

Examining Crisis Management Approaches and Leadership Effectiveness in Lagos Public Secondary Schools

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Abstract

Effective school leadership is a critical factor that enhances school effectiveness, change, and innovation in achieving educational goals. The study examined crisis management approaches, challenges, and leadership effectiveness in Lagos public secondary schools. Three research questions guided the study. A correlation research design was used for the study. The target population comprised all secondary school teachers in senior secondary schools in Ojo Lagos Government Area of Lagos State. A simple random sampling technique was used to select 20 teachers from 5 secondary schools in the same local government. Self-structured Examining Crisis Management Approaches and Leadership Effectiveness Questionnaire (ECMALEQ) was used to generate data. The instrument comprised 20 close-ended items with responses on a modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) respectively. All positive responses were scored normally as negative items were scored reversed. The scale was content validated by two experts in the Department of Educational Management, Lagos State University of Education, LASUED. Through Cronbach alpha reliability form, an r-value of 0.809 was obtained which means that the instrument was suitable for the study. Descriptive statistics (mean and standard deviation) and Correlation analysis were used to analyse data and tested at a 0.05 significant level. The findings reveal that crisis management strategies and leadership styles affect effective leadership in Lagos public secondary schools. It concluded that the ability to apply crisis management approaches effectively is a prerequisite for aspiring educational leaders, especially among secondary school teachers. The study then recommended that crisis management courses should be made compulsory for both prospective leaders and active heads of departments and organizations.

Keywords: Crisis management, Effective leadership, Teachers, Approaches, Curriculum planners

Introduction

Crisis management in school administration encompasses the systematic planning, execution, and review of strategies designed to mitigate, respond to, and recover from emergencies. As a result, school leaders set high standards, create a healthy culture, give guidance, encourage teachers and students, and make decisions that serve the interests of the school community (Ruel, Jarah & Marleonie, 2024). The school is a well-structured institution and organization where knowledge is gathered and disseminated through the funnel of stakeholders like teachers, school administrators, government, parents, community, and society among others. Due to the large population of students and teachers, there are bound to be differences among students and teachers alike thereby seldomly giving rise to crisis and misunderstanding among them (Nwafor & Robert-Okah, 2022). Crisis management is a critical aspect of leadership effectiveness in secondary schools, as unforeseen events can occur at any time that may disrupt the normal functioning of the school and have a significant impact on students, staff, and the community. Effective crisis management requires a proactive and strategic approach to handle emergencies and mitigate their impact. A crisis is inevitable in a society where there are variations in the thought patterns of individuals. Similarly, a crisis remains a threat, unanticipated incident or negative disruption with the potential to impact an organisations people, property, and business processes.

In today's dynamic and often unpredictable world, crises in school environments have become increasingly common. Schools are vulnerable to a wide array of potential disruptions, including natural disasters, public health emergencies, security threats, and technological failures. There are various concepts of the term crisis. According to Ofangbonmu, Isabu, and Okosun (2024), crisis management is the ability to curtail and minimize the spread of crises in any given society or organisation. Ofongbonmu *et al* (2024) expressed that it means an organisations process and strategy-based approach for identifying and

responding to critical events and issues in real time. Technically, Brown and Taylor (2019) see crisis management as the ability to identify threats to an organisation or its stakeholders and embark on a swift and effective measure to manage its spread. By extension, it's a deliberate action, technique or approach undertaken to manage all forms of crisis in an organization.

Thus, Crisis management in schools refers to the coordinated efforts and strategic actions taken to prepare for, respond to, and recover from critical incidents that disrupt normal school operations. In the context of education, a crisis can be defined as any event that poses a significant threat to a school community's safety, security, or functioning. These events can range from natural disasters, health-related emergencies, and acts of violence to technological failures and environmental hazards. The ability of school administrators to anticipate and handle crises effectively is crucial in ensuring the protection of students, staff, and school infrastructure, as well as maintaining the continuity of education during turbulent times. This supports the findings of Dake (2021) that school leaders crisis management abilities help schools succeed by increasing their effectiveness in overcoming significant obstacles and problems. In the same vein, Lukwesa (2022) noted putting in place management crisis procedure will help schools to predict upcoming difficulties and have strategies to resolve them. Furthermore, that successful schools are associated with leaders who possess strong crisis management abilities. According to Fe-Deliva (2024), crisis-resolution-trained leaders can optimize the school's potential and maybe steer it in the right direction with the resources at hand.

However, in spite of the above, some of the reasons for school crises have been recognized by Nwafor and Robert-Okah (2022), and they may include a shortage of school supplies and equipment. It's also possible that a lack of supplies has prevented pupils from receiving the facilities they paid for. It may also be due to natural disasters, corruption and corrupt practices etc.

These crises can severely impact school operations, interrupt the educational process, and pose significant risks to the safety and well-being of students, staff, and the broader school community. School administrators, therefore, face a growing responsibility not only to manage such crises effectively but also to prepare their institutions to withstand these challenges. A well-structured crisis management plan can prevent chaos during emergencies and ensure that schools can continue functioning with minimal disruption. As noted by Smith (2018), effective crisis management begins with comprehensive planning and preparation, which enables schools to identify potential risks, allocate resources, and develop protocols for quick and efficient responses. Schools that fail to implement such proactive measures often find themselves unprepared, leading to increased damage and longer recovery times.

Another reason for the crisis in schools is the leadership selection process, phase, and nature of leadership style can further escalate the school crisis. Leadership is an important component that plays a pivotal role in the success of crisis management efforts (Ofangbonmu, *et al*, 2024). Strong leadership fosters a culture of preparedness, where both staff and students are aware of the procedures to follow during emergencies. A leader who practices autocratic, democratic, and even laissez-faire leadership styles is confronted with the challenges of either escalating an existing crisis or managing the crisis. As noted by Thompson (2019), leaders who are decisive and empathetic can significantly influence the outcome of a crisis, ensuring swift recovery and a return to normalcy.

A study by Purmono, Supriyanto, Mustiningsih, and Dami (2021) reveals that the resilience of the school community can be greatly impacted by a principal's leadership style and proactive approach to crisis planning. Additionally, De Castro and Jimenez (2022) emphasized that key characteristics like intrapersonal and interpersonal skills foster a supportive leadership atmosphere and effective leadership abilities. The study conclusions by Nwafor and Robert-Okah (2022) showed that private principals' communication, third-

party decision-making, collaborative problem-solving techniques, and containment control techniques can all aid in school crisis resolution. However, when faced with hardship, school leaders behave differently than when things are going well. During a crisis, there is a higher focus on people's emotional states, necessitating improved communication and increased adaptability.

Leaders must not only respond to crises but also guide their schools in learning from each experience, enhancing future preparedness. Thus, the necessity of effective crisis management approaches and effective leadership in secondary schools cannot be overstated. Leadership effectiveness plays a crucial role in the management of crises in public secondary schools as effective leaders guide the entire school community through difficult situations and ensure a timely and organized response. Crisis management is not only about reacting to emergencies but also about preparing, leading during the crisis, and facilitating recovery. The leadership role comprises decision-making, the establishment of a fluid communication channel, coordination, and provision of emotional support for members of staff (Ofangbonmu, *et al* (2024)). These authors noted that leadership effectiveness role in crisis management includes Decision-Making and Strategic Planning, Clear Communication and Transparency, Coordination and Collaboration, Flexibility and Adaptability.

The primary responsibility of school leaders during a crisis is decision-making. Leaders must assess the situation and make strategic decisions that prioritize safety, minimize disruption to education and address both immediate and long-term needs. Effective leaders rely on pre-established crisis management plans while also remaining flexible to adjust strategies based on the unfolding situation. Smith (2018) highlights that one of the leadership expectations during crises requires the ability to make difficult decisions under pressure. School leaders must consider the well-being of students, staff, and the larger community, making informed decisions that balance short-term safety with long-term recovery.

In addition, leaders must ensure that there is Clear Communication and Transparency during crisis: In any school, effective communication is essential by leaders during a crisis. Leaders must provide clear, accurate and timely information to students, staff, parents, and external stakeholders. This involves using multiple communication channels to disseminate updates, safety instructions, and guidance on how to respond to the crisis. Jones and Harris (2020), transparent communication fosters trust and reduces anxiety among the school community. Leaders must avoid the dissemination of misinformation, remain calm and composed, and provide regular updates. Open communication also encourages collaboration and ensures that everyone understands their roles during the crisis.

Also, leadership during a crisis requires effective coordination both within the school and with external agencies such as local authorities, law enforcement, and emergency services. Leaders must ensure that all parts of the crisis management team understand their roles and work together efficiently. In many cases, collaboration with external organizations is necessary to ensure safety and manage the crisis effectively. Anderson & Williams (2022) emphasize that school leaders play a key role in coordinating internal and external resources during crises. Effective leaders know how to mobilize their teams, delegate tasks, and ensure that communication between the school and external partners is seamless. This coordination ensures that the response is cohesive and that critical support services are activated when needed.

As crises are often unpredictable, school leaders must remain flexible and adaptable in their approach. While having a well-prepared crisis management plan is essential, crises often evolve in unexpected ways. Effective leaders are those who can quickly adapt to new information, changing circumstances, and unforeseen challenges, Johnson and Roberts (2021) argue that leaders who remain adaptable are better equipped to respond to dynamic crises. This may involve adjusting evacuation routes, changing communication strategies, or

shifting from in-person to remote learning in the case of health emergencies. Flexibility ensures that the school can continue operating smoothly despite the challenges posed by the crisis.

Thus, effective crisis management in school administration is vital to ensure the safety of students and staff while maintaining the continuity of learning during disruptive events. Administrators must adopt a comprehensive approach to preparing for, responding to, and recovering from crises to minimize harm and disruption. Thus, effective planning, free flow of communication and joint problem-solving as being important in crisis management (Ohia, 2019). To manage crisis effectively in schools the following may be taken into consideration, and it is not exhaustive,

The cornerstone of effective crisis management is the identification of potential risks and preparing adequately for them. Schools need to assess internal and external threats that could disrupt normal operations. A thorough risk assessment includes evaluating natural, technological, and human-caused risks. By understanding these potential threats, schools can develop tailored emergency plans for each specific scenario. According to Smith (2018), crisis preparedness should include the creation of a crisis management team that is responsible for developing, reviewing, and updating emergency protocols. These protocols should cover evacuation procedures, lockdowns, communication strategies, and the role of each staff member during a crisis. The Management must conduct regular risk assessments and develop specific crisis response plans for different types of emergencies. Establish a crisis management team to oversee preparedness efforts.

Similarly, during crisis effective communication is crucial. Misinformation or delayed responses can exacerbate the situation, causing panic and confusion. Schools should establish reliable communication systems that ensure timely and accurate information reaches all stakeholders, including students, staff, parents, and emergency responders. Jones and Harris (2020) emphasize the importance of

having multiple channels of communication, such as emails, text messaging systems, public announcements, and social media. These platforms ensure that information reaches people quickly, especially in cases where time-sensitive decisions are required. Implement a multichannel communication system for use during crises. Maintain updated contact information for all students, staff, and parents. Train staff on crisis communication protocols.

In addition, regular staff training and emergency drills are essential to ensure that everyone in the school knows their role in a crisis. Teachers, administrators, and support staff should be trained in first aid, emergency response and evacuation procedures. Training sessions should be held regularly to keep everyone updated on the latest protocols and best practices. In addition, schools should conduct regular emergency drills to familiarize students and staff with the procedures they will follow in the event of different types of crises, such as fires, earthquakes, or violent incidents. These drills help reduce panic during actual emergencies and ensure a swift, coordinated response. Brown and Taylor (2019) suggest that comprehensive staff training in crisis management increases the overall resilience of schools, as trained staff can act decisively and guide students through difficult situations.

It cannot be overemphasized that during crisis no man or organisation is an island, they need collaboration with external agencies such as local emergency services, healthcare providers, and law enforcement is a critical component of crisis management. Schools cannot handle all aspects of a crisis independently, and external agencies can provide essential support in areas such as medical response, security, and disaster recovery. Miller, Johnson and Roberts (2021) highlight the importance of pre-established relationships with local authorities. Regular collaboration, joint drills, and shared resources between schools and emergency responders ensure a more coordinated and effective response during crises. This also allows schools to access expertise and resources that may not be available internally.

Therefore, strong leadership is essential for guiding a school through a crisis. School leaders must demonstrate calmness, decisiveness, and empathy to reassure staff and students while implementing crisis response plans. Leadership should focus on quick, informed decision-making to minimize confusion and ensure safety. Thompson (2019) argues that effective crisis leadership can make the difference between swift recovery and prolonged disruption. Leaders should be trained in crisis management and decision-making under pressure, which includes knowing when to escalate situations to external authorities or when to adjust plans in real-time based on the evolving nature of the crisis.

It should be noted that the aftermath of a crisis can leave emotional and psychological scars on students, staff, and the entire school community. Therefore, post-crisis recovery should include mental health support and counseling services to help those affected by trauma. Anderson and Williams (2022) emphasize that addressing the mental health of students and staff is just as important as physical recovery. Schools should collaborate with mental health professionals to provide support for individuals who may need help coping with anxiety, stress, or grief following a crisis. Provide counseling and mental health support for students and staff after a crisis. Encourage open communication and create a safe space for individuals to express their concerns. Integrate post-crisis debriefings to evaluate the effectiveness of crisis response and address emotional needs.

Schools must constantly evaluate their crisis response strategies and identify areas for improvement because crisis management is an evolving process. After each crisis or emergency drill, school administrators should conduct debriefing sessions to assess what went well and what could be improved. This helps ensure that the school is better prepared for future emergencies. Continuous evaluation allows schools to adapt their crisis management strategies to new threats and challenges, whether technological, environmental, or social. Schools must adopt a proactive and holistic approach to

crisis management, combining risk assessment, effective communication, staff training, external collaboration, and strong leadership. By implementing these strategies, school administrators can minimize the impact of crises and ensure a safe, supportive environment for students and staff during emergencies. Effective crisis management not only safeguards the well-being of the school community but also promotes resilience and continuity in education.

Overall, leadership effectiveness in crisis management in secondary schools requires a combination of proactive planning, effective communication, collaboration, and adaptability to effectively respond to emergencies and ensure the safety and well-being of the school community. Strong leadership during a crisis can help minimize the impact of the event and facilitate a timely recovery and return to normal operations. Fe-Deliva, 2024 stated that school effectiveness is achieved when there is a safe, respectful, nourishing, and intellectually stimulating learning environment. This notion was supported by Tokel Ozkan and Dagli (2017), who emphasized the need for school administrators to participate in seminars and training to improve their crisis management abilities. This gives school administrators the expertise and abilities to address emerging problems, which is one of the elements that contribute to successful schools. It should be noted that Lukwesa (2022) specifies that crisis management plans ineffective schools can predict future issues and have strategies for effectively resolving them. Additionally, developing and successful schools are associated with leaders who possess strong crisis management abilities.

This is because crisis-resolution-trained leaders can help the school reach its full potential and steer it in the right direction with the resources at its disposal. Probably, the leadership practices that are determined to be essential in making schools effective include excellent communication, a listening ear, and an emphatic heart. This highlights the necessity for school leaders who possess strong leadership qualities, such as the capacity to enact transformative behavior that impacts both the faculty and the school organization, for schools to become

effective. Successful leadership practices are synonymous with successful management and are recognized to be associated with the success and efficacy of schools (Leithwood, Harris & Hopkins, 2019).

In their study's conclusion, Ofangbomu *et al.* (2024) underlined that crisis management is a crucial part of school administration since it guarantees student safety and academic continuity in the face of unanticipated circumstances. Crucial tactics for handling crises in schools include strong leadership, staff training, clear communication, effective crisis preparedness, and cooperation with outside organizations. School administrators can preserve the integrity of the learning environment while safeguarding students and employees by implementing these strategies. Continuous evaluation and post-crisis recovery are necessary for building a resilient school community that can navigate future challenges.

Objectives of the study

- i. Investigate crisis management strategies used to enhance effective leadership in Lagos public secondary schools.
- ii. Access the relationship that exists between management leadership styles and the effectiveness of leadership in Lagos public secondary schools.
- iii. Identify possible challenges school leaders face in implementing effective crisis management strategies in Lagos public secondary schools.

Research Questions

- i. What are the crisis management strategies used to enhance effective leadership in Lagos public secondary schools?
- ii. What are the possible challenges school leaders face in implementing effective crisis management strategies in public secondary schools?

Hypotheses

H₀₁: There is no significant relationship between crisis management strategies and effectiveness of leadership in Lagos public secondary schools

H₀₂: There is no significant relationship between management leadership styles and effectiveness of leadership in public secondary schools

H₀₃: There is no significant relationship between challenges confronted in crisis management and effectiveness leadership in public secondary schools

Significance of the study

The outcome of this study would be relevant to the following stakeholders in the society. Common among them include Teachers who would find the outcome of this work useful, especially in applying an appropriate crisis management approach when confronted with misunderstanding among fellow teachers and colleagues in schools. Similarly, researchers too would find the outcome of this study useful as it would afford them the privilege of having updated and contemporary literature on the subject matter, examining crisis management approaches and leadership effectiveness in public secondary schools. In addition, parents would also find the outcome of this work useful in that they become abreast with the various crisis management approaches to practice when issues of conflicts arise in their home and family structure. Parents are also aware of the numerous crisis management techniques to adhere to in the light of executing effective leadership. Also, educational planners on their part would see the outcome of this study as relevant in that it would guide them in recommending appropriate leadership styles to employ when confronted with a crisis. Also, it would guide them in designing models, programmes all directed towards effective crisis management in schools.

Research Methodology

Correlation research design type was used for this work as it's a design type that is out to establish a degree of relationship that exists between two variables. There are 28 public senior secondary schools in Ojo Local Government

Areas of the state and over 400 teachers in these schools. (<https://www.manpower.com.ng/lists/government-secondary-schools/lga/559/ojo?page=2>) A simple random sampling technique was used to select 20 teachers each from the 5 randomly selected schools for this study. The Crisis Management Approaches and Leadership Effectiveness Questionnaire (CMALEQ) was used to generate data for the study. The instrument comprised 20 items with responses on Modified Likert of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) respectively. All positive responses were scored normally (Positive statements scored concerning the response obtained, i.e. 1,2,3 and 4 but negative items scored in a reversed form of 4,3,2 and 1). The scale was content validated by two experts in the Department of Educational Management, Lagos State University of Education, LASUED. The use of Cronbach alpha, a reliability form, an r-value of 0.809 was obtained which means that the instrument was suitable for the study. The instrument was administered to the teachers in the company of three research assistants. With their assistance, the researcher achieved a 100-collection rate as no instrument was missing. Descriptive statistics (using mean and standard deviation) and Pearson Product Moment Correlation Analysis were used to analyse generated data and tested at a 0.05 significant level. The decision rule for descriptive statistics states that whenever the mean value of an item is greater than the criterion means such an item is retained, and vice versa. For Pearson Product-Moment Correlation, the decision rule states that whenever the calculated value is greater than the table value, we reject the null hypothesis, and vice versa.

Results

Table 1: Mean ratings of the various crisis management approaches practiced in public secondary schools

s/n	Items	Mean	SD	Remarks
1	Our school has a well-defined crisis management plan in place	3.06	.67	Agree
2	I am aware of the steps to take in case of an emergency in our school	2.78	.59	Agree
3	The school administration regularly communicates crisis management procedures to staff	2.58	.73	Agree
4	Our school regularly conducts crisis management drills i.e fire drills, lockdown etc	2.09	.64	Disagree
5	The crisis management plan in our school covers a wide range of possible emergencies	3.09	.89	Agree
6	Staff members receive adequate training in crisis management techniques	2.44	.58	Disagree
7	Our school has the necessary resources to handle emergencies effectively	2.50	.67	Disagree
8	There is a dedicated team responsible for crisis management in our school	2.21	.85	Disagree
9	The crisis management strategies used in our school are effective in ensuring student safety	2.38	.64	Disagree
10	The school administration quickly addresses any gaps in the crisis management process	2.33	.59	Disagree
	Criterion mean	2.55		

Source: Researchers' work, (2024)

Using descriptive statistics, irrespective of the standard deviation value, the decision rule is taken from the mean value. The decision rule states that if the mean score of an item is greater than the criterion mean is agreed while when less than the criterion mean such a statement is rejected. From table 1 above it revealed that 85(85%) of participants agreed that their schools have a well-defined crisis management plan in place as 15(15%) people disagreed. 79(79%) participants agreed that they are aware of the steps to take in case of an emergency in their schools as 15(15%) disagrees. 76(76%) participants agreed that their school administrators regularly communicate crisis management procedures to their staff as 24(24%) disagreed. Surprisingly about 54(54%) of the participants disagreed that their schools regularly conduct crisis management drills like fire drills, lockdown etc while 46(%) are very indifferent. Although 70(70%) of the participants agreed that crisis management plan in their schools cover a wide range of possible emergencies as expected as 30(30%) disagrees. 65(65%) disagrees that staff members receive adequate training on crisis management techniques in their schools as 35(35%) were indifferent. 78(78%) disagreed that their schools have the necessary resources to handle emergency cases effectively. 67(67%) disagreed that there is a dedicated team responsible for crisis management in their schools as against 33(33%) persons who agreed. 86(86%) disagreed that the crisis management strategies used in their schools are effective in always ensuring student safety while only 14(14%) of the participants agreed. However, 67(67%) of the participants disagreed that their school administrators quickly address any gap or gaps in their crisis management process as only 33(33%) agreed to the statement.

Research Question 2: What are the possible challenges school leaders face in implementing effective crisis management strategies in Lagos public secondary schools?’

Table 2: Descriptive statistics showing possible challenges school leaders face in implementing effective crisis management strategies in Lagos public secondary schools

S/N	Items	A	D	N	Mean rating	SD	Remarks
1	School leaders are confronted with limited resources to embark on comprehensive crisis management plans	86	14	100	2.87	.86	Agree
2	School leaders lack training on how to handle crisis	66	34	100	2.65	.69	Agree
3	School leaders are very prompt in effective communication practice	73	27	100	2.72	.77	Agree
4	School leaders are good at implementing a one size fits all approach to crisis management	81	19	100	2.64	.85	Agree
5	School leaders provide emotional and psychological support for unstable members	48	52	100	2.50	.65	Disagree
6	School leaders coordinate with external agencies effectively	11	89	100	2.33	.76	Disagree
7	School leaders always meet community expectations	46	54	100	2.48	.60	Disagree
8	School leaders are faced with staff resistance or lack of buy-in attitude	26	74	100	2.46	.73	Disagree

9	School leaders are confronted with legal and liability concerns when confronted with crisis	32	68	100	2.44	.67	Disagree
10	School leaders are confronted with the issue of maintaining normalcy	23	77	100	2.22	.44	Disagree
	Criterion mean				2.53		

Source: Researchers' work, (2024)

Using descriptive statistics, irrespective of the standard deviation value, the decision rule is taken from the mean value. The decision rule states that if the mean score of an item is greater than the criterion mean is agreed while when less than criterion mean such a statement is rejected. From table 2 above it revealed that 86(86%) of the teachers agreed that school leaders are confronted with limited resources to embark on comprehensive crisis management plans as only 14(14%) disagreed. 66(66%) teachers agreed that most school leaders lack training on how to handle crisis management when they occur as 34(34%) of them disagree. 73(73%) agree that most school leaders are very prompt in effective communication practice as 27(27%) of them disagree vehemently. 81(81%) teachers agree that most school leaders are good at implementing a one size fits all approach to crisis management as 19(19%) of them disagree. However, 52(52%) of the teachers disagreed that school leaders provide emotional and psychological support for unstable members while 48(48%) of them agreed. 89(89%) of the teachers disagreed that school leaders coordinate with external agencies effectively especially around crisis management as 11(11%) of the teachers disagreed. 54(54%) of the teachers disagreed that most school leaders always meet community expectations as expected as 46(46%) of them agreed. 74(74%) teachers disagreed that school leaders are faced with staff resistance or lack of buy-in attitude as 26(26%) of them agreed. 68(68%) teachers disagreed

that school leaders are confronted with legal and liability concerns when confronted with crisis as against 32(32%) that agreed. 77(77%) disagreed that school leaders are confronted with issues of maintaining normalcy especially during crisis period however, 23(23%) of the teachers agreed but not a significant number.

Hypothesis

H₀₁: There is no significant relationship between crisis management strategies and the effectiveness of leadership in Lagos public secondary schools

Table 3: Showing a Correlation between crisis management approaches and effectiveness of leadership in Lagos public secondary schools

Variables	N	r	sig.(2-tailed)	Decision
Crisis management				
	100	.879	.017	Significant
Effectiveness leadership				

$\alpha = 0.05$

Table 3 above shows an r-value of 0.879 and a p-value of 0.017. Testing at an alpha level of 0.05, the *p*-value is less than the alpha level. Therefore, the null hypothesis states that there is no significant relationship between crisis management approach and leadership effectiveness in public secondary schools in Lagos state is rejected and the alternative which states that crisis management approach has a positive significant relationship with leadership effectiveness. However, the *r* of 0.879 shows a positive correlation between the dependent variable (crisis management approaches) and the independent variable (effectiveness leadership

H₀₂: There is no significant relationship between management leadership styles and the effectiveness of leadership in public secondary schools

Table 4: Showing a Correlation between management leadership styles and effectiveness of leadership in Lagos public secondary schools

Variables	N	r	sig.(2-tailed)	Decision
Management styles	100	.709	.010	Significant
Effectiveness leadership				

$\alpha = 0.05$

Table 4 above shows an r value of 0.709 and a p -value of 0.010. Testing at an alpha level of 0.05, the p -value is less than the alpha level. Therefore, the null hypothesis which states that there is no significant relationship between management leadership styles and effectiveness of leadership in public secondary schools in Lagos state is rejected. However, the r of 0.709 shows a positive correlation between the dependent variable (management leadership styles) and the independent variable (effectiveness of leadership).

H0₃: There is no significant relationship between challenges confronted in crisis management and effective leadership in public secondary schools

Table 5: Showing a Correlation between crisis management approaches and effectiveness of leadership in public secondary schools in Lagos state

Variables	N	r	sig.(2-tailed)	Decision
Challenges confronted	100	.774	.006	Significant
Effectiveness leadership				

$\alpha = 0.05$

Table 5 above shows an r -value of 0.774 and a p -value of 0.006. Testing at an alpha level of 0.05, the p -value is less than the alpha level. Therefore, the null hypothesis which states that there is no significant relationship between challenges confronted in crisis management and effectiveness of leadership in Lagos public secondary schools is rejected. However, challenges confronted in crisis management significantly correlates effectiveness of a leader. However, the

r of 0.774 shows a positive correlation between the dependent variable (challenges confronted) and the independent variable (effectiveness leadership)

Discussion of Findings

In line with the study, hypothesis one revealed that there is a significant relationship between crisis management strategies and the effectiveness of leadership in Lagos public secondary schools. In any human association crisis is inevitable perhaps due to the dynamics that are often associated with human development. This uniqueness brings about differentiation in our mode of interaction and relationship. This finding corroborates that of Pellegrino, Sprick, McCarty, and Comunale (2019) who affirmed that some of the approaches adopted by a leader in curbing or managing of crisis may be that of having a functional school-defined crisis management plan in place, communicating regular crisis management procedures to staff, operating a functional plan in school that covers a wide range of possible emergencies among others. These approaches can sometimes be regarded as strategies depending on the dynamics of the school leadership noting that crisis management is inevitable in an organization.

Also, hypothesis two revealed that there is a significant relationship between management leadership styles and the effectiveness of leadership in public secondary schools. Thus, the nature of management determines how effective a leader can be. The outcome of this work conforms with Avolio and Gardner (2005) who expressed that the nature of leadership styles adopted by a leader have varying impacts on the effectiveness of leadership. According to Avolio and Gardner (2005), autocratic leadership where the leaders make decisions without consulting team members may be effective in a crisis where quick decision-making is needed. However, this style can also lead to decreased morale and motivation among team members, which can ultimately hinder overall effectiveness. On the other hand, participative leadership, where the manager actively involves team members in decision-making processes, can lead to

increased engagement, motivation, and productivity. This style of leadership often results in higher levels of team satisfaction and overall effectiveness. Ultimately, the effectiveness of leadership is closely tied to the management leadership style employed. A leader who can adapt their style to the needs of their team and the situation at hand is more likely to be successful in achieving stated goals and objectives.

Hypothesis three reveals that there is a significant relationship between roles of leadership and effectiveness in Crisis Management in Lagos state public secondary schools. The finding of this work aligns with that of Ofangbonmu, *et al* (2024) who claimed that some of the important roles of a leader could include encouraging of open communication policy among staffers, prioritise the safety and well-being of students, and staff all the times, provide feedback and follow up after a crisis incident to improve future responses, organize an in-house leadership team vast with a wide range of crisis scenarios, and develop confidence in the ability of school leaders to manage any emerging crisis effectively among others.

Conclusion

The study concluded that the ability to maximize approaches to crisis management is a pivotal prerequisite for the justification of leadership effectiveness in the field of education, especially among secondary school teachers. It also affirmed that issues surrounding crisis existence are inevitable, especially in a society where human beings interact and socialize from time to time. The study also concluded that the nature of managerial style goes a long way to determine the effectiveness of a leader and the degree to which crisis management can be managed in Lagos state public secondary schools.

Recommendations

The issue of crisis eruption is inevitable, especially among humans. Therefore, in any social gathering, the variation in human thinking promotes a higher

propensity to crisis emanation. The study made some resourceful recommendations including:

- i. Crisis management courses should be made compulsory for both prospective leaders and active heads of departments and organizations.
- ii. Selection of leaders should be based on credibility, maturity, display of emotional intelligence, and adaptability to a harsh environment.
- iii. The effectiveness of a leader is tested and determined when exposed to conditions of crisis management, especially in secondary schools.

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