

PIECES OF PUZZLE: CRISES RESPONSE IN MANAGING SCHOOL

by:

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Natural and human induced hazards can strike at any time and cause widespread devastation. The impact they have on students, their families and the teachers depends on resiliency and positive leadership by school leaders. As schools are located within communities, leaders not only have a capacity and purpose leading within the school, they are also viewed as community leaders.

In cognizant, there is a gap in the way schools prepare and plan for crisis response. This, however, is not too surprising as even the national government has yet to enact a specific law that will prepare the country for a potential pandemic.

Moreover, an understanding of the "situational" characteristics of the organizational forces that influence the relationships between environmental, management, and performance variables is now coming to be seen as a key to understanding the management process itself, especially in the time of a pandemic response.

Furthermore, school governance is the coordination mechanism of "stakeholders in basic education", and the stakeholder model can be applied to basic education. The stakeholders in basic education can be identified and classified, and the core stakeholders in basic education can be defined. However, in order to improve the service quality of schools, we must start with stakeholder management, analyze the stakeholder environment from the perspective and objectives of schools, and form a strategy to meet their needs and concerns.

Relatively, schools managed by stakeholders can make efficient decisions, the distance between teachers and administrators will be narrowed, students will become active participants, teachers' councils and students' autonomy will be respected and supported, and smooth communication between students, teachers and administrators will be maintained

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