experience instability in their roles which leads to early transfers.

MSH8: *“Medyo mahirap yan kasi yung mga previous school heads, may mga members ng community namin noon na may mga connection to the congress, direct communication with the congress, with the governor. So, if in case na hindi nila gusto yung school head or yung leader, iti-text lang yun. Ipapatawag ka sa sangguniang panlalawigan.”* [It’s quite difficult because of the experiences of some of the previous school heads. Some members of the community had connections to the congress, direct communication with the congress, and with the governor. So, if they do not like the school head or the leader, they will just text them. You could get summoned to the provincial council.]

Moreover, some millennial school head participants were assigned to rural areas, usually in mountainous regions where they fear that political violence and tension may escalate into dangerous situations. Their leadership roles become more complicated by these political risks especially with the presence of armed groups. However, these school heads do not exude discouragement but still try to inspire, emphasizing that success in their schools should not be wasted on political distractions.

Despite these risks to some school heads, all of them mentioned that they have to maintain a harmonious and sweet rapport with their closest political ally, the barangay captains of their school community to ensure a smoother and sustainable relationship/partnership with them.

MSH6: *“I think you have to build sweet rapport, hindi lang strong rapport, sweet rapport and be consistent. So, kung nagbigay ka (ng cake) last year, magbigay ka din ngayon. This always makes them feel important. Dapat kapag bago ka sa organization mo, una ko kasing ginawa, pumunta sa barangay. Yung ang protocol.”*

[I think you have to build sweet rapport, not only strong rapport but sweet rapport, and be consistent. So, if you gave a cake last year, give one again this year. This always makes them important. Whenever I am new to an organization, the first thing I do is to visit the barangay. That’s the protocol.]

For them, maintaining good relationships with the barangay involves adhering to formal protocols and invitations to school programs as this shows respect and ensures that community leaders feel included in school-related activities and enhances problem-solving efforts during crises. Engagement with the community should not be limited to times of crisis but should be continuous involvement during both good and challenging times. This prevents stakeholders from feeling overburdened for only being approached when there are problems.

Experience and Policy-Driven. It is noteworthy that during the interviews and even on teachers’ FGD that millennials value experience especially in terms of crisis decision-making. This is why they usually would consult their stakeholders, peers and

experts with heavy reliance on documented references and policies to build credibility and informed decisions. These help them arrive at better decisions especially during crises.

Moreover, millennial school heads think that there is a great need to balance decision-making between millennial approaches and the expectations of the older generations. This entails organizing teams and selecting individuals (teachers) with the right skills and qualifications, which include advanced degrees and relevant experiences to ensure successful decisions. As stated by MSH6 there should be a clear delineation of roles according to specific responsibilities and expertise of individuals particularly with curriculum supervision to achieve better outcomes.

MSH6: *“Kasi pag may complicated situations, parang gusto mo ding desisyonan din kaagad, pero baka kailangan ko din ng ibang tao na expert para tumulong din dito.”* [If there are complicated issues, you want to resolve them right away but maybe you need other people who are experts to help you with these.]

They also mentioned that evaluating the part practices against the current policies keeps decisions aligned with the new regulations and educational standards.

MSH1: *“Maraming factors. Minsan kailangan mo hingin ang pananaw ng teacher, pananaw ng SPTA at estudyante. Tapos, saka ako magdedecide kung ano ang pupuwede. At least nakuha ko muna yung sides ng bawat isa. Saka ako magdedesisyun at syempre saka ko irereview yung DepEd policy kung naayon o hindi. (Laughs)”* [There are many factors to consider. Sometimes, you need to ask the point of view of the teachers, SPTA and students. Then, I would decide on which

is appropriate. At least I get to know the sides of everyone. After that, I decide and check the DepEd policies to see if it is aligned or not. (laughs)]

Reflecting on these would improve decision-making processes and ensure that similar issues are handled more effectively in the future.

Teacher and Student Success. The most important influence that the millennial participants kept mentioning was for their teachers' and students' well-being and academic success. Their decisions in their schools are focused on the well-being and benefits of the teachers in charge of instruction and implementers of learning, and more importantly, their learners who are the central focus of their instructional efforts.

Supporting Teachers and Students. For academic success to happen, the millennial school heads ensure that they support their teachers so that they can better facilitate learning in their classrooms. Since the teachers are the direct implementers of instructions, they directly affect the quality of education delivered to the students; hence, their comfort and skills should be considered by their school heads. This is why MSH1 cited that when selecting learning modalities in times of crises, they should be tailored for diverse needs, abilities and capabilities so that the chosen approach will benefit everyone and not just the select few.

MSH1: "Students are the center of our instruction in the school, so in every decision that we make, we have to consider their welfare. The benefits of every decision that we make are for the students."

This statement showed a strong commitment to ensure that all decisions should positively impact the students although they admitted that there were times when some

decisions may have inconvenienced teachers while ensuring student welfare, hence consultation with teachers should be done to alleviate circumstances.

Despite that, the millennial school heads reiterated that teachers' well-being and comfort should be highly considered as their effective delivery of instructions depends on their state of mind and willingness. To which the millennial master teachers agreed during their FGD. For them decisions should be favorable to teachers because if they are content with their work, they exhibit strong cooperation and collaboration. MSH7 suggested that school heads should regularly check in with their teachers and provide feedback on their well-being and the status of their classes especially during crises to ensure ongoing support. Moreover, they should also be offered options and flexibility in managing their classes to reduce stress and maintain morale.

MSH7: *"In times of crisis, vulnerable ang mga teachers natin na kapag nainis sila, hindi ka rin nila tutulungan. Bigyan mo din sila ng option na sila naman ang magstrategize."* [In times of crisis, teachers are vulnerable and if they are upset, they might not help you. Allow them to have their options to strategize on their own.]

Recognizing their vulnerability and maintaining a calm and supportive environment would ensure their continued cooperation. The school heads also mentioned that there is a direct link between teacher satisfaction and the students' academic performance and classroom behavior and if teachers are unhappy facing unresolved issues, it negatively impacts the learning environment. The millennial master teachers in the FGD complained about the meager pay they receive and with the things they have to spend out of

their pockets for, like providing their own laptops and reading materials for their own students, and the amount of work they usually do, they could be really drained physically, mentally and financially.

MMT5: *“Hindi kasi makakapagdesisyon nang maayos kung kulang ng gamit, abonado si teacher, di ba? Teacher training. Hindi ba, lahat tayo, nadanas natin. Laptop lang simula noong pandemic, nakailang palit kami. Sumusuko maam, di kinakaya. ‘Yun para sa akin, makuha lahat yun ng principal, siguro kayang-kaya nyang hawakan ang isang batalyon. Kung ang sundalo mo ay hindi handa, talo na tayo sa giyera. Hindi tayo tatagal.”* [It’s hard to make good decisions when resources are lacking, and the teacher ends up paying out of pocket, right? Teacher training. Haven’t we all experienced it? Just the laptops since the pandemic—we’ve replaced them multiple times. They give up, ma’am; they can’t keep up. For me, if the principal can secure all of that, then they can probably handle a battalion. If your soldiers aren’t ready, we’ve already lost the war. We won’t last.]

The master teachers admit that they face varied challenges like resource availability and teacher preparedness and these affect teachers’ performance in their classrooms, implying instruction challenges. Evidence-based educational innovation, as practiced by Singapore, demonstrates how research and consistent feedback mechanisms go hand in hand, ensuring that policies are responsive to the ever-changing educational perspectives (Organisation for Economic Co-operation and Development, & Innovation, 2007; Waylen et al., 2019).

Inclusive Learning and Empowerment. Since the pandemic, the school landscape has greatly changed. It has become more technologically demanding which has widened the learning gaps and losses, especially with learners from poorer families who could barely provide learning devices for their children

Moreover, to provide for the students' needs, teachers should be equipped with more innovative skills and knowledge to match the 21st-century education landscape. There should be continuous professional development to help teachers perform their best, and they should also be assigned to roles and areas where they have expertise. And for that, master teachers and school heads empower their teachers to also decide on their own and for their own classrooms based on existing school policies, and when they do well, they must acknowledge and praise them for their contributions. Recognizing them for their contributions and providing them constructive feedback could greatly support their teachers as this could greatly boost their morale and motivation to do more and better.

MSH3 mentioned that there is a great need to balance access to education with maintaining quality after the great pandemic and students' reading and writing skills were severely affected. The school head criticized the governmental and higher authorities' focus on fundamental educational needs and responses to these challenges and expressed concern about the long-term impact of these current educational challenges on the future of the country as students will become future leaders.

MSH3: *“Naging focus talaga ay access, maideliver lamang ang education, mapapasok yung mga bata pero na-suffer yung quality. So ngayon, dala-dala pa rin natin yung crisis na dala din ng pandemic. Bakit ganun? Parang hindi nila ma-*

get (laughs) ng government, ng higher authority na ang kailangan nating bigyang-pansin ay ang 3Rs?” [The focus really was on access—just to deliver education and get the kids to attend—but the quality suffered. So now, we’re still carrying the crisis brought about by the pandemic. Why is that? It seems like the government or higher authorities just don’t get it (laughs) that what we need to focus on are the 3Rs.]

To which the millennial master teachers and school heads agreed that they have to practically address these concerns on their own so that their learners could receive regular and focused reading interventions and support that they need to bridge the learning gaps.

To support this, the school heads unanimously mentioned appropriately assigning teachers according to their expertise and subject areas in which they are best-suited. MSH8 mentioned that changes in assignments may be challenging as there is resistance because they have grown comfortable with their usual roles but these changes could improve their teaching practices and organizational performance.

MSH8: *“So ikaw, as a principal, alam mo kung saan siya mas karapat dapat, kung para yun sa ikabubuti ng paaralan , if it would raise the performance ng mga mag-aaral, gawin mo iyon immediately. Kasi ‘pag pinabayaan mo yan mas mahihirapan ka kapag pinaghintay pa ng susunod na taon, saka mo sila ililipat. May masasaktan. Pero syempre you have to do it in a gentle and polite way.”* [So, you, as a principal, you should know where they are most suited, especially if it’s for the betterment of the school or if it would improve the performance of the students- do it immediately. Because if you delay it, it will be harder for you if you

wait until next year to make the transfer. Some people might get hurt. But, of course, you have to do it gently and politely.]

Further, the school heads repetitively mentioned consultations and collaborations with their stakeholders, but more so with their teachers. For the school heads, they consult and consider the opinions of their teachers before making their decisions during crises. MSH1 said that the teachers add valuable insights and strengthen their decision-making processes. After all, teachers are the grassroots implementers of education.

Moreover, inclusivity among learners, as well as empowerment of teachers equip them with tools and opportunities to learn how to learn and to develop critical thinking skills be meaningfully engaged in their academic experiences. After all, inclusive learning and empowered learners and teachers contribute to enriching overall learning experiences and environments and would promote civic responsibility and empathy (Rodríguez et al., 2024).

Resource Management and Allocation. The millennial participants consistently complained about the lack of financial resources for their schools, from their physical infrastructures, facilities and learning resources. From their narratives, they stated that they usually just find ways to get through these challenges, from covering expenses of make-shift classrooms and toilets and building gates to seeking financial assistance from their communities, local government offices and alumni. The millennial school heads have so far addressed these concerns resiliently and positively.

Strategic Resource Management. All the millennial participants have complained of not having enough resources to provide for their school needs because their

Maintenance and Other Operating Expenses (MOOE) could barely provide for all their needs; hence, they have to strategically manage it. Although the school heads have humorously expressed that they are used to receiving little for their schools, they put in a lot of effort to address or fulfill the shortcomings.

Aside from stretching the budget allocation, they collaborate with their stakeholders and communities to raise funds through organizing activities and sometimes seek assistance from their LGUs to enhance the schools' facilities and provide for their learners' needs. The millennial school heads find creative ways to address the lack of basic school amenities especially when it comes to their learners' safety which they said is the top priority. Prioritizing their physical facilities and environment would create better learning conditions for their students. The school heads mentioned having covered courts and areas so that they could conduct activities with their learners, gates to keep their learners from easily going out and people and animals trespassing at any time, classrooms to fit in two grade levels and makeshift toilets to help the students and teachers. They also mentioned that their libraries do not have enough and up-to-date books and computer rooms with ineffective or non-working computers. These are some of their limitations and challenges that they have to find a budget for.

To address these, the millennial school heads make plans by gathering data and assessments and prioritizing their projects based on these. For these school heads, deciding thoughtlessly is never an option. They consistently reflect and plan the course of action before they decide especially during crises.

Although the millennial school heads have many plans for their schools, they do strategically pursue them by taking one step at a time because of resource constraints. Just like MSH7 who established a primary school but debunked his/her plan of opening a senior high school (SHS). The school head felt that opening an SHS without sufficient resources such as classrooms and learning materials would not provide quality education although not doing so could negatively affect their enrolment rate as junior high school (JHS) completers will need to transfer to other schools, potentially leading their siblings to follow.

MSH7: *“It’s unfair on the part of the teachers, learners and parents. What kind of education di nga ready, wala ngang libro. Even the guide for SHS. So, much better na siguro if they transfer to a school na established ang SHS compared to kaka-makeshift lang. May SHS in our municipality.”* [It’s unfair to the teachers, learners, and parents. What kind of education is this? It’s not even ready; there aren’t any books. Even the guide for senior high school (SHS) isn’t ready. So, it might be better if they transfer to a school where SHS is already established, compared to one that’s just makeshift. There’s a nearby school with SHS in our municipality.]

MSH7 mulled over providing quality education. While expanding SHS was an option, MSH7 chose not to pursue it, prioritizing practicality and the well-being of both teachers and students over hasty expansion.

Moreover, MSH8 expressed that their adaptability and efforts to overcome resource constraints lead them to become more innovative and even recognized in

responding to crises especially during the pandemic when they collaborated and were assisted well by a local radio station in putting up a radio station to deliver their lessons through distance learning modality which was run with the great help of their teachers as radio broadcasters. The school head boasted that the radio station's programs were not only educational but also connected the school to the broader community, enhancing community engagement.

MSH8: *“Meron kaming mga magagandang programs. We were able to connect to the community and establish community learning centers with the help of the municipality.”* [We have some great programs. We were able to connect with the community and establish community learning centers with the help of the municipality.”]

With the very limited budget allotted per school, the millennial school heads could optimize their schools' operations and academic outcomes. Efficient resource allocation, technological integration, and policy planning could enhance schools' sustainability and improve learning outcomes. Although budgets are something school heads' cannot augment, they acknowledge that fact that they need to be resilient and strategic to attain these (Kusumaningrum et al., 2024; Ramos et al., 2024).

Pragmatic Allocation. Just like what MSH6 mentioned, his/her school participates in selecting activities because of time, human and financial resource considerations. S/He said that effective participation in school activities requires careful financial planning to ensure that there are sufficient funds for future initiatives. Additionally, s/he said

that they participate only in activities that are deemed beneficial and feasible, considering the likelihood of success.

MSH6: *“Kung sasali ka, dapat Manalo ka. Dapat prepared yung teacher kamo at merong madudukot coming from your school fund. At yung school fund mo at yung school fund mo next ay mayoon ding magagamit kasi hindi lang naman yun ang popondohan mo.”* [If you’re going to participate, you should aim to win. The teacher must be prepared, and there should be something you can allocate from your school fund. And your current school fund and the next one should also have resources available because that’s not the only thing you’ll need to finance.]

This proves that his/her decisions involve careful prioritization of school activities, balancing participation in various programs while ensuring resources are effectively allocated and not spread too thin.

On the other hand, MSH3 pointed out that with the small budget her/his school has, s/he prioritize necessary minor repairs for efficient financial planning and resource management and maximize the impact of their available funds. And because of this, s/he emphasized that s/he will try to accomplish these in time, but for now, s/he is taking one step at a time.

MSH3: *“Magkakaroon talaga ng mga ganung proyekto. So, so far po unti-unti. Unti-unti po muna. One at a time.”* [There will really be projects like that. So far, it’s gradual. We’re taking it one step at a time, one at a time.]

With an established community engagement and partnerships, the school head was confident that s/he would overcome financial limitations. For her, fostering a

stronger connection with the community ensures their participation and support in activities and programs.

Despite resilience and strategic budgetary planning, even sometimes the school heads pay out of their pockets, they navigate their financial crises such as funding limitations, diverse learner needs and societal expectation through pragmatic allocation. This is supported by a study done by Al Mandhari (2024) who emphasized the importance of pragmatism as it advocates for adaptive frameworks that balance standards with contextual responsiveness to improve learning experiences and environments as this could stretch the very limited financial resource the government is giving the Philippine public schools.

Faith and Spiritual Beliefs. Another remarkable decision-making influence that the millennial school consider is their reliance on their spiritual beliefs. It can be easily noted that during crises, they would usually turn to silence, reflection and prayers seeking guidance, strength and resilience to face their crises.

Inner Strength and Resilience through Spirituality. The millennial school heads' positivity in the face of crises can be rooted in their constant mentions of how often they turn to prayers to calm their nerves and minds before they make their crisis decisions.

During the interviews, they have consistently mentioned that they leave their crises and worries all to God which clearly reveals how their faith keeps them optimistic in facing any crisis. After gathering data and information, reading policies and guidelines, consulting, communicating and coordinating with stakeholders, experts, and other partners, they reflect and turn to their prayers. Prayers are an integral part of the millennial

school heads' decision-making. This indicates their reliance on spiritual guidance to arrive at the right decision.

MSH5: *“Ipinagdarasal ko. O ito yung nauuna.. Nagdarasal na bigyan ako ni Lord ng tamang desisyon pra maayos ang gusot na ito at hindi na maulit.”* [I pray. Or this comes first... I pray that the Lord grants me the right decision to fix this mess and ensure it doesn't happen again.]

Also, another manifestation of their faith is their constant mention of *“sa awa ng Diyos”* which translates to “by the grace of God” each time they talked about surpassing or resolving a crisis. Sometimes, they would blurt out *“Diyos ko”* (My God) while narrating critical or frustrating instances. This means that they draw out strength from God. Their emotional control and restraint aligns not only with their ethics and values but also with their spirituality.

In addition to that, they attribute their roles as a purpose given by God, hence they strive and exert their best effort to serve their stakeholders, more specifically, the children.

MSH3: *“Tayo lang ay mga alagad lang ng Diyos na instrument para hawakan ang kaniyang mga anak.”* [“We are merely disciples of God, serving as instruments to care for His children.”]

With these, it can be deduced that although millennial school heads are logical and methodical, they are also very spiritual in nature.

Moreover, the millennial school heads' remarkable resilience and motivation can be clearly seen as value-driven based on their spiritual beliefs. Their motivation to do

more and be more despite the uncertainties is drawn from their spiritual beliefs as they seek divine guidance and inner strength when faced with crises. They acknowledge and admit that they do not know a lot of things and rely on others when they make complicated decisions, but they polish these decisions with taking time to reflect and lift these to God as they believe that their faith is integral to effective management.

MSH8: *“Ganon talaga, you have to seek guidance from above. You have God in your life, in your management, kailangan may panginoon ka talaga. You can never do great things without the wisdom coming from above. You must seek god’s guidance.”* [That's how it is. You must seek guidance from above. You need God in your life and in your management. You truly need Him because you can never achieve great things without wisdom from above. You have to seek God's guidance.]

Not only during crises, but also about spirituality. They also attribute their success and resilience to divine guidance and God’s grace which points to the role of faith in overcoming challenges and making decisions. Their roles are driven by the purpose, and they believe that every leadership challenge, such as facing crises, has a purpose that will be clear over time and will contribute to future success. They integrate his/her faith deeply into their management, ensuring that every decision is guided by divine wisdom.

Research Question 3: How do millennial school heads describe their experiences during crisis?

Generally, the millennial participants described their crisis decision-making experiences as very challenging as these generally give them hard times and sleepless nights. And during the conversations, the themes emerged as shown in Table 7.

Table 7

Descriptions of Millennial School Heads' Crisis Decision-Making Experiences

Themes (Experiences)	Sub-themes	Significant Statements
Ethically and Morally Considerate	Balancing Compassion and Policy	Compassionate and balance stances based on their roles Avoiding personal biases Following established guidelines to avoid conflict of interest and ensure impartiality Navigating between ethical responsibility and adherence to policies Balance emotions and preferences with objectivity to ensure ethical considerations and formal guidelines
	Sensitivity to Ethical Concerns	Valuing confidentiality of information entrusted to them Handling issues involving school personnel with sensitivity and respect for personal privacy Considering the pros and cons to ensure the best outcomes
Prioritizing Teachers and Students'	Valuing Growth and Well-Being	Support and encourage teachers to grow professionally, physically and mentally Unhappy teachers could negatively impact students' learning environment Considering students' small progress as success as not everyone can attain immediate progress

Themes (Experiences)	Sub-themes	Significant Statements
Policy and Data-Driven	Compliance With Health and Safety Guidelines	Ensuring students' safety and well-being is a top priority so learners can thrive academically
		Awareness of preventive measures to avoid accidents Providing necessary support such as transportation and medical expenses in the event of accidents
	Reference to DepEd Policies	Ability to adapt different learning modalities during challenging times
		Refer to DepEd guidelines to avoid errors and decision alignment Handling issues should not only be ethical and moral but also aligned with school policies to maintain dignity and authority Ensuring consistent decision-making and avoiding personal biases
Reflective and Flexible	Inquisitive and Analytical	Dig data and information and decide based on these Develop a clear plan of action and implement it effectively Use past events to inform and validate current decisions
		Recognize historical contexts especially when there are recurring patterns
	Consultative and Practical	Consulting with peers, experts, teachers and community to come up with crisis decisions Admitting that there are a lot of things they do not know about Consulting validates their stance and confirms their understanding by consulting experts Others' experiences and diverse perspectives are essential inputs when making crisis decisions
		Consulting gives directions and opportunities to practice shared governance
	Reflective and Spiritual	Reflect, consult and pray for their crisis decisions
		Seek spiritual guidance through prayers to arrive at the right decision during crisis

Themes (Experiences)	Sub-themes	Significant Statements
Anticipating and Coordinat- ing		Attributing success to divine guidance Taking time to reflect by relaxing, sleeping and praying before deciding
		Collaborative decision-making to avoid blame Shared responsibilities among stakeholders to ensure accountability and minimize blame in case of errors Decisions should not be attributed to one indi- vidual but with a consensus
	Crisis Preparedness and Responsiveness	Abide by the regulations, coordinate with lo- cal government units Plan and execute strategic actions Have clear communication with parents espe- cially when the students' safety is concerned Shift to distance learning modality during dis- asters or armed conflict
		Emotional, mental and physical distress affect decision-making Debriefing sessions help ease emotional weight of difficult situation Political conflicts/tensions add complexity to decision-making
Emotionally Challenging	Fear, Anxiety and Uncertainty	
	Limitations, Adjust- ments and Avoiding Blame	Financial constraints make crisis decision- making even more difficult Reconsider things depending on the urgency and demands of their stakeholders Persistently look for solutions to avoid blame Collaborating and consulting experts and col- leagues to ensure shared responsibility

Ethical and Moral Considerations. The participants unanimously emphasized that their crisis decisions were all based on moral and ethical considerations as these are their compass in leading their organizations. These also reflect that millennial school heads are not only knowledgeable of their roles but also empathetic and logical in how

they view their crises with the aim to balance compassion and sensitivity to ethical concerns.

Balancing Compassion and Policy. The millennial participants are consistently faced with different kinds of crises but their narratives have consistently and evidently shown that they can balance themselves and the policies accordingly. Their decisions are not solely based on their personal biases but they should also strictly follow established guidelines to avoid conflict of interest and ensure impartiality. For the millennial school heads, they must navigate between ethical responsibility and adherence to policies to allow certain situations in morally significant situations. Just like when MSH1 mentioned about his/her teacher asking to take a leave for sick child. Since they are far from the city, it was anticipated that it would take a while before she could come back to her post. These are some instances when the millennial school head had to check his/her personal compassion with institutional rules that limit teachers' ability to leave their posts. With this, s/he mentioned that school heads should be vigilant in recognizing their own subjectivity and ensuring that their decisions are aligned with both policy and ethical standards.

MSH1: *"Tapos syempre, ah avoid bias. Siyempre our self-awareness. Kung ikaw ba ay nagiging bias or hindi. Kasi siyempre, bantayan mo din sarili mo eh. May gusto ka na papabor doon, pero hindi ayon sa DepEd order, huwag mong gawin."* [Then, of course, avoid bias. Naturally, self-awareness is important. You must monitor yourself — whether you're being biased or not. Because obviously, if you favor something that doesn't align with DepEd orders, you shouldn't do it.]

S/He also added that leaders should balance their emotions and preferences with objectivity to ensure that decisions are based on ethical considerations and formal guidelines. Moreover, MSH2 added that the millennial school head should also be considerate in making decisions as the students' and learners' well-being should be prioritized each time while ensuring that all of these are aligned to the DepEd policies in place.

MSH2: "We need to be firm and considerate in making decisions because-, but actually we have to refer from time to time we need to refer to DepEd."

Also, MSH8 affirms that s/he had to balance her/his feelings and their duty to report the truth to resolve ethical crises between teachers in conflicts and posits that the leader should mediate and report fairly to resolve their crises. After all, just like what MSH4 mentioned, a school head should maintain professional integrity and following protocols even when dealing with difficult situations or personal frustrations.

Between the stakeholders and the department, and compassion and policies, the system demands school heads to integrate empathy into governance without compromising accountability. And as Ranchodas (2025) stated, empathy is regarded as a public value and should be applied to the vulnerability experienced by many citizens, and compassion and tolerance can bridge societal gaps (Beck & Ranchordás, 2025).

Sensitivity to Ethical Concerns. The millennial school heads also value confidentiality of information since they are entrusted by their teachers or peers with it. They keep sensitive information confidential and restricted to relevant parties and make sure that the information is not leaked even to their closest friends to ensure that the privacy of

individuals is upheld while addressing and resolving complaints or ethical issues despite how painful it is for those impacted.

Further, MSH6 asserts that a school head should always practice impartiality and argues that a school head should know how to listen to both sides involved in ethical dilemmas before taking sides.

MSH6: *“Mga ganung concerns, lalo’t mga bagay na nairereklamo sila. I believe din nila ng privacy at kailangan ding makinig sa kanila. You should take sides. You take sides but you also have to listen to both sides.”* [Concerns like those, especially issues where complaints are raised against them, I believe they deserve privacy, and you also need to listen to them. You should take sides. You take a stance, but you also must listen to both sides.]

MSH6 added that there should be balance of correctness and kindness. For him/her, it is important to be both morally and ethically correct. Generally, according to MSH3, as much as possible, they resolve their ethical crises at the school level and do not escalate the issue further. And that moral and ethical issues especially involving school personnel, such as financial matters, should be handled with sensitivity and respect for personal privacy while maintaining adherence to school policies. Millennial school heads, they consider both parties and reflect on who will benefit and who will be negatively affected by the situation.

MSH3: *“Dapat clear po yung communication para sa isa’t isa. Dapat din po may coordination sa bawat isa. Iyon din po ang sagot sa mga moral and ethical*

issues.” [There should be clear communication. Also, there should be coordination between them. These are the answers to the moral and ethical issues.]

With these statements, MSH3 emphasizes considerations with dealing with moral and ethical considerations when dealing with moral issues. This suggests that the process and integrity in decision-making should also be observed. Hence, coordination among stakeholders is important in addressing challenges showing their ability to bring their stakeholders together for a common goal.

This reflection on how decisions are made, considering the pros and cons to ensure the best outcome shows how compassionate the millennial school heads are. This is grounded on the individual’s principles and values that could guide them into a better and more stakeholder-sensitive decision-making. Those decisions, according to MSH9, will strengthen relationships and not harm others. School heads’ deep awareness and responsiveness to ethical dilemmas, with consideration to their stakeholders’ rights and well-being, lead to policy-aligned and values-driven decision-making as they consider justice, care, and critique thoughtfully. With this, trust building requires moral literacy and ethical sensitivity to establish authentic relationship in a school community as this propels inclusive environments and equitable treatments (Amir et al., 2023).

Prioritizing Teachers and Students. Both the millennial teachers and school heads had unanimously stressed that their hard work and crisis decision-making are all directed towards the benefit of their most important stakeholder- their students. Secondary to the students are their teachers who are the most important personnel who work closely with the learners. The growth and well-being of these two important stakeholders,

with reference to and compliance with health and safety guidelines, are the bases of academic and educational success.

Valuing Growth and Well-Being. The millennial school heads acknowledge the direct link between teacher satisfaction and well-being to their students' academic performance and classroom behavior. Hence, they make it a point to support and encourage them to further grow professionally, physically and mentally. Just like what MSH5 underscored, if teachers are unhappy or facing unresolved issues, this could negatively impact the learning environment. Although teacher issues may stem from various personal and professional issues, including conflicts between teachers, with parents and even administrators could affect the overall harmony within the school. Conflicts of this sort are particularly difficult to manage, added MSH5.

MSH5: *“Challenging. Kasi ako ma’am, kung masaya si teacher, kasi sila direct actor and actresses sa classroom setting. Kung hindi ko naayos ang mga problema ng teacher, ang patay diyan ay iyong pupils.”* [Challenging. Because for me, ma’am, if the teachers are happy—since they are the direct actors and actresses in the classroom setting—if I don’t resolve the teachers’ problems, the ones who will suffer are the pupils.]

Other than that, the pandemic has added more toll on the educational landscape as the teachers and school heads’ efforts are focused on bridging the academic gaps and filling up academic loss. For the school heads, they prioritize student progress, although they empathize with teachers who are the most burdened with extended hours to help their struggling students. This adds to the usual stress on teachers.

MSH1: *“Pero siyempre, ang ano naman diyan, sa teacher at saka sa academics, ay yung dahil marami na silang teaching load tapos magkakaroon pa sila ng intervention. Ako din naawa ako sa teacher ko. They need to extend additional hour for teaching students na hindi talaga marunong magbasa.”* [But of course, the issue with teachers and academics is that they already have a heavy teaching load, and then they are given additional interventions. I also feel sorry for my teachers. They need to extend extra hours teaching students who really don’t know how to read.]

The school head reiterated that teachers are not only burdened with their usual teaching loads but with interventions to help their students improve in their literacy skills. Although not all students show immediate progress, the school head appreciates and values the small improvements and consider them a success. Additionally, to hurdle these additional tasks, MSH9 stated that DepEd needs to hire more teachers to ease the workloads of the existing teachers. MSH1 also insisted on training teachers to handle students with special needs to further help students with undiagnosed learning difficulties as some students have learning difficulties that are beyond the capabilities of regular teachers and there are no Special Education Program (SPED) in place to address these. MSH1 implied that students who show even minimal progress, despite the challenges are within the range of normal learners while those who do not progress might have undiagnosed issues; hence, s/he suggested that if a student struggles with basic learning even after repeated attempts at teaching interventions, the student may need specialized intervention.

To which MSH3 agreed but also asserted that there is a need to maintain the quality of education even when using distance learning modality and evaluate the effectiveness of post-pandemic programs and interventions and more importantly prompt the higher authorities to focus more on the fundamental educational needs and responses to these crises given that the mean percentage score (MPS) revealed a gap in students' understanding due to poor literacy and numeracy and the consistent low ranking of the Philippines in the Program for International Student Assessment (PISA) shows that schools need to focus on the 3Rs(reading, writing, arithmetic).

MSH3: *“Di ba yung result ng PISA ay talagang mababa pero talagang kung tutusin ay mababa. Pero sabi ko nga bakit ganun? Parang hindi nila ma-get (laughs). Hindi ma-get ng higher authority ng government na ang kailangan nating bigyang-pansin ay ‘yung 3Rs.’”* [Isn't it true that the PISA results were low? But honestly, they were indeed low. However, I wonder why it's like that? It seems like the higher authorities in the government don't get it (laughs). They don't seem to understand that what we need to focus on is the 3Rs.]

So, in response to these crises, the millennial school head spearheads practical programs that are to address literacy issues among students giving emphasis on the importance of early and effective interventions.

Compliance with Health and Safety Guidelines. Teachers' and students' welfare is the top priority of the millennial school heads which is commensurate to ensuring their safety and well-being. The millennial school heads and teachers have consistently emphasized this during the interviews and FGDs so that their learners could continue to thrive

academically, socially and emotionally. First and foremost, they ensure that their schools provide a safe learning environment. They improve and maintain their physical school plant so their learners can learn more. The millennial school heads have mentioned about putting up a covered court for their students' and community activities to continue even during the hottest or the wettest days of the year and they also mentioned putting up their gates and fences that are strong and nice to keep their students from easily getting out whenever they please.

Moreover, the millennial school heads also raise their teachers' and students' awareness of preventive measures to avoid accidents and the role of school in ensuring their safety during activities. MSH6 cited that they provide immediate and appropriate responses to incidents involving students, particularly during sports or other school activities by informing and involving parents in decision-making especially when a student's well-being is at stake. S/He said that it is the responsibility of the school to provide the necessary support such as transportation and medical expenses, in the event of accidents. S/He insisted that students need should be met even beyond classrooms and academic concerns. Further, to ensure this, MSH6 insisted that schools have to adapt to new health and safety protocols for risks during health and disaster emergencies and schools and their personnel have to be physically and mentally prepared for such crises. Also, s/he said that schools should have the ability to adapt to different modalities as this is crucial in ensuring the continuity of education during disruptions based on existing DepEd policies and local government and barangay guidelines as the implementations sometimes may vary depending on the local conditions.

MSH6: *“Nagsi-shift kami ng modality, automatic. Ang nagiging challenge lang kapag may typhoon. Pero nagsi-shift naman kami, pero at some point hinihintay din naming ang announcement sa LGU. Kasi minsan depende rin yan sa barangay. Not every barangay in the city can shift to the modular.”* [We automatically shift modalities. The challenge arises when there’s a typhoon. While we do shift, at some point, we also wait for the announcement from the LGU. Sometimes it depends on the barangay because not every barangay in the city can shift to modular learning.]

S/He also added that the unpredictability of weather conditions poses challenges in deciding whether to hold classes as there are instances when classes are cancelled despite good weather, prioritizing student safety over potential disruptions. Hence, the local context is important in making decisions during crises.

Truly, it is crucial to sustain the well-being of learners as well as the teachers and their professional growth. It is critical not only for their well-being but for their successful academic performances hence comprehensive strategies that would involve learners’ parents, the government, and other stakeholders, like uniform policies and confidential reporting system when they feel distressed should be implemented (Anthony et al., 2022; Kutwayo et al., 2022).

Policy And Data-Driven. The millennial participants also described their crisis-decisions to be policy and data-driven. They generally consult the data, evidence or relevant information and check the implemented DepEd guidelines before making decisions

to avoid making mistakes. They make plans according to the data and assessments on hand to make their programs grounded in their contexts.

Reference To DepEd Policies. In any decisions or actions that the millennial school heads make, they would refer to the DepEd guidelines in place to avoid errors and ensure that decisions are aligned with current guidelines. Further, the school heads added that school heads should have a high level of consciousness and awareness of these policies and guidelines to ensure the correctness of actions.

MSH6: *“Sabi nga, Sa DepEd ngayon, if I may add, magiging mali ka lang kung yung level of consciousness mo ay mababa. Nagkakamali ang isang tao dahil maliit ang kanyang level of consciousness. Meaning, hindi niya alam yung DepEd memo, order or policy on a certain issue at kung paano niya i-address yun.”* [As they say, in DepEd today, if I may add, you will only be wrong if your level of consciousness is low. A person makes mistakes because their level of consciousness is limited. Meaning, they are unaware of the DepEd memo, order, or policy on a certain issue and how to address it.]

MSH1 strongly agreed that school heads should always hold themselves accountable for their actions and decisions; hence, they must ensure that these are aligned with both policy and ethical standards. MSH3 also affirms that addressing moral and ethical issues that involve school personnel, such as financial matters, should be handled with sensitivity and respect for personal privacy while maintaining adherence to school policies to maintain their dignity and authority. S/He recalled a time when a lender came to talk to her/him about a teacher’s loan.

MSH3: “*Kasi kapag ang teacher ay nasa performance ng kanyang duty siya ay person in authority, so hindi sya pwedeng ipahiya, hindi siya pwedeng saktan ng kahit na sino. Kahit ano ang ginawa niyang mali.*” [Because when a teacher is performing their duty, they are considered a person in authority, so they cannot be humiliated or harmed by anyone, no matter what mistake they may have made.]

S/He stood by the teacher by adhering to established policies to ensure fair and consistent decision-making and avoiding arbitrary or personal biases. For the school head, decisions should not be influenced by personal biases but strictly follow established guidelines to avoid conflicts of interest and ensure impartiality.

With all these considerations taken, it is but essential for school heads as well as teachers to be aware of the policies in place so that they will be guided in their decisions-whether these are daily regular ones or crisis decisions. There are a lot of comprehensive guidelines nowadays that foster the academic performance of learners, the professional development of teachers and the well-being of both; hence, school heads should be aware of these. Referencing to these would ensure guided crisis decision-making and enhanced and more inclusive learning environments.

Inquisitive and Analytical. The millennial school head participants like to make well-informed decisions. They like to further dig into data and information and decide based on this evidence. Generally, they observe their surroundings and communities and try to understand why things are happening. According to them, their observational and analytical skills help them to adapt better by understanding their community members’

behaviors as this could help them better address challenges and foster cooperation with them in a positive work environment.

Moreover, by doing so, they could see and understand the effects and consequences of the crisis on various stakeholders, develop a clear plan of action and implement it effectively.

MSH4: *“I-identify po ‘yung crisis, data gathering. Kung ano impact, yung mga consequences ng possible sa decision na ma-come up.”* [Perhaps identify the crisis, gather data, assess the impact, and consider the possible consequences of the decision to be made.]

MSH8 agrees to that as s/he cited that gathering comprehensive data, including information about the school and its environment is crucial in contextual decision-making. Her/His statements expressed that s/he values the history and past events to inform and validate current decisions, as the historical context provides not just information but wisdom. Also, s/he stated that the past events have recurring patterns and recognizing them helps in preventing future problems, hence, better decision-making.

MSH8: *“Iyon ang natutunan ko, na dapat you have to be very careful sa lahat ng decision na gagawin mo. And you must always consider the history ng isang bagay. Kasi kapag hindi mo inalam yun, kahit pa sabihin na may legal basis ka, you know the data, you know the statistics, pero kapag ‘di mo alam yung history, hindi ka sure sa decision mo. Ito ang mga dapat iconsider.”* [That’s what I learned—you have to be very careful with every decision you make. And you must always consider the history of a situation. Because if you don’t know it,

even if you say you have a legal basis, you know the data, you know the statistics, but if you don't know the history, you can't be confident in your decision. These are the things that need to be considered.]

"History may repeat itself.", s/he added as some unresolved issues from the past can resurface, hence the leader should better understand this. MSH9 agreed to this citing that past experiences can help the school heads to improve their decision-making processes and ensure that similar issues are handled effectively in the future.

Meanwhile, the millennial school head respondents validated these responses with a turnout of 73.3% agreeing that they always collect relevant and helpful information before making decisions and 25.2% who often do (shown in Figure 1).

To sum, millennial school heads do not easily believe what they hear or read, they dig deeper to confirm and learn more about the crisis so that they could better respond. Being inquisitive and analytical about these concerns means they are driven by a sense of curiosity as it aligns with their being open to novelty experiences. Inquisitive people, according to Psychology Today (n.d.), approach crisis logically and systematically by breaking down overwhelming issues into manageable parts and rely heavily on data. These are advantageous especially in leading schools.

Reflective and Flexible. One remarkable trait that the millennial school heads expressed in the conversation was their deliberative nature. They do not hastily and impulsively decide on important matters especially during crises. Although they are very much aware that department orders and legal guidelines are the foundation for decisions, they know that certain situations may require flexibility; hence, they consider the best

outcome for all stakeholders. They like to sleep on matters and decide later after careful consultation and reflection, guided by their spirituality and practicality.

Consultative and Practical. Repeatedly, the millennial school heads mentioned about consulting their peers, experts, teachers and their community to come up with crisis decisions. Their narratives show that they value the different perspectives of their stakeholders and by doing so, they can assess whether the decisions will benefit more people. While the school head is the primary decision-maker, they acknowledge that crisis decisions should not be made in isolation but should be shared with their stakeholders.

Furthermore, they expressed humility by admitting that there are a lot of things they do not know about and that other people can enlighten them. Not only do these school heads want fewer or no errors in handling crisis in the school setting, but they also want to validate their stance and confirm their understanding by consulting experts.

MSH6: *“Kasi kahit kami ay authority, at some point ay hindi naming kayang sagutin. The challenge can be resolved by coordination.”* [Because even though we are in authority, at some point, we cannot address everything. The challenge can be resolved through coordination.]

Moreover, the millennial respondents value input from both experienced and younger teachers as they consider diverse perspectives when making decisions. Just like MSH5 cited, more experienced teachers or fellow school heads may have encountered unfamiliar situations and have insights to share with their crisis decision-making. This allows them to make more informed decisions, s/he added.

MSH5: “*Kapag ito ay new situation, may mga experienced tayong mga school heads na naka-experience na. Maggather tayo ng advise sa kanila.*” [If it is a new situation, there are school heads who have experienced it. We should seek their advice.]

This was also validated by the millennial school head respondents who said that they seek and use the advice of other people in making decisions during crisis with 45.8% who said they often do while 36.6% always consult others (see Figure 4).

For most of them, consulting not only gives them directions and opportunities for all stakeholders to practice shared governance and decision-making but also a chance for them the school heads to consider, reflect and avoid blame if the decisions fail. Generally, the millennial school heads avoid abrupt decisions and take time to reflect, discern, and consult their peers, teachers and experts before making important decisions.

With this, it can be said that consultative and practical school heads balance decision-making with hands-on management. By involving teachers and other stakeholders in their decisions, they become more democratic as they foster a sense of ownership in their crisis decisions. This was confirmed by Omar and Auso (2023) in their study where they cited consultative leadership and decision-making style positively correlates to administrative development as it highlights improved coordination, communication and organizational efficiency. On the other hand, practical decision-making is characterized by direct engagement with school operations with technical, human and conceptual skills and that school heads should adapt to contextual challenges that would include planning,

directing, and controlling, thus suggesting that school heads should be visionary and operationally competent (Thamarasseri, 2015).

Reflective And Spiritual. The millennial school heads expressed that they take time to decide on various crises as they reflect, consult and pray for their decisions. They would usually reflect on their roles and question whether more could have been done to prevent their crisis and if their resources have been used effectively.

Furthermore, their decisions are lifted to God before they implement them. When they come across forked paths, the millennial school heads pray and seek spiritual guidance for them to arrive at the right decision and that this would be beneficial to all. For most of the millennial school heads, the role of prayer is integral to their decision-making process. Taking time to reflect by relaxing and sleeping and praying before deciding, they said, helps them to approach decisions with a clear and calm mind. Moreover, they attribute their success and resilience to divine guidance and God's grace which shows the role of faith in overcoming challenges and crisis decision-making.

MSH5: *"Nagdarasal na, 'Bigyan mo ako Lord ng tamang desisyon para maayos ang gusot na ito at hindi na maulit."* ["Praying, 'Lord, please give me the right decision to resolve this issue and prevent it from happening again.'"]

MSH8: *"You have to seek guidance from above. You have God in your life. In your management, kailangan may panginoon ka talaga. You can never do great things without the wisdom coming from above. You have to seek god's guidance."*
[You must seek guidance from above. You need to have God in your life. In your

management, you truly need to have the Lord. You can never achieve great things without the wisdom that comes from above. You have to seek God's guidance.]

With this remark, MSH8 integrates faith as integral to the effectiveness of his/her management style as he/she ensures that every decision is guided by divine wisdom and believes that every leadership challenge has a purpose that will become clear over time and will contribute to his/her future success.

It can be said with these that reflective and spiritual school heads are transformative qualities of the millennial participants. These are ravel with ethical guidance, personal integrity, and holistic student development and spiritual leadership is crucial for visioning, empathy, and exemplary professional behavior that promotes a more unified and motivated school environment (Rachmawati et al., 2023) and reflection and demonstrates inward-looking practices anchored on cultural and spiritual traditions integrated to moral crisis decision-making (Karim et al., 2022). School heads who display spiritual leadership and decision-making are not only guided with clarity but with compassion which is crucial in molding students' moral character. Hence, school heads who are spiritual and reflective could lead and decide with authenticity grounded on trust, moral clarity and shared purpose that are essential in these times of complexities (Rachmawati et al., 2023).

Anticipating and Coordinating. The millennial school heads described their crisis decision-making as their resource and crisis management strategy. They fit their crisis decision-making to their available resources. Although they have limited financial resources, they strategically use what they have- their people or stakeholders, and themselves.

Collaborative and Adaptive. The millennial school head narratives proved that their crisis decision-making is generally collaborative and adaptive. From managing teachers and classroom shortages, to resolving stakeholder conflicts, they do not decide and act in isolation to avoid errors and being blamed. They know the power of their human resources; hence they include them in their decision-making. They persistently promote collaborative decision-making processes where responsibilities are shared among their stakeholders and to ensure accountability and minimize blame in case of errors.

MSH7: *“I collaborate in terms of making decisions. Para in case palpak yung decision namin, at least co-owner kami, shared responsibility namin. So, walang sisihan.”* [I do collaborate in terms of making decisions. So that in case our decision fails, at least we are co-owners of it. It's our shared responsibility. So, there's no blame game.]

Although they avoid blame in the future, they involve others to foster a sense of collective ownership and minimize individual fault. After all, the crisis decision is not for the school head but for the benefit of the school they all serve.

MSH5: *“Kapag ito ay committee decision, committee decision ang ginagawa. Hindi pwedeng ikaw lang. Kung personal decision, personal decision. Kapag sa beautification o program, kasama ko yung master teacher. Kung sa teacher factor, kapag layout, kasama ko din yung mga barangay official, barangay chairman, si PTA. So, shared decision making ang nangyayari maam.”* [If it's a committee decision, then we make it as a committee. It can't just be you alone. If it's a personal decision, then it's a personal decision. For beautification or programs, I

involve the master teacher. For teacher-related matters or layouts, I also involve the barangay officials, barangay chairman, and the PTA. So, shared decision-making happens, ma'am.]

For the millennial school heads, the decision should not be attributed to one individual hence, there should be a consensus in decision-making to share accountability. And as MSH9 emphasized, this should be a continuous engagement with their stakeholders. After all, a school head's adaptive skills may greatly enhance teacher collaboration and emphasize flexibility and responsiveness to enhance the teaching culture as this empowers the stakeholders by promoting shared responsibility and innovation. Generally, collaborative and adaptive decision-making and leadership can build more resilient school communities (Sumiati et al., 2024).

Crisis Preparedness and Responsive. Since crises come unexpectedly at times especially for natural disasters, the millennial school heads emphasized preparedness for the usual typhoons and the threats of other conflicts such as armed and political ones. They make it a point to abide by the regulations, coordinate with their local government units and collaborate with the community in terms of planning and execution of strategic actions.

Also, the school heads mentioned about ongoing preparations and rehearsals and ensure having clear protocols when danger is imminent. MSH7 also repeatedly cited that having clear communication with parents especially when their children's safety is concerned is important, so they have to decide on the children's attendance. MSH6 agreed that when disaster announcements come late or not at all, the parents may decide to keep

their children at home as they could shift to distance learning modality. After all, students' safety is their priority.

Moreover, they added that since DepEd had crafted numerous policies and guidelines for certain crises like that of pandemic and natural disasters, the school heads insisted on being aware of these and base all decisions on them.

MSH6: *“Kasi nagbago din ang landscape ng DEPED, base dun sa emerging issues and concern na hindi na-address noon kasi there were no existing policies that could address these issues and concerns. And now, na-a-address na siya kasi may DepEd policies. Basta ‘yan may rationale, definition of terms, may pattern na. Magbasa ka lang talaga.”* [Because the landscape of DepEd has also changed based on the emerging issues and concerns that were not addressed before since there were no existing policies to handle them. But now, they are being addressed because DepEd has policies in place. As long as there's a rationale, definition of terms, and a clear pattern. You just really need to read.]

Further, the school heads added that the current decision-making process is now guided by clear policies, memos, and defined terms; hence, decision-makers have a reference in making decisions and they only need to level-up their awareness on these policies and guidelines by reading them to avoid mistakes.

Further, MSH1 mentioned that to maintain the school's infrastructures, the school head should be well-prepared in the event of natural disasters, such as typhoons” at least to avoid making issues and setbacks. S/He also added that school management takes care of the facilities on an ongoing basis. This means that they prevent small issues from

escalating during crises. Through and thorough preparation and maintenance, the school head avoids being overwhelmed by problems caused by natural disasters.

MSH1: *“Kasi nga alaga naming (ang facilities). Kapag may konting sira lang, paayos agad. Kasi kapag may dumating na disaster gaya ng bagyo, prepared kami sa school. Hindi sakit ng ulo.”* [It’s because they are taken care of. If there are minor damages, we get them fixed immediately. Because if a disaster befalls, we are prepared. It’s not a headache.]

These lead to the importance school heads’ being prepared and responsive as critical competencies as these encompass their proactive planning, adaptive leadership and coordinated communication with their stakeholders. Their crisis management plans should greatly involve prevention, preparedness, response and recovery phases which should underscore the collaboration, coordination and communication with the department, local government units and community stakeholders. Guided by the school heads’ student and teacher-centeredness, they should equip themselves by training and systemic support so that they can better foster resilient school environments for uninterrupted learning continuity, stakeholder collaboration and development of adaptive crisis management plans (Joe Rouse, n.d.; Peltola et al., 2024).

Emotionally Challenging. As the millennial participants recounted their crisis decision-making, they expressed emotional and mental burden while facing their crises. Not only for their stakeholders but for themselves. For most of them, facing crises is having sleepless nights, frustrations and stress that took on their well-being particularly when

they are dealing with complex conflicts. Hence, to address these, the school heads mentioned debriefing and de-stressing to alleviate these stresses.

Fear, Anxiety and Uncertainty. Decision-making is affected when the decision-makers and their allies are in emotional, mental and physical distress because crisis decision-making necessitates a clear mind and disposition for them to arrive at the right decision.

In relation to this, MSH6 specifically discussed that s/he conducts debriefing sessions with his/her teachers to ease the emotional weight of their difficult situation or decisions to ensure that the stress is not carried over their personal lives. The school head acknowledges the need to relieve stress and maintain the mental and emotional well-being of his/her staff. The school head recognizes the complexity of the job itself and worse, with varied crises.

MSH6: “*Oo, nagde-debrief naman para di mo naman dala-dala (and problema) sa pag-uwi.*” [Yes, we do debrief so that you don't carry the problem with you when you go home.]

Providing an opportunity for team members to vent out their frustrations greatly helps. Doing so, according to the school head positively impact the organization as this not only relieves stress but also encourages open communication and shared experiences which can foster a sense of unity and support among them.

In addition, MSH8 stated that despite the emotional challenges, the leader must enforce disciplinary actions if needed and at the same time show love and support. S/He

added that what gives her/him peace is understanding that not everything is within his/her control.

Further, MSH9 also shared how political discussions and situations at his/her area can cause confusion and anxiety which makes decision-making even more difficult. Especially that s/he was assigned to a mountainous area where political tension can escalate to dangerous situations. These political risks and the presence of armed groups add another layer of complexity to their decision-making.

MSH9: “*Politika talaga, lalo na sa bundok. Nakakatakot talagang patayan.*” [Politics, especially in the mountains, is dangerous. Killings are truly frightening.]

On one hand, MSH7 agreed with MSH9 and expressed agitation when s/he discussed about armed conflicts in their area especially since there are still some ongoing talks with the community about their plans on where to bring the children to safety if the attacks happen during the day when students are at school. However, unlike that of MSH9 whose political conflicts are caused by political opponents, the MSH7 case is with the soldiers and insurgent groups. MSH9 cannot easily seek help from the LGU but MSH7 has established a strong partnership with the LGU and the community to help with their reunification plans.

Moreover, the millennial teachers also expressed distress, frustration and exhaustion during their FGDs as they discussed their workload and responsibilities especially with addressing their academic crises on bridging the gaps and losses of learning and student behavior. MMT3 complained that s/he felt exhausted and overworked, and that s/he gets sick more frequently nowadays.

MMT3: “I usually experience, burnout or fatigue ma’am. Maybe due to many heavy workloads per coordinator-ship or ancillary. Also, limited resources and student behavioral issues.”

The millennial master teachers agreed with that as they all complained about their workload and limited resources which makes teaching and providing student support more challenging. Hence, it cannot be overlooked how these crises take on emotional tolls on the millennial school heads. Fear, anxiety, uncertainty and heightened stress grapple them with varied crises which include the lingering effects of the COVID-19 pandemic. These fear and anxiety that they experience equate to their much-needed systemic support and a strong sense of coherence and health literacy helped protect them against those crises (Duong et al., 2022).

Limitations, Adjustments and Avoiding Blame. Financial constraints in schools have been making most crisis decisions more difficult. The millennial participants have conveyed practicality, thriftiness, resourcefulness and innovativeness as they are eternally faced with a lot of limitations at school. Although they have limited resources, they were all accepting of this fact and expressed resiliency to adjust their limitations. In fact, they approach these challenging situations with a sense of humor and optimism. The millennial school heads expressed that despite the challenges, they remain resilient and willing to find solutions to their problems and crises as they are committed to improving their situations and making their projects and programs their legacy.

MSH8: “*Masaya para sa akin going through crisis, deciding over things na medyo critical, crucial. Hindi yon traumatic. Dapat i-enjoy mo yon dahil doon ka*

mas magiging polished as a school head. Doon ka mas matututo. That's how I take it." [For me, going through a crisis and making critical, crucial decisions is fulfilling. It's not traumatic. You should enjoy it because that's where you become more polished as a school head. That's where you learn the most. That's how I see it.]

Another thing that they usually do is to reconsider things depending on the urgency and demands of their stakeholders. They usually would compare the policy against their school and community context and adjust accordingly to match their stakeholders'.

Further, their narratives conveyed that while they do their best to resolve their crises, they make it a point to avoid blame by persistently looking for solutions, seeking advice from experts, teachers and other stakeholders to make sure. They collaborate and consult with them to ensure that the responsibility is shared with the school personnel that no mistakes in their decisions.

MSH7: *"Para in case palpak yung decision naming, at least co-owners kami...shared responsibility namin. So, walang sisihan."* [So that in case our decision fails, at least we are co-owners of it. It's our shared responsibility. That way, there's no blaming.]

With this, the millennial school head respondents expressed that they worry that they might make wrong decisions in a crisis but are very careful in making decisions. For this, as shown in Figure 5, 73.3% said that they are always careful in making decisions during a crisis and 25% often do. This is because they are anxious that they would make mistakes and be blamed for it, hence they try to involve their teachers in a collaborative

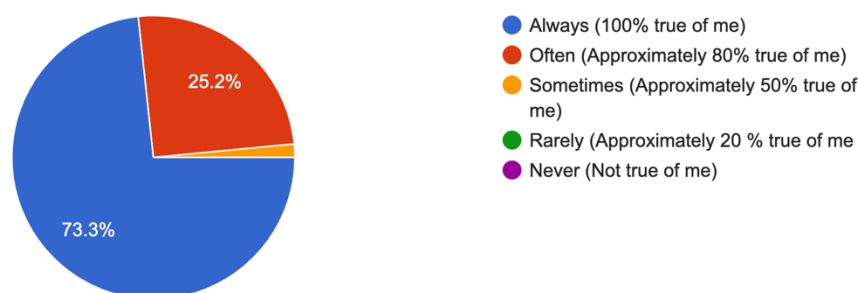
and shared decision-making to come up with a consensus and make the best possible decision for their school.

Figure 5

Millennial School Heads as Careful Decision-Makers

12. I am careful in making decisions during a crisis.

131 responses



A whopping 58.8% respondents would always seek their colleagues' and experts' assistance and 39.7% who often do the same which means that they practice shared governance and leadership as well as in decision-making especially during crises.

After all, the school heads added, their decisions are not personal but for their schools; hence, all stakeholders' inputs should be solicited, heard and understood, decisions and school governance should be shared among stakeholders, for the learners' ultimate benefits. And since school heads operate in a complex yet often constrained environment by systemic limitations on resources, and varied stakeholder expectations, their position necessitates adaptability that compels them to be re-evaluate and recalibrate their

strategies to continuously meet their ever-changing and evolving crises and challenges. While these challenges and limitations persist, the pressure unintentionally foster a culture of avoidance where they deflect responsibility to protect their positions. These tendencies can silence innovation and obstruct collaboration and constructive dialogues. Hence, to prevent this, a culture of psychological safety should be encouraged so that school heads can more easily acknowledge their shortcoming and promote better transparency, encourage open communication and collective growth where accountability is shared and blame is repudiated (Cohen-Zamir & Vedder-Weiss, 2024; Tamadoni et al., 2024; Zhu et al., 2023). Table 8 shows the decision-making styles of millennial school head respondents.

Table 8*Millennial School Heads' Decision-Making Styles*

Decisional Self-Esteem	Median
Vigilant	5
Confident	4
Avoidant	3
Spontaneous	4
Dependent	4.5
Intuitive	3
Anxious	3

Note: 5: Always, 4: Often, 3: Sometimes, 2: Rarely, 1: Never

The millennial school heads' responses during the interview were validated by the 131 millennial school heads who responded in the Decision-Making Styles Survey by Leykin (2010). The tabulated responses showed that the millennial school heads are generally vigilant in their crisis decision-making. With an overall median of 5. They are vigilant in the sense that they consider all possible alternatives with considerations to their specific goals as they collect necessary data and information. They assess this information by carefully studying and reflecting on the possibilities and consequences of their decisions.

As careful as they want their crisis decisions to be, the millennial school heads tend to be dependent on response median of 4. 5. They depend on their colleagues and

other stakeholders as they practice shared governance and shared responsibility by consulting and seeking advice from their colleagues, experts, master teachers, teachers and other stakeholders in their community during crisis. As if they gain strength from their colleagues, experts and other stakeholders, the millennial school heads become more confident in their crisis decision-making. Their confidence gained a median of 4.

Meanwhile, they tend to be avoidant as they scored a median of 3. When the uncertainty of the situation strikes, they tend to become uneasy and worried that they might make the wrong call, hence they tend to put off a decision unless they really must act. This validates their narrations on how they do not want to be blamed for making the wrong decisions during crises; hence they involve their colleagues and other stakeholders so that everybody takes responsibility for the decision made in consensus with the body.

On one hand, Myburgh (2015) defines decision-making self-efficacy as a school head's confidence in their capacity in terms of planning, organizing, and making decisions while maintaining their composure and emotions stable under pressure. Moreover, it also includes their ability to delegate, communicate and respond to crises with confidence while balancing their complex administrative duties and relational challenges.

With the responses of the millennial school heads, they match the concept of managerial self-efficacy which include their being strategic, collaborative, ability to regulate emotions, and ethical groundedness showing their strong efficacy in dealing with their leadership and crisis decision-making. Not only that, but they also exhibit their efficacy on themselves as they navigate their challenges in terms of financial management, human resource management, and the variability of their contexts.

Meanwhile, Table 9 shows the millennial school heads' decision-making self-efficacy beliefs.

Table 9

Millennial School Heads' Managerial Decision-Making Self-Efficacy Beliefs

Managerial Decision-Making Self-Efficacy Beliefs	Median
Thought and Affect Control Efficacy	4
Analytical and Inferential Efficacy	4
Exploratory Search and Processing Efficacy	4
Social Influence Efficacy	3.5

Note: 5: Always, 4: Often, 3: Sometimes, 2: Rarely, 1: Never

Moreover, as for their managerial decision-making and self-efficacy beliefs, the millennial respondents evidently showed their highest mean for search and processing efficacy with a median of 4. This refers to the school heads' capability to effectively use various modes of information seeking, from experimentation, interviews, and digital search. When a school head does this, s/he navigates the problem and the possible resolutions to solve the crisis. For them, the most common resource of information would be their stakeholders for more-in-depth details. While digital searching is very common nowadays, this efficacy requires a more dynamic and interpersonal approach of school heads and those with high levels of search efficacy will have a more comprehensive and wide-ranging view of the situation, which could make decision-making a little less challenging.

Under this category, the millennial school heads quickly assess situations and problems, search, obtain, and evaluate information and alternatives that could effectively resolve the crisis. They do this by weighing the consequences, anticipating the effects when the decision is implemented.

Additionally, the millennial school head respondents showed efficacy in thought and affect control with a mean of 4. Thought and affect control efficacy, according to Leykin and De Rubeis is congruent with how school heads manage their engagement and ability to control their intrusive thoughts and emotions so they can take actions on the crises with clear minds. These distractions may cause them to hesitate and disengage because they may want to avoid decision-making. According to respondents, they keep their minds clear and give their full attention to the matter as they continue to find relevant facts about the situation. By doing so, they keep in mind that they can find the best resolution to fix the crisis by keeping themselves committed to surpassing the crisis.

Further, the millennial school heads are deemed to have analytical and inferential efficacy with a median of 4. Under this category, they tend to use an orderly thinking process during crises. This validates the millennial school heads statements that they gather relevant data gained from monitoring assessments, histories, and from consultations with experts, colleagues and stakeholders. With the use of gathered information, the decision-making load requires more structured information to make the processing less challenging. Information processing includes comparing, transforming, and integrating gathered data, as well as rehearsal, elaboration, organization, and translation into school activities which would later require monitoring, planning and revisions. When processing

information, the school heads' capability to analyze and infer could greatly influence his/her capacity to evaluate, process and integrate relevant information to make effective and efficient decisions. After this, they analyze and interpret data, and when doing so, they take time to reflect on these with reference to existing policies and try to avoid the least objectionable alternative.

Lastly, the millennial respondents social influence efficacy which is aligned with the schools' stakeholders' expectations and rational and supportive social influence are used to seek more information and resolve crises and avoid conflicts of interests by being swayed by others. This efficacy requires school heads to be skilled communicators and have a great ability to collect, analyze and present information persuasively to logically and effectively resolve crises. The respondents rarely to sometimes convince their colleagues of their decision choices, not to choose unfavorable consequences that could ignite disagreements and conflicts among their stakeholders. Their median on this efficacy is low at 3.5.

The decision-making behavior of the millennial school heads aligns with this self-efficacy decision-making with their innate ability to plan, organize, communicate, emotionally stable and resilient as they manage the complexity of the crisis. Meanwhile, the millennial school heads' reliance on data-driven and strategic planning mirror their organization and analytical efficacy, and their ability to regulate their emotions, prioritizing their emotional and physical wellness and resilience show their efficacy on self-control and composure to lead and decide under pressure. In addition, the millennial school heads' inclination to collaboration and stakeholders' inclusion show their efficacy on

interpersonal dynamics and shared governances as they align with the importance of communication and consultation with their stakeholders. Their flexibility in handling limited financial and physical resources alongside the pressures of their community pressures exhibit their adaptability and competence in the face of complexities during crises. And above all of these, the millennial school heads' being ethical, values-driven and reflective approach mirror their personal pronouncement and spirituality in providing ethical and moral crisis decisions. These findings elicit the millennial school heads' high levels of managerial self-efficacy that lead them to strategic plans, emotional control and balance and collective organizational accountability that enable them to handle complex crises.

The results of the survey further validated the millennial school head participants' responses in their interview. Despite the power and authority they hold in their hands, they maintain their objectivity by identifying the real crisis, gather relevant data from proper sources and authorities and weigh things against the benefits, advantages, disadvantages and possible consequences these decisions may result to, Their humility and objectivity along with their genuine concern and commitment to serve their most important stakeholder who are the students and their most essential partners-the teachers, they propel their crisis decision-making towards their academic achievement and safety and well-being. Their crisis decisions are geared towards these goals.

Research Question 4: Based on the findings, what crisis-related decision-making framework can be developed for millennial school heads?

The framework is a guide for school heads for their crisis decision-making. This framework was extracted from the millennial school heads and validated by the millennial teachers' responses and current decision-making practices. These school heads hailed from different parts of the Philippines from the north to south-Luzon, Visayas and Mindanao. These millennial school heads discussed their lived experiences during crises, learnings, and decision-making practices. These were compared, contrasted and analyzed to come up with the framework for millennial school heads for crisis decision-making. The framework will guide school heads with their crisis decision-making. This will help them decide better during crises which are usually high-stakes and unpredictable. The crisis decision-making framework provides a structured format for millennial school heads as they navigate unfamiliar situations brought about by the crisis and towards the achievement of their students' learning success (Xiang, 2011).

The developed crisis decision-making model resembles the scientific method. The process includes identifying the problem, making observations, proposing explanations, and implementing suggestions. The millennial school heads have unconsciously followed this cycle when they are faced with crises.

The purpose of the developed crisis decision-making framework is to guide millennial school heads and future school leaders to a more systematic and methodical crisis decision-making and a more confident stance on unpredictable and high-stakes decision-making based on the individual's ethics and personal values towards the welfare of their

stakeholders, ultimately to their learners' success grounded on the Filipino millennial school heads' lived experiences in crisis decision-making. A structured crisis decision-making framework will help school heads to become more confident, reflective and strategic leaders so that whatever crisis they may face, they can effectively conceptualize, plan, implement and evaluate their decisions and actions towards smooth and effective school operations, harmonious relationships, shared responsibility, governance and accountability, and better teaching and learning environments. Afterall, strategic crisis decision-making skills with excellent communication and coordination skills could help millennial school heads to mitigate the effects of crises and resolve them more efficiently as they become more prepared to lead in times of crises.

Figure 6 illustrates the decision-making framework of millennial school heads.

Figure 6

Crisis Decision-Making Framework for Millennial School Heads



School Crises. At the core of the framework are five identified categories of recurring school crises namely, 1) student academic and teacher professional challenges

which includes issues declining student performance, teacher burnout, conflicts, skills gaps and mental and physical well-being of both stakeholders, 2) parent support and communication challenges which covers the limited parental involvement and ineffective communication channels, 3) administrative and policy implementation challenges that encompass leadership gaps, poor coordination and sometime even, unclear policies, 4) financial resource constraints which cover budgetary limitations impacting operations and resources necessary to schools, and 5) school safety and infrastructure challenges which cover the issues and concerns on threats to safety, lack of facilities or outdated facilities, and lack of essential learning resources.

These crises significantly affect their day-to-day operations and long-term organizational outcomes. These, though distinct, often overlap and require school heads to navigate them simultaneously with rigor and value-driven commitment. Moreover, these crises reflect the multifaceted nature of educational leadership during crises guided by their driving principles that include collaborating and engaging with community and stakeholders, their resilient and proactive mindset, collaborative and continuity-focused practices, administrative and policy implementation competence, ethical and their lived spirituality that involves their moral considerations, reflective practices and values-driven, valuing prayer, spiritual beliefs and personal values.

Based on the responses of the participants, the functional crisis decision-making stage includes the following phases: identify crisis, gather data, 4Cs (consult, collaborate, communicate, coordinate), plan (based on data and values), and R&R (reflect and refer to policies).

Identify Crisis. For the millennial participants, crisis preparedness and resilience start with identifying the crisis. This is the part that necessitates millennial school heads to be able to proactively recognize urgent and disruptive situations and challenges that affect the academic performance of students, professional development of teachers and safety and well-being of both and may be done by observations, school reports and performance indicators. When they could identify and anticipate crises, they could better prepare and plan for them. For them identifying problems and conducting root cause analysis can do wonders. Investigating the situations not only would reveal the strengths and weaknesses of their schools but also identify the threats, risks and opportunities around the crisis as the millennial school heads intentionally do SWOT analysis to navigate through crisis decision-making. Crises often display early warning signs hence, school heads should be able to detect them early on (Grissom & Condon, 2021).

Moreover, when the nature and scope of the crisis are identified, the school heads will be able to recognize the scope of the crisis as well as anticipate the worst-case scenario if this crisis is not properly addressed. Effective school heads should be able to assess the impact of their decision as to who will be affected and how far-reaching the effects may be. Additionally, based on the millennial school heads, decisions center on the major stakeholders, the students and the teachers, hence their needs and contexts should always be mindfully considered.

By doing so, school heads must understand the potential effects and consequences of the crisis on various stakeholders. This means that the school head should be able to anticipate the impact and consequences of a certain concern. This requires critical

thinking skills so that they can imagine the possible worst-case scenarios. For the millennial school heads, facing a crisis should be approached scientifically so that there will be a clear understanding of the crisis and that they will be guided when resolving it. Identifying the crisis sets the direction of efforts in millennial decision-making.

Gather Data. In dealing with crises, after identifying them, school heads learn more about them by gathering data from varied sources. These data are either qualitative or quantitative information of their students, teachers and other stakeholders. These may include scores from various tests and assessments, attendance records, feedback from clients from projects and programs, narrative reports and observations. These help the school head validate the scope, nature and context of the crisis at hand. And since the millennial school heads generally make informed crisis decision-making, they seek evidence-based data and do not just rely on mere assumptions. The millennial school heads expressed that this data includes concrete performance indicators and statistical information to ensure informed decision-making. Moreover, assessment of available resources should also be done to guarantee that they can support whatever decisions they come up with.

Moreover, for school leaders to arrive at the best crisis decisions, they must be able to assess and evaluate the crisis properly. They seek information and others' points of view and validate them. For the millennial school heads, for them to really be of help to their learners, they must secure real and contextual data about their school performances so they can measure the extent of efforts and resources they will put into them.

In addition to that, they emphasized that proper teacher profiling is needed so that teachers can be in their best positions at school because if they are put where their strengths or expertise align, they could always be confident and at their best selves. For this, according to the millennial school heads, the teachers should be given the chance to self-assess and identify not only their strengths and weaknesses but also their interests so they could further grow- personally and professionally. This also means that the teacher should be given freedom to choose what topics to learn from seminars and trainings to learn for professional development and which majors to take in graduate schools.

Furthermore, gathering data entails being highly objective about whatever data and information they get, whether these are mere opinions or speculations or low scores and numbers in assessments, or even the school budget. The school head should not be easily swayed with words that could destroy another person or stakeholder which was emphasized in their statements to listen to all sides before they take sides to which is right (Dos Santos et al., 2013; Dowling, Deborah, 2023; Lodge & Corrin, 2017; McMurphy & Lemieux, 2018).

Data gathering not only leads to informed decisions, but it also lessens the emotional burden that crises may bring. When the crisis has enough data and information, the school head will not be in the dark and they will be less fearful, anxious, and uncertain as these will guide them towards a better understanding and position on the crisis.

4Cs (Consult, Collaborate, Communicate and Coordinate). Millennial school heads are advocates of the 4Cs-consultation, collaboration, communication and coordination- to come up with their crisis decision-making. The 4Cs mean that there should be a

strong engagement of internal and external stakeholders in finding solutions through inclusive dialogue, joint planning, combined and synchronized actions and sustained communication. They firmly believe that they decide for the school, not for themselves; hence, stakeholders should be involved in their crisis decision-making, especially when students' safety and well-being as well as their academic performance are at stake. For them, participation of key stakeholders like the teachers and the community and sometimes, experts in particular fields lead to better outcomes and smooth operations.

With this, we can say that the millennial school heads value the inputs of both experienced and younger teachers to ensure that different perspectives are considered carefully. Through consultations with the key stakeholders, collaboration is achieved through the collective wisdom of the school community, teachers, previous leaders and other stakeholders. Although sometimes, the millennial school heads use the collaboration with the desire to avoid personal blame, they stand by their confidence in shared governance and shared decision-making as mandated by the Republic Act 9155 known as the Governance of Basic Education Act of 2001 which constitutes the principles of shared governance, ensuring coordination and open communication of higher levels of DepEd Offices to the school levels. The law not only emphasizes these but also accountability and responsibility for the learning and teaching environments and establishing school and community networks which include participation of teachers, non-academic personnel of the department for the ultimate benefits of their learners. Overall, crisis decisions are not made in isolation and are collectively owned by the community; hence there's no one to

blame if the decision fails (Olanrewaju & Omeghie, 2024; Omar & Auso, 2024; Whitla, 2003).

Moreover, to fully engage the community, the millennial school heads and teachers underscore the value of effective communication and coordination with their members involved and stakeholders. And as emphasized by the millennial school heads and supported by the millennial teachers, consistent communication with teachers and students whether physically or virtually is needed to ensure that concerns are addressed promptly before they roll up into a snowball. This includes regularly checking in with their teachers and providing feedback on their well-being and the status of their classes during crises to ensure ongoing support. Encouraging open communication strengthens their team as they continue to share experiences and foster a sense of unity and support among their members. For them, proactive communication not only prevents misunderstandings but could also delay responses to issues that could escalate if not addressed promptly. Clear and transparent communication is also advocated not only between the school head and teachers but also with the division, especially with decisions that affect their teachers and learners.

Further, they make sure that programs and other initiatives are communicated to and supported by their stakeholder; hence, maintaining a clear communication line with stakeholders, specifically with the parents in situations where their children's safety is concerned, would also allow them to also make informed decisions about their children's school attendance. They handle their interactions with parents professionally and humbly

to ensure that communication is respectful and grounded because if not handled well, may complicate the communication process.

In addition to that, the millennial school heads assert their authority by addressing issues through formal communication to document their procedures instead of relying on verbal interactions. This ensures that evidence and traces are kept while they move with the resolution of the crisis.

Along with the effective communication, coordination among stakeholders is essential in addressing crises as this shows their ability to bring people together for a common goal. In this process, the roles of each member in each committee matter a lot and the work will be easier if they understand their common goal. And the key to effective coordination is consistency and transparency in decision-making, especially with their teachers who also act as coordinators in various school activities and programs. The millennial school heads see to it that their teachers are properly profiled and that their strengths and potentials are considered and if they think their coordinators are effective, they retain them in their roles rather than replacing them which could lead to delays and inefficiency.

Furthermore, school coordination immediately extends to the parents and to their community leaders especially when the safety and well-being of their learners are concerned. The millennial school heads understand the importance of working with local government units, parents and communities, and other stakeholders to ensure their learners and teachers' safety and well-being and these 4Cs clearly show their humility by

acknowledging their limitations as individuals and leaders and the potentials and strengths of their stakeholders.

Plan (Data and Value-Driven). The millennial school heads are not into impulsive decision-making. Evidence is checked and data are gathered religiously so they can make informed decisions. Asking people involved, consulting with experts and gathering real data and information could lead them to targeted actions and solutions. After acquiring these, they plan based on this data and imbued values. Planning SMART in this sense means that they develop interventions that are aligned with evidence and core values such as fairness, inclusivity, and safety. During crises, they must consider their goals, timelines, responsibilities and resources.

Before this phase, they investigate the history of a crisis to validate the current situation. For them the historical context provides wisdom and acknowledging the past events could have recurring patterns and recognizing them helps in making better decisions and averting future problems. After all, there are unresolved issues from the past that can resurface and would require the school head to address them based on their understanding of its history, leading to more informed planning and decision-making.

Further, for natural disasters, the millennial school heads heavily rely on established guidelines and protocols in place for handling predictable crises like typhoons and fires as they focus on infrastructure and inspections and shifting to alternative learning modalities. However, at times, the difficulty of implementing distance learning is worsened by power outages and disrupted communication channels. The school heads take care of the facilities on an ongoing basis especially during crises through preparation and

maintenance, avoiding small issues from escalating so that they will not be overwhelmed by problems caused by natural disasters. Further, annual inspections of school buildings are regularly done to ensure that they are well-prepared and would remain safe and resilient in the event of natural disasters.

However, for unpredictable natural disasters like earthquakes, they prepare their learners and teachers by regularly conducting earthquake drills while generally maintaining the physical structures of their schools. And for some areas in the Philippines where there is political unrest and unpredictable armed conflicts, the school heads with their local government units continuously seek for safe spaces where they can lead their learners during insurgencies considering the past failures and the risks of being targeted by armed groups.

Furthermore, the millennial school heads strategically utilize the data. They must come up with a strategic and SMART (specific, measurable, attainable, relevant, and time-bound) plan using SWOT analysis, still prioritizing their learners' and teachers' well-being. They approach a crisis with strategic plans and actions, grounded in what resources they have available. They are focused on their goals of overcoming their crises and exert their efforts to seek financial support from their stakeholders and other linkages, and allocating these funds to essential and urgent matters to alleviate the challenges of their school infrastructures and learning resources, implementation of programs and other needs making sure that careful prioritization of activities is done and ensuring that resources are allocated effectively and no spread too thin. This necessitates them to decide based on the costs of activities against the school's budget to sustain their other

activities and support their needs, focusing on curriculum-based initiatives over extra-curricular activities to enhance their learners' academic development.

Overall, these data and information about the crisis, the millennial school heads' decision-making is grounded on their own work ethics and personal values. Generally, they empathize yet still balance themselves between their personal emotions and the policies in place. Although they admit being emotionally challenged during a crisis, they find solace in silence and prayers as they raise their worries and decisions to God. Guided by deep spirituality, the millennial school heads naturally speak about that when they make decisions, they discern and seek the Lord's guidance and protection and if it succeeds, they owe it to Him (Angwaomaodoko, 2024; Novak, Kevin, 2024).

Their personal values brightly emanate along with it. The millennial school heads are empathetic, practical and resourceful, proactive and resilient, strategic and committed, and adaptable and accountable which all center around their most important stakeholders—the learners and the teachers, ensuring that they achieve the maximum teaching-learning experiences, academic and professional development and safety and well-being. To achieve these, they focus on understanding and addressing the needs of both stakeholders born of genuine concern for their well-being and satisfaction; hence, they could find ways to come out of the crisis with what resources they have. Moreover, they could adjust the processes and embrace changes which shows their open-mindedness and flexibility in turbulent times (Elbedour et al., 2021; Ertem, 2024; Williams, 2021).

R & R (Reflect and Refer to Policies). When swamped with worries of varied crises, the millennial school heads take time to pause to process and analyze all data and

information, along with their personal points of view on a particular situation and weigh these against the policies in place before they finally make the final decision. R&R is an aspect that reflects the school heads' mindfulness with what they do for their organization, their beliefs and emotions intertwined with their ethics and accountability as leaders and with this they could form a well-thought out decision. At this phase of reflecting and referring to policies, evaluation of proposals and implemented actions is done by consulting policies, legal mandates and ethical frameworks to ensure consistency and accountability.

According to Novak (2024), a reflective decision-making is a manifestation of critical thinking and mindfulness as one considers the reasons for the decisions and the plan with explorations of the emotions, consequences, information and knowledge and may produce a catharsis that school leaders can get a better understanding of themselves and the situations they are in and use them in their crisis decision-making. The cited benefits are the following: accounting for subjectivity in decision-making processes, awareness of the school heads' shortcomings and biases, and fostering change in discipline (Käosaar et al., 2023).

Reflection is an indispensable part of the millennial school heads' crisis decision-making process, before and even after the decision has been finalized and implemented. This comes after gathering all necessary data and information through consultations and collaborations with their identified experts and key stakeholders and assessing the available resources they have. Before stamping on the final decision, they sleep on it and consider all policies that may cover their decision. However, this can be adversely affected

when resources are limited because of cognitive load or time pressure (Phillips et al., 2016). It is an essential point when the school heads evaluate their actions and identify areas for possible improvement and ensure that past experiences or any other similar issues are handled more effectively now or in the future.

Moreover, they do not just reflect on their decisions but also on their growth in decision-making and as school heads over the years and their colleagues and staff. They are aware of the staffing challenge; hence, they make it a point to properly profile their teachers, understanding their strengths and weaknesses and their potential when they assign them to their designations and grade placements so that both the learners and teachers maximize their teaching and learning experiences.

Along with their decision-making reflections is their consistent and constant reference to the policies in place. Decisions within school environments must align with the policies and mandates from the Department of Education (DepEd) to ensure consistency and legality. Declaring school closures brought about by natural disasters like typhoons should be based on official policies and guidelines, including those from the PAGASA to ensure the safety of learners and teachers and adherence to legal standards.

Moreover, personnel and financial matters should be handled with sensitivity and respect while still maintaining adherence to policies to protect their teachers from public humiliation and maintain their dignity and authority. Doing so ensures fairness of judgment and consistency in decision-making.

The school heads underline the significance of being well-versed and having a high level of awareness in DepEd policies to avoid making mistakes in decision-making.

The school heads along with their teachers should have a high level of awareness of the policies in place so that if a certain crisis appears, they can just review and comply with them to ensure that decisions align with these established guidelines and to deliberately decide. The school heads' decisions may not always please everyone but referring to and complying with policies justifies and firm up the decision-making as these ensure that decisions align with the official mandates of the Department of Education. By grounding decisions on policies, the school head can confidently face any challenges or crises knowing that their decisions have a solid foundation (Galang, 2021; Käosaar et al., 2023; Novak, Kevin, 2024).

In the same manner, the millennial school heads encourage their teachers to read memos and directives on their own to enhance their understanding and improve their levels of consciousness so that they can also address issues and concerns more smoothly and decide effectively in their own classrooms. With these, they too can confidently align their decisions with legal procedures even if their decision may differ from others' opinions.

Lived-Spirituality and Objectivity. The crisis decision-making framework is anchored on these two philosophies, namely, objectivity and lived spirituality. To operationally define these, objectivity means grounding decisions in facts and fairness, emphasizing rationality, critical thinking and evidence-based decision-making while lived spirituality refers to leading with compassion, ethics, and community-centered intentions, focusing on the more humanistic view that reflects compassion, ethical integrity and

community values. This goes beyond religious practices and manifests in reflective actions, open communication and integrity.

As for lived-spirituality, the crisis decision-making of the millennial school heads centers on their ethics, morals and values which according to Boland (2020) goes beyond religious dogmas but with how the school heads live- as a person, a professional and a member and as leaders of school communities, how their personal values influence their decision-making and how their interactions in social formation affect them and how they are influenced by and with others. As narrated in his study, this involves reflective engagements, open communication with academic honesty, which can highly influence others because spirituality is an activity evident not only in their personal lives but also in the enactment of their values, affecting their interactions, visions, and decision-making that aligns with their values. The millennial school heads walk their path with objectivity and great compassion for their learners and teachers.

In the Philippine context, spirituality is woven into the people's culture and is often influences how Filipinos find meaning, resilience and solidarity in times of crises. For millennial school heads, this naturally guides them to navigate challenges with fairness, empathy, and a strong sense of collective responsibility while upholding the dignity and welfare of learners, teachers and stakeholders. This component of the framework is an important dimension of school leadership as it aligns their responses and actions towards student safety, staff welfare, and adherence to school policies.

Beyond the context of crises, this informs curriculum development, teacher appraisal, and inclusive governance, by fostering collaboration rooted in shared values and

collective resilience which are extensions of Filipino spirituality that emphasize community “bayanihan” (community spirit), hope, and faith in difficult times (Aldena, 2025). Its being reflective and values-based nature encourages continuous improvement that ensures leaders are continually be ethical, objective and culturally grounded. Although it may be differently interpreted in urgent situations, this component of the framework remains culturally resonant and a practical guide for educational leadership which is not merely technical but deeply rooted in values, spirituality, and the shared purpose that defines the Filipino culture.

All these framework components are guided by the theory of lived spirituality of the millennial school heads. As defined by researchers and theologians, lived spirituality is not cornered by any religion but with an individual’s spirituality practices manifested through constant reflections and prayers of acknowledgment, desires and gratitude, and ethical considerations in decision-making wherein their decision-making choices are aligned to their personal and spiritual values, social interactions that show their compassion, kindness and justice and resilience and meaning-making as they resolve their school crises and with objectivity and fairness. As stated by Knibbe and Kupari (2020), lived spirituality is manifested in a pragmatic way in which this concept is interwoven with the individuals’ everyday lives and the existential significance for the people involved. It pertains to the alignment and integration of their crisis decision-making and everyday actions and is grounded in their values and spiritual beliefs which were evident in the respondents’ narration of their lived experiences during crises. Their personal values do not

end with just prayers and reflections, but these extend to their humanistic and ethical considerations towards themselves, their students and colleagues and to their community.

Moreover, their social interactions with their stakeholders are founded on objectivity, genuine compassion, care, concern and the attainment of social justice for their learners and teachers (Hermans & Anthony, 2020). With all of these, their spirituality, along with their wisdom and skills in leadership and management, helps them to navigate through their difficult situations especially during crises. Meanwhile, Manning (2012) stated that leadership skills increases as school heads gain more experiences and realization of purposes that contribute to their quality of life and meaning through the frustrations and successes which lead to positive discoveries despite the challenges, making school heads more adaptable, flexible, strategic, and resilient during tough times (University of the Cumberlands, n.d.; Williams, 2021).

In addition, the crisis decision-making framework will also help the school heads to placate the crisis, induce preparedness, response and recovery and learning from the phenomenon confidently in the face of uncertainties and difficulties not only does this could help with the school heads' ability to prepare their minds and emotions as these crises could stress and drain their energies out (Grissom & Condon, 2021).

Moreover, school heads and leaders discern the good for their schools which acts like a compass for school heads, especially during times of crises when it is unpredictable and high stakes. Their main goal is to deliver quality education to their learners as they decide and act according to their values, spirituality and self-directed cooperativeness. This includes social acceptance, which means to be empathetic and helpful,

compassionate in the sense that they do not seek revenge when frustrated or disappointed, and congruence in speaking and acting with the goals of having harmony and knowing themselves well. In addition, lived spirituality for them is to be self-accepting and resourceful so that their capabilities will be used to pave the futures of their stakeholders, most importantly, their learners (Hermans & Anthony, 2020). During their crisis decision-making and after consulting experts and colleagues and referring to data and policies, the millennial school heads tend to relax by playing a little bit to divert and relax their minds, sleeping and reflecting on the best choices they can make for their situations. This process reflects one's orientation toward the good for others and for oneself. This was justified by Aquino (2017) stating that spiritual formation involves finding reliable processes, people, practices and materials that would put the school heads in their best positions at school and their community. After all, the lived spirituality of school heads is essential for fostering ethical and effective educational environments as leadership actions are founded and based on personal value systems demonstrated as lived spirituality leading to a sense of connectedness to others in a way.

In line to this, school heads and leaders with spiritual orientation and personal values treat people fairly and objectively and with respect, to always do their best, and are highly aware of what their stakeholders think and need, self-reflective about what is done well and what could be done better, possess integrity and honesty, principled on public service, maintain good relationships with their school communities, open to learning and communication, hardworking and inclusive in all aspects (Fry & Altman, 2013). All of these are centered on values in practice.

The researcher claims that the framework can be very helpful in four ways- crisis management, curriculum and program development, teacher development and appraisal and inclusive governance. As this is based on the lived experiences of millennial school heads in the educational field this ensures that school heads can be better guided in crisis decision-making.

The framework can be very helpful in crisis management especially during emergencies like the pandemic response, and natural or man-made disasters because it could help align immediate actions on student safety, staff welfare, and policy compliance. Also, as it centers on students' academic and safety and well-being, the framework could help in curriculum and program development which is great for crafting academic and intervention programs because it ensures a data-based design and a product of stakeholder collaboration and personal reflections of the school heads.

Furthermore, the framework can help school heads and supervisors in crafting plans for teacher development and appraisal which would include performance data, community and stakeholder feedback and accomplishments that are aligned to standards like the Philippine Professional Standards for Teachers (PPST) ensuring quality performance in classroom instruction. This will guide the school heads to better and intentionally upgrade the skills, personal and professional development of their teachers.

Meanwhile, the framework can help the school heads in inclusive governance as the 4Cs effectively fit the school-based management (SBM). It will ensure cooperation and collaboration among stakeholders which is ideal in fostering shared responsibility, shared decision-making and shared ownership of all school initiatives. Using this, school

heads and teachers can frame meetings and Learning Action Cells (LAC) sessions effectively, from crisis identification to policy alignment. Not only that, but it can also help in teacher and school head capacity building specifically in conducting effective data gathering, consultative leadership among others.

Additionally, the R&R phase can effectively support reflective practices for policy auditing and educational accountability leading to a continuous improvement in implementing and crafting streamlined policies which could make diagnosis of issues easier and implementing effective solutions and refining actions based on evidence and values. This stage could guide the school head to pause and check their actions implemented to sustain fair, compliant and inclusive solutions for any crisis.

All in all, the framework will not only be useful during crises but also in usual daily decision-making as it can help with their judgments- making quick and objective decisions and principled leadership for the long term. It could guide and help school heads communicate their aspirations and organizational goals to share with their stakeholders. They could use the framework to present to their stakeholders that leadership is not by one person alone but through collaboration and should always be strategic and values-based.

However, the framework poses limitations on varied perspectives as people may view things very differently from one another. The framework is visually conceptual, hence it requires matrices and/or performance indicators for practical applications. Also, lived spirituality may be viewed and may not be acted upon by school heads as it may require training so that it can be properly implemented. Cultural contexts also vary; hence,

spiritual values and interpretation of the term spirituality may also vary. Hence, it should start from local adaptation to align with cultural contexts.

On the other hand, as the framework is cyclical, it may not respond to non-linear and potential crises. The framework may not be used for time-critical situations and consultations, or quick responses may not be possible to at all. For this, a rapid scan may be done instead, and a quick expert consultation may be quickly done. After that, the decision options may be checked for ethics, whether it is just and child-centered, or unpopular then. The school head may implement the decision but should inform the stakeholders why it had to be done and why. This promotes transparency and awareness.

Chapter 4

Summary, Conclusion, and Recommendations

This section presents the summary, conclusion, and recommendations based on the data collected on millennial school heads' crisis decision-making.

Summary of the Study

Millennials are stepping up in leadership roles and administrative positions in the education landscape. Millennials or the Generation Y, born between 1980 and 1996, are known to be progressive, creative, adaptive, collaborative, flexible, tech-savvy and not very traditional as they experienced both the analog and the digital technologies and their transitional emergence (Gopinath, 2015; McGovern, Gerry, 2017). While their position entails challenging tasks and expectations, their crisis decision-making is worthy of exploration since they are neither too technologically fluent nor too traditional.

In the Philippines, school governance is decentralized as mandated by the Department Order No. 139, s. 2006, known as the school-based management wherein the school head and their stakeholders are given the authority to decide on their matters as well as their crises through shared responsibility, collaboration and accountability for whatever results and consequences their decisions may bring.

Moreover, in this study, crises are defined as any situation/s that causes disturbance or disruptions to the school's operation, sometimes may cause panic, and are not limited to disasters. These are categorized as moral and ethical issues concerning their

stakeholders, school-related issues and conflicts and controversies between and among their stakeholders. In addition, decision-making is anchored on the personal values, attitudes toward risks, and cognitive strategies and are distinguished between the two decision-making paradigms- descriptive and normative; descriptive being reflective of real-world and observed behaviors while normative is guided by rationality and structured preferences (Genisa et al., 2021) but concurred that data-driven decisions should be balanced with moral reasons (Y. Wang, 2019).

With the crises they go through, their roles have been challenged greatly by the COVID-19 pandemic which marked the transition of changes in the resource-limited educational system. With these, their decision-making practices, approaches, influences and styles on school governance were investigated to see if they follow an existing decision-making framework or have their own modern and unique style. From the interviews, their students' academic performance, teachers' professional growth and their safety and well-being emerged as the school heads' top priorities and biggest consideration in their crisis decision-making.

Using mixed methods, it identified the millennial school heads' crisis decision-making patterns, behaviors, attitudes and influences. All research instruments were validated by experts in educational leadership and management, and statistics. Due to differences in localities and resource limitations, some one-on-one interviews were held online via MS Teams while the others were conducted in-person. Meanwhile, all FGDs were held via MS Teams due to the participants' differences in locality and time availability. All conversations were video and audio recorded and were transcribed, analyzed and

categorized by the researcher. The survey was participated in by one-hundred thirty-one respondents. All themes were validated by experts in educational leadership and management. Moreover, the decision-making framework was developed by the researcher based on the data gathered particularly the themes and was validated by five experts in educational leadership and management.

Summary of Results

The study found out that millennial school heads are generally empathetic to their students, teachers and other stakeholders. Their narrative revealed that they, too, are reflective, adaptive, collaborative, flexible, strategic, practical, and student-centered. Their crises are mostly on teacher-related concerns, student-related concerns, parent and community-related concerns, administrative concerns, limited resources and school environment issues.

In dealing with their crises, they resolved these by their values-driven approach that concurs technical, relational and personal aspect of leadership and decision-making. Moreover, they underscored the value of referring to policy-aligned decision-making and a data-driven approach as these ensure the decisions and actions' alignment with the evidence and their compliance with the policies in place. Beneath all these responses are their commitment to the well-being of their students as well as their teachers. These are symptomatic of their being human-centered priorities as their main guide to their crisis management undertaking. Moreover, they acknowledged the value of their collaboration with the community and consider it as their vital strategy which shows their recognition

and acknowledgment of having shared responsibility and shared decision-making especially during overwhelming critical times. In addition, they have greatly emphasized the power of prayers and their personal values as cornerstones of their decisions and actions. This draws the spotlight to the spirituality and ethical reflections in crafting their decisions. Moreover, they consider their financial limitations as a great challenge; hence, they tend to be flexible and strategic in dealing with them so that they can maximize what available resources they have without undermining the quality of education they provide. All these strategies display their adaptability, compassion to their stakeholders, and context-sensitive decision-making as they steer through their crises at school.

Furthermore, the millennial school heads' decision-making patterns were revealed to be grounded in ethical, strategic and relational concepts and principles as their decisions are anchored to their commitment to ethical and moral integrity as they value fairness, confidentiality, sensitivity and professional responsibility as a mold to their every decision with strict adherence to policies as assurance that every decision will always be compliant and aligned to these mandated guidelines. During crises, they are aware that resilience, preparedness with timely and inclusive responses are essential. The millennial school heads are collaboratively inclined and have a community-focused orientation which is a good indicator of their belief in the active involvement and engagement of their stakeholders in the decision-making. These are indicators of leadership that are participatory, transparent, and trust-building which are all founded on collective accountability. Moreover, their decision-making is also reflective, and values-driven. They put a

premium on self-assessment, continuous improvement and integration of their own personal and spiritual values for inner strength and guidance.

Meanwhile, the participants exhibited a strategic and data-driven approach as they consistently mentioned using empirical evidence, understanding of the school and community's context, and flexible planning to ensure that whatever happens their decisions would positively impact their stakeholders. Their leadership and crisis decision-making are adaptive, morally and ethically grounded, and inclusive rooted in discernment and integrity. When making decisions during crises, the millennial school heads are generally collaborative, communicative, resilient and proactive and health-conscious. Before they stamp their decisions, they make it a point to consult experts or their teachers, specifically their master teachers. They approach decision-making as a collective endeavor as they involve and engage their teachers and other stakeholders to ensure that their choices are informed and contextually aligned. They also make it a point to ensure clear and effective communication which is an indicator of their being transparent and coherent in navigating their crises.

Moreover, millennial school heads have expressed great emotional control amid their crises. They ensure that their plans are strategic and practical as they insist on being accountable to whatever the school collectively decides on. And with the educational system that is very budget-limited, they come up with creative solutions to maximize whatever amount they have to improve their school environments. Additionally, it can be noted that they are mindful of their own physical and mental health as they intentionally

find ways to de-stress themselves and their teachers before, during and after crisis decision-making.

On the other hand, the millennial school heads' decisions are highly influenced by the following: stakeholders' involvement, politics and policies, teacher and student success, resource management and allocation and faith and spiritual beliefs. They have consistently highlighted the multidimensionality of their crisis decision-making as formed by institutional demands and personal convictions. Moreover, they mobilize the stakeholders which include the teachers, parents, community members, and local officials as a manifestation of inclusivity and high regard for shared decision-making while avoiding blame if decisions fail later. Additionally, their decisions are shaped by policies and politics as they must direct bureaucratic expectations, policy adherence and deal with competing political interests within the school system and in the community.

The millennial school heads describe their experiences during crisis as generally challenging but their compassion, ethics and commitment to their duties were very evident. They generally described their experiences as ethically and morally considerate, prioritizing their students and teachers, data and values-driven, reflective and flexible, preparing and coordinating, and emotionally challenged as they face fear, anxiety and uncertainty.

Their narratives were validated as their decision styles appeared to be mostly vigilant and dependent on their peers, experts and subordinates. They are somehow confident but deep inside they rely on others not because they are generally avoidant. And as for their managerial decision-making self-efficacy belief, the millennial school head

respondents are broadly high on exploratory search and processing efficacy, thought and care efficacy and analytical and inferential in nature. These proved that they are grounded in data-based and value-driven decision-making at the same time, strategic and pragmatic to maximize their resources available.

From these data, the crisis decision-making framework is developed which starts from identifying the problem, data gathering, 4Cs or by consulting, collaborating, communicating and coordinating with stakeholders and key actors, DVD or data and value-driven planning, R&R or reflecting and referring to policies. This process is both dynamic and cyclical, allowing flexibility and responsive adjustments based on the stakeholders' feedback and allows entry depending on the urgency of the situation. The process may begin in the reflecting stage depending on the context.

All these components are guided by principles of objectivity and lived spirituality. The principle of lived spirituality goes beyond any religion as it delves deep in the school heads values and actions which are aligned to their ethical decision-making, social interactions and resilience in the face of crises. Lived spirituality is manifested by constant praying and reflecting during crises. As for theologians, lived spirituality is linked with the individual's everyday life and his/her existential significance. Their compassion, objectivity, care, concern and reiteration of social justice are grounded on their lived spirituality gained from their experiences, realization of purpose, and positive discoveries during critical situations.

Limitations of the Study

The study is limited to the context of the Philippine educational system and to the region the school heads belong to. As a country of diversity, each region is unique in its culture, values, traditions and contexts. Moreover, the value set of people may be the same for some people and different from others, regardless of the generational cohort they may belong to.

Also, the number of participants is too small to generalize the realities of all millennial school heads, hence while it may be true for these participants, it may not be for others. Moreover, the findings in this study are self-reported realities of the millennial participants, and are subjective; hence, a potential bias is a possibility and may miss the same crisis management by other cohorts.

Conclusion

The millennial school heads' crisis decision-making bespeaks a pronounced leadership pattern that is reflective, ethically and morally grounded, and stakeholder-centered. Their crisis decision-making practices are ingrained in their emotional intelligence, reflections, personal and spiritual values, and adherence to policies. These shape their strong commitment to their students' academic performance and teachers' well-being, driven by a collaborative and consultative governance and contextual sensitivity. They can integrate data and information and values, balance technical demands and their stakeholders' needs and maneuver financial difficulties to strategically resolve their crises.

Their influences include the personal beliefs and spirituality, organizational expectations and socio-political environments in their localities as they deal with crises confidently, calmly, clearly, and with a great sense of organizational accountability. They are not only guided by rationality and the policies in place but also by their humanistic considerations and empathetic attitudes. Millennial school heads think critically, control their emotions and make the best and inclusive decisions for their stakeholders from their colleagues and other experts. This is how they deal with the uncertainties of their crises. They are considered transformational leaders as they face their crises with their timely, practical, ethically and morally sound decisions that are founded on their school community's trust and for the benefit of their teachers and most especially, their learners.

After all, sharing this responsibility not only ensures that the decision because it came from different perspectives but also regards inclusion as an essential component in the school community. Their decision-making practice reflects a distinct and multi-dimensional approach and this is their way of responding to the demands of the 21st-century educational contexts. Their ways of crisis decision-making as well as in their leadership reflect their strong ethical and moral grounding as they are generally into objectivity and lived spirituality, commitment to prioritizing their students as well as their teachers, high regard for community collaboration and adherence to policies and data. Moreover, they are also context and culturally sensitive which leads them to being adaptive, flexible and resilient not only with crisis decision-making but also with their social interactions. They consider the realities of being resource-limited and the political pressures in their

positions and are advocates of shared governance, accountability and continuous professional improvement.

They also exhibit high levels of empathy, emotional regulation and adaptability as they embody their personal and spiritual values and reflective practice in their decision-making and leadership. Their characteristics cumulatively establish that these millennial school heads are not only strategic and practical but also compassionate, inclusive and resilient when navigating their crises and sustaining educational progress.

Recommendations

After considering the findings of the study, the researcher recommends the following:

- a. School heads, master teachers, and teachers may be given decision-making training, seminars, workshops, and courses and make it a part of the education curriculum program/ process to make them gain positive decision-making skills
- b. School heads may establish school-based consultation and crisis committees that would involve master teachers, parents, and barangay leaders to further create more inclusive crisis management plans as well as to reduce the operational and emotional load of school heads
- c. The school heads may establish psychosocial support and wellness programs to help everyone develop a habit of checking themselves-physically

and mentally, provide guided mindfulness sessions, especially after a crisis

- d. The department may increase school budgets so that school heads and teachers may join their students in more programs and competitions
- e. The school officials may provide practical and localized meetings, roundtable discussions on how to interpret and implement policies while maximizing limited funds so that school heads can more flexibly allocate their resources and identify linkages so that they can stretch their finances
- f. The school officials may improve and put up school infrastructures to improve the teaching and learning processes at school promote the students' safety and well-being and,
- g. Future researchers may conduct study on crisis-decision making in higher education institutions.

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Appendices

Appendix A

Clearance to Proceed

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave., Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Tel: (02) 432-1111-1234567890 Email: pnu@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-SIS-2018-EPB-FM-018
	Issue No.	01
	Rev. No.	01
	Date:	09-20-2018
	Page	1 of 1
EPR	CLEARANCE TO PROCEED	CLIC No. CC-09/2018-028

BASIC INFORMATION

REC Code:	06212023-190
Research Proposal Title:	Crisis Decision-Making Framework for Millennial School Heads
Researcher / Project Leader and Designation/Affiliation:	Abigail P. Simbre

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: June 21, 2023


 Secretary
 Research Ethics Committee


 Chair
 Research Ethics Committee

(All documents without the PNU Q/M Stamp or Control Identifier are uncontrolled)

Appendix B

Accomplished Informed Consent Form



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

Taft Ave., Cal. Ayala Bldg., Manila 1000 Philippines
Tel: (632) 524-1717-1768 local 5120 • email: pnu@pnu.edu.ph • www.pnu.edu.ph

INFORMED CONSENT FORM

Dear Sir/Madam:

Greetings!

I, Abigail P. Simbre is undertaking a research work entitled **CRISIS DECISION-MAKING FRAMEWORK FOR MILLENNIAL SCHOOL HEADS**. In this connection, I would like to invite you to be part of our study as one of the respondents. I would like to request your whole-hearted cooperation by responding to the vital information needed in my study about millennial school heads' crisis decision-making with the goal of identifying their decision-making styles, approaches, and behaviors during crises for us to better understand their point of views, ideals, and strategies, and later devise a decision-making framework.

This study will be participated in by 10 millennial school heads through consolidated interviews which will take about 40 minutes. These interviews will be audio recorded and are free from any biases. You can have the interview at your favorable and free time in a place that is conducive for you. There are no right or wrong responses. The best response is the one that most accurately describes yourself and your situation. Rest assured that the data gathered will be treated with utmost confidentiality. Any information that is obtained which can be identified with you will remain confidential and will only be disclosed with your permission. There are no foreseeable risks, no known or anticipated harm to the institution or to you. Participation is completely voluntary. Withdrawal or refusal to participate will not affect you in any way. Furthermore, you will not receive any direct financial incentives or any type of payment for participating in this study. In return, after the completion of the study, an electronic summary of the findings of the research will be made available to you. Your honest, sincere, and cooperative efforts in answering the interview will surely be of great help to our research. Your benevolent gesture to assist me in this endeavor will be of great contribution for the success of the study.

Your signature below is to be taken as an indication of your consent to participate. Thank you very much and God bless!



 Signature over Printed Name

Very respectfully yours,


ABIGAIL PALOS-SIMBRE
 Researcher

Appendix C

Sample Accomplished Validation Request Letter to Expert



Philippine Normal University
The National Center for Teacher Education
 College of Graduate Studies and Teacher Education Research



July 24, 2023

DR. ALVIN BARCELONA
 Faculty
 Faculty of Education Sciences
 Philippine Normal University

Dear Sir,

The undersigned is currently writing a study on a dissertation titled, "**Crisis Decision-Making Framework for Millennial School Heads.**" The purpose of this study is to identify the millennial school heads' decision-making styles, approaches, and behaviors during crises for us to better understand their points of views, ideals, and strategies, and later devise a decision-making framework.

With your expertise, I am humbly asking you to validate the attached questionnaires. They are adapted from ~~Lexicon~~ and ~~De Rubens~~' Decision Styles Questionnaire and ~~Wim Myburgh's~~ Managerial Decision-making self-efficacy beliefs survey which are adjusted to the context of the Philippines and crisis decision-making and self-made interview and focus group discussion questions.

I am looking forward that my request would merit your favorable response,

Thank you and God bless you always.

Sincerely,


ABIGAIL PALOS-SIMBRE
 Graduate Student, Educational Leadership and Management
 Philippine Normal University

Noted by:


GILBERT S. ARRIETA, Ph.D.
 Adviser

Validated by:


DR. ALVIN BARCELONA
 Faculty
 Faculty of Education Sciences
 Philippine Normal University

Appendix D

Letter of Request to Use an Instrument by Wim Myburgh

Managerial Decision-making Self-efficacy Questionnaire (MDMSEQ)
External
Inbox x


Dr. Wim Myburgh <wim@compueasy.net>
to me, James

Mon, May 1, 2023, 3:40 PM
☆
↶
⋮

I received your mail via James today.

I am interested in your study please.

Greetings! I am Abegail, an academic researcher from the Philippines. I am writing to ask you for Dr Wim's email address. I tried emailing him but the email returned. I know that this is out of line but I cannot find other ways on how to reach Dr Wim. I hope that you can help me connect with Dr Wim Wyburgh as soon as possible as I need to seek permission to use his Managerial Decision-making Self-efficacy Questionnaire (MDMSEQ).

I am sorry for the bother but I am hoping for your favorable response. Thank you very much.

Kind Regards,
Wim Myburgh BPhil [Psychology]

Pringle Bay, Western Cape, South Africa
Mobile +27 (0) 83 675 6883

This email was sent from a Virus Free Computer scanned by Trend Micro.


SIMBRE, ABEGAIL <simbre.ap@pnu.edu.ph>
to Wim

May 2, 2023, 12:35 AM
☆
↶
⋮


SIMBRE, ABEGAIL <simbre.ap@pnu.edu.ph>
to Wim

May 3, 2023, 9:16 AM
☆
↶
⋮


Dr. Wim Myburgh <wim@compueasy.net>
to me

May 3, 2023, 3:11 PM
☆
↶
⋮

Appendix E

Letter of Request to Use an Instrument by Dr. Yan Leykin

Decision Styles Questionnaire (DSQ)

External

Inbox x



SIMBRE, ABEGAIL <simbre.ap@pnu.edu.ph>

to yan.leykin

Wed, Jul 19, 2023, 4:18 PM

Dear Dr. Leykin,

Greetings! I am Abegail P. Simbre, a doctorate student from the Philippine Normal University in Manila, Philippines. I am currently writing my dissertation on Crisis Decision-Making and it aims to design a framework for millennial school heads in the Philippines. I am writing to ask for a copy of and permission to use your Decision Style Questionnaire which you developed and validated with Dr Robert De Rubeis in 2010. I think that this is the best instrument I can use for my dissertation to be administered to basic education school heads in both public and private schools in the Philippines. In line with this, I promise to use the questionnaire only for this research study and I will not sell nor use it with any compensated or curriculum development activities. Also, I will include the copyright statement on all copies of the instrument.

I am looking forward to hearing your favorable response.

Thank you and God bless you always.

Sincerely yours,

—

ABEGAIL PALOS-SIMBRE, MAED
PhD in EDLM Student

Decision Styles Questionnaire (DSQ)

External

Inbox x



SIMBRE, ABEGAIL <simbre.ap@pnu.edu.ph>

to yan.leykin

Wed, Jul 19, 2023, 4:18 PM

Dear Dr. Leykin,

Greetings! I am Abegail P. Simbre, a doctorate student from the Philippine Normal University in Manila, Philippines. I am currently writing my dissertation on Crisis Decision-Making and it aims to design a framework for millennial school heads in the Philippines. I am writing to ask for a copy of and permission to use your Decision Style Questionnaire which you developed and validated with Dr Robert De Rubeis in 2010. I think that this is the best instrument I can use for my dissertation to be administered to basic education school heads in both public and private schools in the Philippines. In line with this, I promise to use the questionnaire only for this research study and I will not sell nor use it with any compensated or curriculum development activities. Also, I will include the copyright statement on all copies of the instrument.

I am looking forward to hearing your favorable response.

Thank you and God bless you always.

Sincerely yours,

—

ABEGAIL PALOS-SIMBRE, MAED
PhD in EDLM Student

Appendix F

Sample Email Requests for Validation of Framework

Request for Validation of Framework

ExternalInbox x

Wed, Apr 2, 8:00 AM

☆↶⋮



SIMBRE, ABEGAIL

<simbre.ap@pnu.edu.ph>

to lalainemanuel, LALAINE ▾

Dear Dr. Manuel,

Greetings!

I hope this letter finds you well. I am currently conducting a study entitled "Crisis Decision-Making Framework for Millennial School Heads" and would like to request your expertise in validating the **framework** to ensure its accuracy, relevance, and reliability.

Your insights and professional evaluation would be invaluable in refining this study.

Thank you for your time and consideration. I look forward to your positive response.

Very truly yours,

ABEGAIL PALOS-SIMBRE, MAED
PhD in EDLM Student



Lalaine Ann Manuel

<lalainemanuel@clsu.edu.ph>

to me ▾

Hi Ma'am Abegail,

Here's my validation for your framework. Should you have any questions, please let me know.

Best regards,

-Lalaine

LALAIN ANN F. MANUEL, PhD
Associate Professor II
Head, Department of Science Education
College of Education
Central Luzon State University

One attachment • Scanned by Gmail

Validation of the ...

Appendix G

Sample Accomplished Letter for Framework Validation



Philippine Normal University
The National Center of Teacher Education
Taft Avenue, Manila
College of Advanced Studies



MARIDEL G. LINCALLO, PhD

Public School District Supervisor
DepEd-Schools Division Office of Marinduque
~~DepEd~~ Marinduque

Madam:

Greetings!

I hope this letter finds you well. I am ~~Abigail P. Simbre~~ ~~Abigail P. Simbre~~, a candidate for the degree of Doctor of Philosophy in Educational Leadership and Management at the Philippine Normal University (PNU)-Manila and currently writing my dissertation titled "Crisis Decision-Making Framework for Millennial School Heads," which aims to investigate the millennial school heads' ways in decision-making, identify the strategies in crisis decision-making and school leadership. As part of the research process, I have developed a framework that require validation to ensure its accuracy, relevance, and scholarly rigor.

Given your expertise in Educational Management and Leadership, I would like to humbly request your assistance in reviewing and validating the framework. Your insights and recommendations will be invaluable in refining this study and ensuring its credibility.

Attached to this letter are the proposed themes and framework, along with a validation form for your review and feedback. Should you require any further information or clarification, please do not hesitate to contact me through my email (simbre.ap@pnu.edu.ph) and my cellphone number (0917 549 5362).

I sincerely appreciate your time and expertise in assisting with this validation process. Your contribution will significantly enhance the quality and integrity of this research. Your confirmation and assistance would be highly appreciated.

Thank you very much for your kind consideration and support.

Sincerely yours,

ABIGAIL PALOS-SIMBRE

Ph.D. in Educational Leadership and Management

Noted:

GILBERT S. ARRIETA, PhD

Adviser

Faculty Researcher/Professor in Educational Sciences
Philippine Normal University

Approved:

MARIDEL G. LINCALLO, PhD

Public Schools Division Office

Appendix H

Sample Oral Testimonies of Participants in the Interviews

5. How long have you been in your position as a school head and what crises do you usually experience at your school during you (number) of years as a school head?

R: So bale kasama ang Calalay, ang mag- teka ah, estimate ko number 0 years. Mga approximately 3 years na po. Sige, isa-isahin ko muna a. Kasi dito sa Polilio, nasa far-flung area and school ko. Kailangan po talaga ng internet. So crisis yun as far as technology is concerned po maam, Kasi kailangan yun for communication. Number 1 kapag nag-o-online meeting kami, I need to go here sa pinakabayan. Kasi duon, mag mga internet naman yung sa piso wifi pero hindi siya ka-reliable, masasabi natin na matatag ang internet. So sasagutin ko ho ba yung kung paano ko nasolusyunan o yung crisis lang? Ah see, mamaya na yung kung paano ko natugunan?

Kasi dito may kultura na induction. Yung induction, eto yung panunumpa ng mga SPTA officers pero may sayawan. So parang part siya nung fundraising activity nung SPTA. Pero sabi nga natin, hindi tayo sanay. Nung nasa Maynila ako, wala ako nung ganyan na ganyan na fundraising since sabi nga natin ay kultura ay hindi na natin maialis yan at talagang makikibagay ako as school head. Although nagdududa nga ako kasi yun ay fundraising at on the other hand may sayawan. So yung mga dadalo na mga parent, mag e-entrance fee. So sabi ko, naisip ko. Nakipag-usap ako sa SPTA kasi nga kailangan natin ng internet. Sabi niya, “sir yung ano magiging kita natin jan sa induction, sila din sasayaw, indak. Panunumpa, Induct. Indak, sasayaw sila.” (laughs) So, Makikibagay talaga sa kultura nila dito. So yun nga, nakipag-raise kami ng mga worth 37 thousand pesos. 35 thousand yung ibinigay naming ng starlink internet so ngayon, mayroon nang internet sa school.

Number 2 siguro ang crisis namin ..hindi naman siya talaga.. kasi pagdating sa activity..let's say (pauses).. kailangan iyong mga activities sa school, minsan maulan, umaraw, wala siyang parang covered court e. So iyong facility naman, crisis yun. Halimbawa, kapag flag raising wala, kasi open ground lang siya eh. Malawak yung ground namin ..open. So, Halimbawa naman pagdating ng general assembly, nanghihiram pa kami dun sa elementary school, may mga parent. General assembly ng mga parent. Hihiram pa. Kung gamit (nila) yung covered court ng elementary school, di naming magagamit. Ginawan naman ng paraan, Hihiram pa rin ng trapal para lang makaroon ng general assembly. Kasi parang sa facility naman yun. Crisis sa facility ng school. Tapos kapag may mga alumni association pag may mga alumni association may mga halimbawa... alumni ..kita kita sila by batch. So nagkikita-kita sila.

Edi sabi ko kailangan natin ng covered court na facility kasi kapag may mga PE, praktis so kailangan. So ang ginawa naming gumawa kami ng resolution na partnership sa barangay tapos SPTA, alumni ..so gumawa kami ng sulat kay congressman, n asana pagkalooban kami ng covered court... ng covered court. Kasi Nakita naman namin ang halaga..ang importance ng covered court sa teaching and learning process ng mga bata, mga meeting, assembly. So as of December last year, 2023, nagstart na ang covered court naming. So sana... Hopefully sa June magamit sa graduation. Maipatayo na. Hay salamat. Bivaya naman. Ano pa? Ahmm. Sa facility pa rin. Sa facility. Computer. Ang computer units naming ay nasa 35 to 40 computer units. Since nung napurchase ng government, hindi siya kailaman nagamit, Kaya sayang. Kumabag nung in-endorse na, wala nang technical assistance, although may nagpunta dun na taga Regional office galling ICT, nagsabi na ipapagawa, pro hanggang ngayon wala pa. Kaya imbes na maenhance yung skills ng bata sa technology as far as hmm, computer skills. Hindi nagagamit so, I don't know kung anong solution ko dun. Baka manghingi na naman ako ng mga desktop computers na bago (laughs). Mag-sponsor. Kasi talagang hindi na siya binalikan eh. Parang pasira na siya, ilang years na ganun na nakaimbak lang lang dun. Kasi dati dun lang yun sa isang klasrum. Nung gagamitin na ng Senior High yung klasrum, nilipat sa bagong klasrum sa bagong tayo, yun ung gagamiting computer lab. Noong nailipat na yung wiring, yung pag install nung mga kung anu-ano, hindi na naayos. So hindi siya nagagamit, saying. Yun. Ano pa sa facility? Nung pagdating ko jan, di ba pandemic? Nakita ko yung mga teacher din na printer lang ang gamit, ay minsan ay voluminous yung piniprint nila na module nung time natin. Yung dami ng module na piniprint sobrang dami. Eh

dun talaga. Sabi ko nga e, dapat tlaaga homecourt advantage niva eh. Dapat talaga sa kanya yun kasi lungga niva kailangan nya talagang alagaan. Di na siya talaga nag-isip. Sa putol ng puno, si o ang malaking na-apektuhan? Pamilya niva mismo kasi anak niva, mga pamangkin niva, mga pamilya niva, andun. Kasi yung TIC maam matalino. Matalino talaga siya. Nang ako talaga ay tanggap na siya. Matalino talaga. The way na magsalita siya, Alam kong matalino. Naggraduate ng ana cum laude eh. Pero sabi ko walang magagawa ang kalinuhan kung hindi yun kung yung prinsipyo, yung vision, parang sarili lang niva, parang pag-uugali talaga ng tao eh. Kapag hindi Mabuti talaga ang pag-uugali ng tao, affected talaga yung decision-making. So ayun po ang Nakita ko na kulang sa kaniya. Ako po, yun gusto o lang po sana na makisama. Yung Mabuti lang po yung Samahan naming para yung trabaho, enjoy lang. Para hindi stressful yung pagtanggap sa trabaho. So, fortunately po, sa mga teachers po, narecognize na nila kasi I lead by example. Minomodel ko talaga. Kasi yung sabi ko sa kanila, pareho lang tayo, ako lang yung ginawa dito na magtulong, maglead lang pero pare-pareho tayo na government employee lang. Pero ganun po. Nirecognize na nila na maging komportable din sa akin. Nag-oopen up po kung ano po kung mga kailangan nila, mga whereabouts nila, mga concerns and issues nila. In short po, nag-emphasize ako sa kanila. So big challenge kasi sa totoo po, mahirap i-please ang lahat, pero gusto natin na smooth lang ang pagsasamahan sa trabaho mas `100% din yung accomplishment kasi maggagawa din ng paraan, ganoon, bibigyan nila ng halaga yung trabaho. So yun po yung big challenge. Meron pa rin po pero na-lesson na and I know po yung sa mga teachers. 10 kami sa school, 2 na lang sila. Sa ganung mentality.

Researcher; Konti na lang. Ipagpasa-Diyos na lang po muna natin sila maam.

MSH8: Tama maam. Puro crisis lahat.

Researcher: Ang hirap pumasok maam na mabigat ang loob di ba maam.

MSH8: Oo =

Interviewer: Kasi kahit gaano kabigat ang trabaho kapag yung Samahan ay maganda, ang gaan po di ba. Pero kahit gaano kagaan yan kung may away o hindi pagkakaunawaan, eh talagang kabugat.

MSH8: Opo. TAO = **Nasa tao po yung challenge.** Maghandle po ng tao. Kasi iba-iba yung pag-uugali. Iba-iba yung perspective. Kailangan maging observant ka kung ano ang pag-uugali ng bawat isa.

Researcher: Tama po. Ayun thank you maam. Ito naman po ang kasunod na tanong. **What factors do millennial school heads consider in decision-making?** So ayun maam. Sa maikling panahon pa lang, andami mo nang dinisisyunan. What were the factors that you Considered?

MSH8: Number 1 po. Number 1 tlaaga yung learners po, yung students, yung pupils. Sila po tlaaga yung number 1 sa akin. Kasi po kung talagang, kung mabigat yung crisis ng moral and ethical ng mga teachers, pag hindi sila masaya sa trabaho nila, yung maapektuhan yung mga bata. Sila tlaaga yung number 1 na maapektuhan sa mga desisyon sa huli. Sila talga ang iniisip ko kung anong pangangailangan nila, student needs, yung ano po well-being po ng mga bata.

Yun din po ang sinassabi ko sa mga teachers. Na kahit ano po ang mga ano, Tayo lang at mga alagad lang ng Diyos na instrument para hawakan ang kaniya mga anak. Ano yung mai-contribute natin sa kanila? At the end of the day, ano ba ang naitulong natin? NA-make or

Appendix I

Sample Accomplished Request for Themes Validation



Philippine Normal University
The National Center of Teacher Education
 Taft Avenue, Manila
College of Advanced Studies



March 25, 2025

JAYSON L. DE VERA
 Associate Professor IV
 Philippine Normal University
 Taft Ave., Manila

Sir:

Greetings!

I am Abigail P. Simbre, a candidate for the degree of Doctor of Philosophy in Educational Leadership and Management at the Philippine Normal University (PNU)-Manila. I am in the process of writing my doctoral dissertation which intends to develop a crisis decision-making framework for millennial school heads.

With this, I am writing to request your support and valuable expertise as an intercoder of the gathered data from the participants and pertinent documents for my dissertation entitled "Crisis Decision-Making Framework for Millennial School Heads". With this regard, I investigated the millennial school heads' crises, decision making behaviors, strategies and influences.

Your role as a validator would involve critically examining the data for clarity, uniformity, relevance, and alignment with the research problems. Your expertise will play an important role in refining the themes and ensuring that they captured the essential aspects the millennial school heads crisis decision-making.

Attached are the themes with their significant statements. It would greatly appreciate your acceptance to this undertaking. Your confirmation would be greatly appreciated. Should you require any further information, you may reach me through my email (simbre.ap@pnu.edu.ph) and my phone number (0917 549 5362).

Thank you very much! May God bless you in all ways and always.

Sincerely yours,

ABEC [REDACTED] RE
 Ph.D. in Educational Leadership and Management

Noted:

[REDACTED]
 Adviser
 Faculty Researcher/Professor in Educational Sciences
 Philippine Normal University

Approved:

Jaysol [REDACTED] Vera
 Assistant Professor IV

Appendix J

Sample Themes Mapping for the Framework

Decision Strategies	SUB-THEMES	FRAMEWORK
Reference to Data and Policies	Adherences and Reliance to policies Gathering and Validating Data	Reference to Policies Gather data
Prioritizing Students and Teachers	Student and Teacher Well-Being, Teaching and Learning Teacher reassignment and profiling Creating opportunities for professional development	Students' Academic performance Student and Teachers' Well-being DVD Planning / Teacher's Professional Development Teacher's Professional Development Teacher's Professional Development
Community and Stakeholder Engagement and Collaboration	Involving and Consulting with Experts, Stakeholders and Seasoned Peers Consistent Communication with Stakeholders and Partners Maintaining harmonious relations with the parents and community	Consult, collab, communicate, collaborate Consult, collab, communicate, collaborate Consult, collab, communicate, collaborate

Appendix K

Leykin & Derubeis' Decision-Making Style Questionnaire

Leykin & DeRubeis, 2010

Decision styles questionnaire

Instructions: Please indicate to what extent the statements below match your style of making important decisions. Some examples of important decisions are: career or work related decisions; financial decisions, including decisions about expensive purchases or investments; decisions about education (which school to attend, which courses or field of study to choose); decisions about relationships; and other decisions that can affect your life or the lives of your loved ones.

Never — Rarely — Sometimes — Often — Always

1. I make decisions on the spur of the moment.
2. I like to consider all the alternatives.
3. I put off making many decisions because thinking about them makes me uneasy.
4. I feel inferior to most people in making decisions.
5. I use the advice of other people in making my important decisions.
6. I feel confident about my ability to make decisions.
7. When making decisions I like to collect lots of information.
8. I don't trust my ability to make important decisions.
9. When making a decision, I am afraid that I might be wrong.
10. My friends or family seek my advice when they have to make important decisions.
11. When making decisions, I do what seems natural at the moment.
12. I postpone decision-making whenever possible.
13. My decision making requires careful thought.
14. I need the assistance of other people when making important decisions.
15. I don't make decisions unless I really have to.
16. I have faith in my decisions.
17. When making a decision, I consider various options in terms of specific goals.
18. If I make a choice and it turns out well, I still feel like something of a failure if I find out that another choice would have turned out even better.
19. I weigh the pros and cons of each option before I make a decision.
20. I do not seek advice from others when I make decisions.
21. I procrastinate when it comes to making important decisions.
22. I worry that making a decision will close out other options, so I postpone the decision.
23. When I need to make a decision, I consult family or friends.
24. I feel very anxious when I need to make a decision.
25. I make decisions quickly.
26. I panic when I think that my decision might be wrong.
27. I think I am a good decision maker.
28. My decisions are spontaneous.
29. If I have the support of others it is easier for me to make important decisions.
30. The possibility that some small thing might go wrong causes me to change my mind abruptly.
31. Whenever I make a choice, I try to get information about how the other alternatives turned out.
32. I make impulsive decisions.
33. I think about all the bad decisions I have made in my life.
34. I feel as if I'm under tremendous time pressure when making decisions.
35. When making decisions, I rely upon my instincts.
36. When I make a decision, it is more important for me to feel the decision is right than to have a rational reason for it.
37. I try to be clear about my objectives before choosing.
38. Others seek my help in making their decisions.
39. When I make decisions, my top priority is to not get 'burned.'
40. When I make a decision, I trust my inner feelings and reactions.
41. I like to have someone to steer me in the right direction when I'm faced with important decisions.
42. I can't think straight if I have to make decisions in a hurry.
43. When I make decisions, I tend to rely on my intuition.

Appendix L

Managerial Decision-Making Self-Efficacy Beliefs Instrument by Dr. Wim Myburgh



Psymetric Human Capital Assessment Inc.

2

Managerial decision-making self-efficacy beliefs

Several situations described below are things that can make it hard to make decisions.

Please rate in each of the blanks in the column, how certain you are that you can get yourself to perform these activities *regularly*.

Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:

0	10	20	30	40	50	60	70	80	90	100
cannot					moderately					certain
do at all					certain					can do
					can do					

1. Think clearly and keep all the relevant factors and information in mind	
2. Control my level of attention and concentration when time pressure mounts	
3. Limit negative thoughts entering my mind	
4. Refrain from worry about my decision choices and consequences	
5. Contain my self-doubt about my ability to deal with adverse consequences	
6. Remain confident to make sound judgments and the right choices	
7. Know what to do next in decision making	
8. Feel that I am making the right decisions	
9. Make difficult decisions under time pressure	
10. Use a methodical thinking process in my decisions.	
11. Analyse and interpret numerical/quantitative data accurately	
12. Discover a range of alternatives/several solutions	
13. Weigh negative and positive consequences of each alternative option	

Appendix M

Statistician's Test-Retest Reliability Analysis Report

Test-Retest Reliability Analysis Report

Objectives

The purpose of this report is to present the findings of a test-retest reliability analysis conducted to the *Crisis Decision-Making Style (CDMS) Questionnaire* and *Managerial Crisis-Decision-Making Self-Efficacy Beliefs (MCDMSEB) Survey*. Test-retest reliability is a measure used to assess the consistency and stability of a measurement across two different administrations of the same test to the same group of individuals. Additionally, Cronbach's alpha was computed to measure the internal consistency of the test. It is also used to assess how closely related a set of items or measures are as a group. The value of Cronbach's alpha can range from 0 to 1. A Cronbach's alpha value between 0.70 and 0.90 is typically considered acceptable or satisfactory for most research purposes.

The test-retest reliability assessment was carried out by administering both instruments to a sample of 15 participants. The same participants were retested with the identical test after two (2) weeks to evaluate the consistency of their responses. The scores obtained from the first administration (pilot) were compared with the scores from the second administration (retest) to assess the test-retest reliability.

Results

The reliability of each item in the instrument was assessed using a correlation analysis for ordinal data, specifically the Spearman rank order correlation, since the data gathered are in ordinal level while the Cronbach's alpha was computed to measure the internal consistency of the instrument for both pilot and retest.

The following results were obtained:

Table 1. Correlation between pilot and retest for CDMS Instrument



Scales	pilot-retest	
	correlation coefficient	sig.
Confident		
DM4 I am confident in deciding on my own than when I seek others' advice.	0.759	0.001
DM6, I feel confident about my ability to make decisions during a crisis.	0.319	0.247
DM8, I trust my ability to make important decisions.	0.645	0.009
DM15, I have faith in my decisions.	0.473	0.075
DM26, I think I am a good decision maker even during a crisis.	-0.058	0.838
DECISION-MAKING STYLES		
DM1, I make decisions on the spur of the moment.	0.552	0.033
DM24, I make quick decisions.	0.142	0.614
DM27 My decisions during a crisis are spontaneous.	0.751	0.001
DEPENDENT		
DM5, I use the advice of other people in making decisions.	0.517	0.048
DM13, I need the assistance of other people when making decisions during a crisis.	0.636	0.011
DM19, I do not seek advice from others when I make decisions during a crisis.	0.077	0.786
DM22 When I need to make a decision, I consult the seasoned teachers (and master teachers) and coordinators.	0.097	0.730
VIGILANT		
DM2, I like to consider all possible alternatives.	0.242	0.385
DM7, I collect relevant and helpful information before making decisions.	0.378	0.165
DM12, I employ careful thinking in making decisions.	0.782	0.001
DM16 When deciding during a critical time at school, I consider various options in terms of specific goals.	0.472	0.075
DM18, I weigh the pros and cons of each option before I make a decision.	0.270	0.330
AVOIDANT		
DM3, I put off making decisions because thinking about them makes me uneasy.	0.271	0.328
DM11, I postpone making decisions when possible.	0.428	0.112
DM14, I don't make decisions unless I really have to.	0.434	0.106
DM20, I procrastinate when it comes to making important decisions.	0.453	0.090
DM21, I worry that deciding during a crisis will close out other options, so I postpone the decision.	0.441	0.100
BROODING		

DM17 If I make a choice and it turns out well, I still feel like something of a failure if I find out that another choice would have turned out even better.	0.513	0.050
INTUITIVE		
DM10, I rely on my instincts in making decisions.	0.536	0.039
ANXIOUS		
DM23, I feel very anxious when I need to make a decision during a crisis.	0.424	0.116
DM25, I panic when I think that my decision on a matter might be wrong.	0.381	0.161
DM9, I worry that I might make wrong decisions.	0.413	0.126

Correlation coefficient with a corresponding p-value which is less than 0.05 implies stability or consistency in the measurement over time while a test-retest reliability is said to be acceptable reliability when the correlation value is between 0.8 and 0.7.

The findings shows that eight (8) out of 27 items have a positive and significant correlation between the scores obtained from the CDMS instrument at pilot and retest, suggesting consistency and good test-retest reliability. While only DM4, DM27, and DM12 have test-retest reliability between 0.70 – 0.80 that indicates acceptable reliability.

Items with insignificant correlations suggests a lack of stability or consistency in measurements over time. This discrepancy might indicate potential factors affecting the reliability of the questionnaire across different testing instances, such as inconsistencies in the instrument administration process.

Table 2.1 Cronbach's' alpha for pilot testing of CDMS instrument

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.704	0.594	27

Table 2.2 Cronbach's' alpha for the retest of CDMS instrument

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.763	0.746	27

The computed Cronbach's alpha coefficient for pilot and retest is $\alpha = 0.704$ and $\alpha = 0.763$ respectively, for the CDMS instrument suggests satisfactory level of internal consistency among its items. This indicates that the items in the instrument are measuring the same underlying construct consistently.

Table 3. Correlation between pilot and retest for MCDMSEB Survey

Scales	pilot-retest	
	correlation coefficient	sig.
Thought and Affect Control (12 items)		
6TACE I remain confident to make sound judgments and right choices without asking other people.	0.252	0.364
17TACE I can readily commit to my decisions.	0.472	0.075
8TACE I feel that I am making the right decisions.	0.080	0.777
7TACE I Know what to do next in decision making	0.472	0.075
16TACE I can influence decisions with certainty that they will work on the crisis at hand.	0.250	0.369
5TACE I can Contain my self-doubt about my ability to deal with adverse consequences	0.036	0.899
15TACE Trust my own judgment and express my opinions firmly	0.253	0.363
9TACE I can Make difficult decisions under time pressure	0.539	0.038
2TACE I can control my level of attention and concentration when time pressure mounts	-0.138	0.623
4TACE I am not worried about my decision choices and consequences.	0.473	0.075
1TACE During crisis, I can think clearly and search and keep all the relevant factors and information in mind.	0.106	0.708
3TACE I can limit negative thoughts entering my mind.'	0.535	0.04

Exploratory Search and Processing Efficacy (8 items)		
19ESPE I search for new information and alternatives.	0.561	0.03
21ESPE I narrow down list of alternatives that appear as effective options to solve a crisis.	0.722	0.002
12ESPE I try to discover a range of alternative solutions and their possible effects.	0.600	0.018
20ESPE I obtain information about a crisis by looking at what needs to be known.	0.339	0.216
13ESPE I can weigh negative and positive consequences of each alternative or options for the crisis	0.687	0.005
18ESPE I can assess situations and problems quickly.	0.519	0.048
23ESPE I choose the best alternatives given the situation.	0.564	0.029
27ESPE I secure resources to implement my decisions especially during critical situations.	0.49	0.064
Analytical and Inferential Efficacy (4 items)		
11AIE I analyze and interpret quantitative data accurately.	0.726	0.002
22AIE I use quantitative data to identify the main problems and their causes	0.533	0.041
10AIE I use a methodical thinking process.	0.512	0.051
14AIE I refrain from changing my mind to the least objectionable alternative.	0.622	0.013
Social Influence Efficacy (6 items)		
25SIE I make risky and potentially unfavorable consequences.	-0.048	0.865
28SIE I convince others of my decision choices even when there are disagreements	0.366	0.18
29SIE I influence decisions regardless of how much control I have during crisis.	0.609	0.046
24SIE I persuade and convince others of my decision choices.	0.575	0.025
26SIE I make decisions and persevere with actions to make they pay-off.	0.533	0.041
30SIE I do not put off difficult decisions.	-0.096	0.734

The findings shows that 13 items have a positive and significant correlation between the scores obtained from the instrument at pilot and retest, suggesting consistency and good test-retest reliability. While only 21ESPE and 11AIE have test-retest reliability between 0.70 – 0.80 that indicates acceptable reliability.

Table 4.1 Cronbach's' alpha for pilot testing of MCDMSEB instrument

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.866	0.909	30

Table 4.2 Cronbach's' alpha for the retest of MCDMSEB instrument

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.867	0.898	30

The computed Cronbach's alpha coefficient for pilot and retest is $\alpha = 0.866$ and $\alpha = 0.867$ respectively, for the MCDMSEB instrument suggests satisfactory level of internal consistency among its items. This indicates that the items in the instrument are measuring the same underlying construct consistently.

Conclusion

In conclusion, the test-retest reliability analysis indicates a good test-retest reliability for some items in both instruments. The good test-retest reliability implies a consistency of results when administered to the same group of participants over a specific time interval.

Another test of internal consistency reliability was performed, specifically the test of internal consistency using Cronbach's alpha. It was observed that both CDMS and MCDMSEB instrument have a Cronbach's alpha of 0.7 or higher which is often considered acceptable for research purposes, indicating reasonably good internal consistency among the items.

Appendix N

Request for Language Editing



Philippine Normal University
National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila



June 6, 2025

DAISY O. OLPINDO
Associate Professor II
Department of English and Humanities
College of Arts and Social Sciences
Central Luzon State University
Science City of Munoz, Nueva Ecija

Dear Madam,

Greetings!

I hope this message finds you well. I am writing to formally request your assistance in conducting **language editing** for my research paper titled *Crisis Decision-Making Framework for Millennial School Heads*". The study is part of my academic requirements for the completion of my degree in Educational Leadership and Management at the Philippine Normal University.

The paper has undergone content evaluation and is now ready for language refinement to ensure clarity, coherence, and overall academic quality. Your expertise in academic editing would be of great value in enhancing the readability and scholarly presentation of the manuscript.

Attached to this letter is a copy of the manuscript for your review. |

Thank you very much for considering this request. I would deeply appreciate your support and assistance in this endeavor.

Sincerely,


ABEGAIL P. SIMBRE
PhD in EDLM, Candidate

Appendix O

Certificate of Language Editing

 ISO 9001:2015 CERTIFIED	CENTRAL LUZON STATE UNIVERSITY Science City of Muñoz, Nueva Ecija Philippines Tel. No. (6344) (6344) 456-7210; Fax (6344) 456-0107 E-mail Address: ced@clsu.edu.ph, clsu@clsu.edu.ph URL: https://clsu.edu.ph	 COLLEGE OF EDUCATION CLSU
CERTIFICATE OF LANGUAGE EDITING This is to certify that the research manuscript entitled: “Crisis Decision-Making for Millennial School Heads” authored by Abegail Palos-Simbire, has been thoroughly reviewed and edited for grammar, clarity, coherence, and overall language accuracy. The manuscript has undergone professional language editing to meet the standards of academic writing and scholarly presentation. All suggested corrections have been applied to enhance readability and consistency in style and structure. This certification is issued upon the request of the author for whatever purpose it may serve. Issued this 23rd day of June, 2025 at Science City of Munoz, Nueva Ecija, Philippines.  Daisy O. Casipit Language Editor Central Luzon State University <i>daisyolpindocasipit@clsu.edu.ph / 09672666903</i> <i>“Excellent service to humanity is our commitment.”</i> ACAY.S.001 ACA.CED.YYY.S.001 (Revision No. 2; January 6, 2021)  		

Curriculum Vitae



I believe that whatever your mind can conceive, you can achieve. Talent and intelligence are nothing without the grit and the will to push forward.

I am in love with life itself. I take it as it comes and enjoy each passing day. I positively look at situations and critically assess faults so I could help find solutions. I am a stubborn woman who knows what she wants in life. However, I let God design and maneuver my life. I trust that whatever endeavor I put my hands on with love, He will bless and guide me so I can be a blessing to my students, neighbors and to my family. My hope is that I become an inspiration to my students, friends and to my daughters.

CONTACT:

PHONE: +63-917-549-5362

EMAIL:

abegail.palos.simbire@gmail.com
abegail.simbire@clsu.edu.ph

HOBBIES: crocheting, dancing,
 reading, cycling, beadcrafting

ABEGAIL PALOS-SIMBRE, M.A.Ed.

Education

Doctor of Philosophy in Educational Management (candidate)

Philippine Normal University January 2020-present
 Specialization: Educational Leadership and Management

Master of Arts in Education

Philippine Normal University April 2019
 Specialization: Educational Management
 Thesis: Examining School Climate and Teachers' Organizational Commitment

Bachelor of Elementary Education

Central Luzon State University April 2001
 Area of Specialization: English

Awards and Recognition

Best Virtual Presenter, 3rd National Graduate Teacher Education Seminar Workshop (February 2022) – Philippine Normal University

1st Place, Best Presenter Festival of Innovation and Research in Education (Basic Research Category) -Schools Division Office Quezon City (December 2021)

3rd Place, Best Research Festival of Innovation and Research in Education (Basic Research Category) -Schools Division Office Quezon City (December 2021)

Trefoil Service Award (Silver)

Girl Scouts of the Philippines-National Headquarters- 2021

Champion (1st Place) District Level- Congressional District 1, Quezon City Story Retelling Contest-Teachers' Category-2017

3rd Place- Division Level- Division of Quezon City

Story Retelling Contest-Teachers' Category-2017

Most Promising Troop Leader

Girl Scouts of the Philippines-Quezon City Council – 2018

Most Number of Attendance

Girl Scouts of the Philippines-Quezon City Council - 2018

Trefoil Service Award (Bronze)

Girl Scouts of the Philippines-National Headquarters- 2018

Trainer of Champion (1st Place) District Level-CD1, Quezon City

EPP Skills Competition - 2019

Teaching/Editing Experience

Assistant Professor IV, Department of Early Childhood and Elementary Education, College of Education

- Department Research Coordinator
- Department Alumni Relation Officer
- Program Assessor, ETEAP

Assistant Professor I, Department of Early Childhood and Elementary Education, College of Education

- Acting Department Head, College of Education October 2022-January 2024

Teacher II, Cong. Reynaldo A. Calalay Memorial Elementary School, 2014-2022

- School Coordinator for the Girl Scout of the Philippines
- District Field Adviser for the Girl Scout of the Philippines
- School Research Coordinator

ESL Head Teacher/Coach, YBM PNT Inc., 2008-2014

- Responsible for account management, monitoring of online classes and giving evaluation of teacher's performance in handling the company's class management standards

Faculty, PACE Academy, Inc., 2005-2008

Senior Nursery Teacher

Faculty, Richfield School of Marikina, Inc., 2004-2005

Preparatory Teacher

Faculty, BettBien Montessori, Inc., 2001-20

Primary School Teacher

Editor, Yoo So Young Language Center, 2014-2016

Proofreads and edits IELTS essays of Korean students

Editor, GMI, Inc., 2013-2014

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Articles Published

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Lead-Author [A Survey on the Role of Role of Principals in Teacher Promotion in the Philippines](#) Published in 2023 - *Thai Journal of East Asian Studies*, 27(2), 21–45. Retrieved from <https://so02.tci-thaijo.org/index.php/easttu/article/view/260317>

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