

DEVELOPING A STRATEGIC MANAGEMENT GUIDELINES ON HANDLING EMERGENCY INCIDENT FOR KINDERGARTENS OF CHENGDU FUJIN KINDERGARTEN, CHINA

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Received : April 22, 2026

Revised : May 3, 2026

Accepted : June 22, 2026

Abstract

The objective of this research was to develop strategic management guidelines of handling emergency incidence for kindergartens of Chengdu Fujin Kindergarten, China. Cheng Du fujin Kindergarten was used as a case study. The samples were divided into two groups, namely 1) 80 teachers, and 2) 286 parents in the kindergarten. The research instruments employed questionnaires. The information and data collected were analyzed through the content analysis method and presented in terms of frequency, mean and standard deviation. The finding indicated that: 1) problems and needs of handling emergency incidence for kindergartens of Chengdu Fujin Kindergarten, China were at the “Highest” level; 1.1) You cannot take emergency evacuation measures in the event of a fire. 1.2) You do not conduct regular human emergency drills. 1.3) You think the school’s emergency drill plan is clear. 1.4) You are unable to remain calm and rationally assess the situation when faced with an emergency. 1.5) You can obtain emergency information through school notices, websites, text, messages, etc. 2) strategic management guidelines of handling emergency incidence for kindergartens were 2.1) Prevention focuses on creating a safe and supportive school environment. Schools should implement mental health promotion programs and train staff to identify at-risk students. 2.2) Preparation and planning to provide a structured response during emergencies. Schools must establish a Critical Incident Management Team (CIMT) with clear roles, including communication, media management, and student support.

Keywords: Strategic Management Guidelines, Emergency Incidence, Kindergarten

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Introduction

The so-called emergencies are negative events that need to be dealt with immediately and can bring serious losses, influences, and harms to society, and occur unexpectedly under the domination of certain inevitable factors. However, student emergencies in colleges and universities refer to events that erupt suddenly and are affected by accidental factors, endangering the safety of students' lives and property, seriously affecting the normal teaching order of schools, and endangering social harmony and campus stability (Fang, 2020, p. 9).

Emergencies have obvious urgency. On the surface, crises often appear suddenly without warning, such as student suicides and fire incidents. This shows that crisis events are sudden. However, after careful investigation, we will find that any crisis has a certain incubation period, some of which have a long incubation period, and some of which are very short. When a crisis occurs urgently, there are also certain symptoms during the incubation period. Therefore, any crisis event has precursors, which is a cumulative process from quantitative change to qualitative change. If the crisis symptoms can be identified early and the erroneous events are prevented, the final crisis will not be caused. The root cause of the sudden crisis lies in people's ignorance and lack of ability to recognize the crisis signs in the incubation period. (Ding, 2020, pp. 97-100).

When an emergency occurs, communication becomes an important means to solve the problem. Active and correct disposal can make colleges and universities gain the understanding and support from all sectors of society, turn the crisis into a turning point, and win more development opportunities; Improper disposal will undermine the reputation of colleges and universities, and suffer serious losses of tangible and intangible assets (Yang, 2011, pp. 98-99). So, in kindergarten, parents are the first teachers for their children, and parents are an important resource for society and school education. On the necessity of effective communication, the content and principle of communication, the way of communication and the working mechanism of communication (Li & Wang, 2008, pp. 71-74). However, in the face of emergencies, effective communication with parents can help the problem to be better solved, so as to achieve joint and rapid response measures, ensure the safety of life, and maintain public order disaster, which is crucial to the maintenance of social order and safety.

The crisis emergency response mechanism is the core element of the crisis management mechanism in colleges and universities. It refers to the working mechanism of incident qualitative, emergency command, emergency decision-making and crisis management in order to effectively deal with the crisis, control the deterioration of the crisis as soon as possible or reduce the adverse consequences caused by the crisis when the crisis event occurs. The emergency response mechanism for international students in China should include emergency command mechanism, emergency decision-making mechanism, emergency management mechanism, emergency communication mechanism and emergency support mechanism. Mechanism building should focus on two aspects: one is the capacity building of emergency command, decision-making and coordination and communication; the other is the construction of emergency decision-making

procedure, emergency management strategy, information transmission mechanism and emergency support mechanism (Duan & Wang, 2014, pp. 130-134).

Therefore, in this work, it is necessary to strengthen the training of school teachers' emergency handling ability, improve the emergency education ability of counselors, establish an early warning mechanism, actively pay attention to mental health education, strengthen the coping and communication ability and the recovery ability. It is particularly important to develop a systematic and effective school emergency communication strategy manual.

Research Objectives

To Develop strategic management guidelines handling emergency incidence for kindergartens of Chengdu Fujin Kindergarten, China.

Research Method

Scope of Study

1. Strategic Management: A comprehensive process of setting organizational direction, formulating strategies, and evaluating outcomes to achieve long-term goals.

1.1 Strategic Evaluation: Systematic assessment of internal and external factors affecting organizational objectives and performance.

1.1.1 Internal Environment: Organizational internal factors influencing strategic capabilities, including staff qualifications, resources, and management systems.

1.1.2 External Environment: Factors outside the organization impacting operations, such as regulations, community expectations, and technological advancements.

1.2 Planning Strategic Activity: Systematic process of determining organizational objectives through comprehensive strategy development.

1.2.1 Corporate Strategy: Overarching approach to managing business portfolio and creating value across different business units.

1.2.2 Competitive Strategy: Specific tactics to gain competitive advantages through unique value propositions.

1.2.3 International Strategy: Approach to expanding and managing operations across national borders.

1.2.4 Collaboration Strategy: Systematic approach to working with external partners for mutual strategic benefits.

1.2.5 Merger and Acquisitions: Strategic approach to combining organizations to create value and synergies.

1.3 Implementation of Strategic Activity: Execution phase of translating strategic plans into operational activities and organizational alignment.

1.3.1 Leadership: Ability to guide and influence organizational members towards strategic objectives.

1.3.2 Corporate Governance: System of rules, practices, and processes for directing and controlling the organization.

1.4 Outcome of Strategic Action: Measurable results evaluated through performance indicators like competitiveness and growth.

1.4.1 Competitiveness: Organization's ability to maintain a strong position by utilizing resources effectively.

1.4.2 Market Shares: Percentage of total market captured by the organization.

1.4.3 Profit and Growth: Financial and operational expansion contributing to long-term sustainability.

2. Handling Emergency Incidence: Systematic approach to managing sudden, uncontrollable events in educational settings.

2.1 Prevention: Proactive measures to prevent emergencies through education, training, and early warning mechanisms.

2.2 Preparation and Planning: Developing comprehensive emergency response procedures and enhancing staff capabilities.

2.3 Issues around Suicide, Road Traffic Accidents, and Violent Death: Sensitive handling of critical incidents with focus on campus stability and psychological support.

2.4 Dealing with the Media: Managing communication during school emergencies to maintain stability and reputation.

2.5 Critical Incidents during Certificate Exams: Handling emergency situations during important academic activities.

3. Problems on Handling Emergency Incidence for Kindergartens: Sudden uncontrollable factors potentially harming students' health and educational activities.

3.1 Medical Emergencies: Sudden health-related incidents requiring immediate medical attention.

3.2 Security Emergencies: Threats to campus safety involving violence, conflicts, and security-related issues.

3.3 Natural Disaster: Emergency situations caused by natural phenomena requiring specific response protocols.

3.4 Man-made Emergencies: Incidents caused by human actions threatening campus safety.

3.5 Emergency Evacuation: Systematic process of safely moving students and staff from dangerous areas.

4. Needs on Handling Emergency Incidence for Kindergartens: Essential requirements for effectively preventing, responding to, and recovering from emergencies.

4.1 Natural Disaster Preparedness: Establishing comprehensive protocols for environmental emergencies.

4.2 Man-made Accidents and Emergencies: Developing protocols for human-caused incidents.

4.3 Health and Communicable Disease Control: Implementing health monitoring and emergency medical response systems.

4.3 Social Issues and Community Crisis: Addressing social emergencies affecting the school community.

4.4 Emergency Drills and Training: Conducting regular emergency response training and practical drills.

5. Problems of Parents on Handling Emergency Incidence: Different parental responses and behaviors during kindergarten emergencies.

5.1 Calm and Responsive Parents: Maintaining composure and following school protocols during emergencies.

5.2 Anxious and Worried Parents: Displaying heightened emotional distress and frequent communication.

5.3 Actively Involved Parents: Seeking to participate directly in emergency response efforts.

5.4 Information-seeking Parents: Prioritizing gathering detailed information from multiple sources.

5.5 Legal Activist Parents: Focusing on legal compliance and potential liability issues.

Population and Samples

The population of this study project will be divided into two groups, 1) 80 teachers in Fujin Kindergarten and 2) 1000 parents in the kindergarten. The samples were divided into two groups, namely, 1) 80 teachers, 2) 286 parents in the kindergarten. The samples were from the Taro Yamane formula. (Yamane, 1973, p. 887) Respondents were collected using a stratified random sampling technique.

Research Instrument

Questionnaires:

In this research project, a questionnaire was employed for the data collection. The questionnaire was divided into 2 parts; namely, 1) general information, and 2) needs and problems of in Emergency Communication among Kindergarten Teachers and parents. The questionnaire was evaluated for the validity through Index of congruence (IOC) by the 3 specialists. Each question in the questionnaire was in the range of IOC 0.67 to 1.00. The reliability of the questionnaire was evaluated in terms of Cronbach Alpha Coefficient at 0.80.

Data Collection

For the investigation of problems and needs, the research collected the data and information from the samples online via emailing. The researcher submitted a letter of permission to the school director in advance to ask a permission to collect the data and information from the samples at the school.

Data Analysis

The Data and information collected will be analyzed, interpreted and then presented in terms of frequency, percentage, mean ($\bar{x}$), standard deviation (S.D.). The Five Point Likert Rating Scale was used to evaluate the respondents' needs and problems.

The criteria and define at the range of the mean scores as the following: The ideas and comments from the 5 specialists obtained from the focus group discussion meeting were analyzed by using Quantitative Research Method and then used to correct and improve the contents of the management guideline. Rating reference table: (Srisa-ard, 2002, p. 103)

weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highest
4	3.51-4.50	High
3	2.51-3.50	Middle
2	1.51-2.50	Low
1	1.00-1.50	Lowest

Conclusions

The finding indicated that: 1) problems and needs of handling emergency incidence for kindergartens of Chengdu Fujin Kindergarten, China were at the “Highest” level; 1.1) You cannot take emergency evacuation measures in the event of a fire. 1.2) You do not conduct regular human emergency drills. 1.3) You think the school’s emergency drill plan is clear. 1.4) You are unable to remain calm and rationally assess the situation when faced with an emergency. 1.5) You can obtain emergency information through school notices, websites, text, messages, etc. 1.6) You believe that schools should work with professional legal teams to ensure that the legal information and assistance provided to parents is of high quality and reliable. 1.7) You believe legal action is necessary to keep your child safe after a school emergency. 1.8) You believe that in an emergency, getting detailed information is crucial to solving the problem and keeping your child safe. 1.9) You are willing to provide suggestions and feedback during the school safety policy development process to ensure that parents' needs are fully considered. 1.10) You need specialized psychological support services from your school.

A Strategic Management Guidelines Handling Emergency Incidence for Kindergartens of Chengdu Kindergarten China

SWOT Analysis

Strengths

The kindergarten demonstrates significant internal strengths through its strong institutional foundation and support. As a state-invested educational institution that transformed into a public kindergarten in 2022, it benefits from robust government and state-owned enterprise backing. The school possesses excellent physical resources, including a 10-mu campus with 3,079 square meters of construction area and 5,156 square meters of outdoor play space. Its established partnerships with multiple universities as a professional practice base, combined with its proven track record in winning national awards and establishing provincial research projects, showcase its academic excellence. The kindergarten's well-structured "Fujin Curriculum," based on Chen Heqin's "living education" philosophy, provides a strong educational framework focused on holistic child development.

Weakness

Despite its achievements, the kindergarten faces several internal challenges. Being relatively young, established only in 2018, the institution is still in its developmental phase with its curriculum program acknowledged as "still very young" with "many areas to be improved." The transformation from a private to public kindergarten in 2022, while beneficial, may present administrative and operational adaptation challenges. The school's reliance on external expertise and frequent study visits to other kindergartens suggests a need for more internal capability development. The innovative management model of "government-led, state-owned enterprise participation and independent management" may create complexity in decision-making processes.

Opportunities

The kindergarten's location in Wuhou District presents numerous external opportunities for growth and development. The rich cultural environment, including proximity to historical sites like Wuhou Temple, Jinli Street, and Wangjianglou Park, provides abundant resources for cultural education and curriculum enrichment. The district's status as a national science and technology demonstration zone, hosting over 140 universities and research institutes, offers potential for educational partnerships and innovation. The presence of Western Wisdom Valley and the high-tech industrial park creates opportunities for modern educational approaches and potential funding sources. The transformation to a public kindergarten opens new avenues for government support and resource access.

Threats

1. External challenges facing the kindergarten include increasing competition in the education sector, particularly in a district rich with educational resources. The rapidly changing educational landscape and evolving parental expectations may require constant adaptation of curriculum and teaching methods. The kindergarten's operation under multiple stakeholders (government, state-owned enterprise, and independent management) could face coordination

challenges and potential conflicts in decision-making. The pressure to maintain and improve its status as a second-level Park while pursuing ambitions to become a Chengdu first-class Park and Sichuan provincial demonstration kindergarten may strain resources and staff capacity. The need to balance traditional educational values with modern educational demands while maintaining its unique identity poses ongoing challenges.

Strategic Management

Strategic Management is the process of evaluating, planning, and implementing strategies that enable an organization to maintain or enhance its competitive advantage. It involves analyzing both internal and external environments to align business objectives with market conditions, ensuring long-term success. Strategic Evaluation assesses an organization's strategic position by analyzing both internal and external factors. This process helps organizations determine their strengths, weaknesses, opportunities, and threats to formulate competitive strategies effectively.

1. Internal environment includes the organization's resources, capabilities, and core competencies that influence its ability to compete. Key elements include financial resources, human capital, corporate culture, and operational efficiency.

2. External environment consists of factors such as economic conditions, market trends, technological advancements, and competitive forces. Organizations often use frameworks like PEST (Political, Economic, Social, Technological) to analyze these influences.

3. Planning strategic activity involves formulating business strategies that guide the organization's future direction. This process includes various strategy types to ensure business sustainability and competitive advantage.

4. Corporate strategy defines the overall direction and scope of an organization, focusing on growth, diversification, and resource allocation to achieve long-term goals.

5. Competitive strategy determines how a business positions itself in the market to gain an advantage over rivals. Common strategies include cost leadership, differentiation, and market segmentation.

6. International strategy outlines how a company expands into global markets. It considers aspects such as standardization, local adaptation, and transnational approaches to maximize global opportunities.

7. Collaboration strategy involves forming strategic partnerships, joint ventures, and alliances to enhance market presence and innovation. It helps businesses leverage complementary strengths for mutual benefit.

8. Merger and acquisitions (M&A) involve business expansion through consolidation. These strategies help organizations achieve synergies, increase market share, and acquire new capabilities.

9. Implementation of strategic activity focuses on executing strategic plans effectively through leadership and corporate governance.

10. Leadership plays a crucial role in driving an organization toward its strategic goals. Strong leadership ensures clear communication, motivation, and alignment of employees with

organizational objectives.

11. Corporate governance involves the systems and processes that control and direct an organization. It ensures accountability, stakeholder engagement, ethical decision-making, and sustainable growth.

12. Outcome of strategic action are reflected in an organization's performance, competitiveness, and financial success.

13. Competitiveness is the ability of a firm to sustain its market position through innovation, efficiency, and value creation for customers.

16. Market shares measures the proportion of total industry sales captured by a firm. It indicates a company's market dominance and effectiveness in competing against rivals.

17. Profit and growth are key financial performance indicators that reflect a company's success in implementing strategic initiatives. These include revenue growth, return on investment, and long-term financial stability.

Handling Emergency Incidence in schools is a structured process that requires prevention, preparation, crisis management, and recovery strategies. Schools must have a well-developed plan to mitigate risks, respond effectively, and support students and staff. Proper planning and adherence to guidelines help maintain order and provide emotional and psychological support in challenging situations.

1. Prevention focuses on creating a safe and supportive school environment. Schools should implement mental health promotion programs and train staff to identify at-risk students. Social, Personal, and Health Education (SPHE) plays a key role in fostering resilience among students. A strong pastoral care system and a well-established anti-bullying policy contribute to emotional security, while physical safety measures such as regular fire drills and controlled school access ensure preparedness for unforeseen incidents.

2. Preparation and planning to provide a structured response during emergencies. Schools must establish a Critical Incident Management Team (CIMT) with clear roles, including communication, media management, and student support. Having updated emergency contact lists, pre-prepared press statements, and designated meeting spaces can enhance response efficiency. Engaging students, parents, and the community in planning ensures a collective approach to crisis management.

3. Issues around suicide, road traffic accidents and violent death refers to Schools must be prepared to deal with sensitive incidents such as suicide, road traffic accidents, and violent deaths. Suicide prevention involves awareness programs for staff rather than students, as direct student-focused programs might unintentionally normalize suicide. Following a suicide, staff should monitor vulnerable students closely and provide psychological support. In cases of road traffic accidents and violent deaths, coordination with external agencies, accurate information dissemination, and structured mourning protocols help the school community navigate grief effectively. Schools should encourage respectful use of social media to prevent misinformation and distress.

4. Dealing with the media refers to Handling media interactions during critical incidents requires careful planning. Schools should designate a media spokesperson, typically the principal, and prepare concise press statements to ensure accurate reporting. Staff and students should be advised not to provide unauthorized comments, and guidelines must be followed to protect privacy and prevent speculation. Interviews should be factual, sensitive, and kept brief. Schools can seek guidance from professional organizations to manage media relations effectively and responsibly.

5. Critical incidents during certificate exams refers Managing emergencies during certificate exams presents unique challenges due to heightened student stress and altered school operations. If a crisis occurs, the school must contact the State Examinations Commission to ensure appropriate accommodations for affected students. Identifying and supporting vulnerable individuals, maintaining normal routines where possible, and implementing additional emotional support systems are crucial. Schools should also prepare for potential disruptions and develop contingency plans to minimize academic impact while prioritizing student well-being.

Problems on Handling Emergency Incidence for Kindergartens refers Handling emergency incidents in kindergartens presents unique challenges due to the vulnerability of young children. Several key issues need to be addressed to ensure effective crisis management.

1. Medical emergencies Kindergartens must have trained staff and access to medical supplies to handle injuries, allergic reactions, or sudden illnesses. Quick response times and clear emergency protocols are essential.

2. Security emergencies unauthorized access, kidnapping risks, and violence pose significant threats. Secure perimeters, identification protocols, and emergency lockdown procedures should be implemented.

3. Natural disaster Kindergartens should prepare for natural disasters such as earthquakes, floods, and storms through regular drills and safety infrastructure improvements.

4. Man-made emergencies Situations such as fires, gas leaks, and chemical spills require swift and organized responses. Staff training and safety equipment are crucial.

5. Emergency evacuation Effective evacuation plans, clear exit routes, and staff coordination are essential to ensure the safe relocation of children during emergencies.

Needs on Handling Emergency Incidence for Kindergartens refers To effectively manage emergencies, kindergartens must have well-defined plans and resources.

1. Natural disaster Preparation should include reinforced infrastructure, emergency kits, and regular evacuation drills to mitigate the risks of earthquakes, floods, and storms.

2. Man-made accidents and emergencies adequate fire safety measures, gas leak detection systems, and clear emergency protocols must be established.

3. Health and Communicable Disease Control Sanitation practices, vaccination programs, and illness containment strategies must be implemented to protect children from outbreaks.

4. Social issues and community crisis Kindergartens must address issues such as domestic violence and child neglect through partnerships with social services and community engagement initiatives.

5. Emergency drills and training Regular training programs for staff and drills for children ensure preparedness and minimize panic during actual emergencies.

Problems of parents on Handling Emergency Incidence for Kindergartens refers Parents react differently to emergencies, and their concerns must be addressed effectively.

1. Calm and responsive parent these parents trust the kindergarten's protocols and follow guidance without panic.

2. Anxious and worried parent they require continuous reassurance, clear communication, and transparency about the situation.

3. Actively involved parents these parents seek direct participation in safety measures and decision-making processes.

4. Information-seeking parents providing timely and accurate updates is crucial to maintaining their trust and reducing misinformation.

5. Legal activist parents some parents may take legal action if they feel the kindergarten has been negligent. Schools must ensure strict adherence to safety regulations and maintain thorough documentation.

Discussion

In combination with the core problems that teachers need to solve, the kindergarten establishes a systematic emergency management system, strengthens the normal practical training and exercises for teachers, and improves the practical coping ability of teachers. From the core problems that parents need to solve, kindergartens should focus on parents' psychological counseling and guidance, provide parents with emergency handling training, enhance home interaction, integrate home wisdom, and improve kindergarten emergency management. In the Strategic Management Guide for Emergency Incidents in Chengdu Fujin Kindergarten, China, the following specific countermeasures are made:

(1) Further refine the emergency organizational structure and clarify the tasks and responsibilities of each position working group. According to the actual situation and potential risks of the school, formulate emergency plans for different types of emergencies. These plans should include the definition of the event, the possible impact, the response measures, the main body of responsibility and so on.

(2) Systemize the emergency plan system, formalize and normalize teacher training and exercises, and improve teachers' practical coping ability. And clarify what information needs to be publicly released, as well as the timing, method and scope of release, to ensure the timeliness and accuracy of information transmission.

(3) Set up a special psychological support team: set up a psychological support team composed of professional psychological counselors, social workers and other relevant

professionals to provide emotional support and psychological counseling for parents. Provide mental health resources: Provide parents with mental health resources such as self-help guides, online tools, and contacts so they can seek help if they need it. Special groups: Pay special attention to parents who may have special psychological needs, such as families directly affected by the incident or people with pre-existing psychological problems. Establish a support group: Encourage parents to establish a support group among themselves to share experiences and emotional support to face difficulties and challenges together.

According to Shen et al. (2023, pp. 454-457) conducted the emergency handling capacity of public health emergencies in primary and middle schools, the results indicated that: Clarify the status quo of emergency response capabilities of primary and secondary schools in response to public health emergencies, discuss the existing problems and main difficulties, and put forward targeted suggestions. From January to March 2021, stratified cluster sampling method was adopted, and 2,988 school epidemic-related work leaders and teachers in Beijing, Chongqing, and Yunnan were the main survey objects, and the general situation of schools, school health, and public health emergencies were investigated. Questionnaire survey on knowledge, attitudes and training related to health events. The results were obtained. Although the emergency response capabilities of schools in the three regions are advancing with the times, there are still many deficiencies, and there are still omissions in the knowledge mastery. It is recommended to increase pre-job and special training for school health work. Infectious disease management technical guidance and work supervision. In recent years, although the emergency response capabilities of school public health emergencies in my country have kept pace with the times, public health emergencies in schools are still hot issues of social concern, and personnel training and exchanges for persons in charge of the epidemic situation have been carried out to improve the emergency response of the persons in charge. Professional knowledge level and ability, formulate relevant rules and regulations to strengthen cooperation and contact with local health departments, regularly carry out joint emergency drills, implement health education courses in high schools, set up special funds for health, equip relevant testing equipment, explore and encourage higher vocational colleges Such schools offer school health-related majors and aim to train school health technical personnel.

Jia (2021, pp. 40-41) conducted the path of emergency response to student emergencies in the new era from the perspective of "five-stage model", the results indicated that: With the increasing frequency of college student emergencies, emergency response work must meet the diversified needs of the new era. Based on the "five-stage model" of emergency response to emergencies, this study uses the means of "trinity" demand analysis, "four-dimensional coordination" impact exploration, and "all-round" system construction to actively explore ways for students to intervene in emergencies and further promote the emergency response to emergencies in colleges and universities is developing in a more scientific, more complete and more effective direction.

Zhang (2021, p. 10) conducted rapid response to emergencies as a unique methodology of emergency management”, the results indicated that: Emergency management is an interdisciplinary knowledge system oriented to the risk society and the basis for the sustainable development of emergency management disciplines. After the "SARS" in 2003, China began to develop a comprehensive emergency management system to coordinate the management of four major types of emergencies: natural disasters, accident disasters, public health events, and social security events. Driven by strong practical needs, not only emergency management has been developed in the discipline of public management, but related research on various emergencies has also started or been strengthened in other disciplines. In this process, rapid response research has been developed. Although these studies are not called rapid response research, they have the reality of rapid response research. Like the United States, China's research on rapid response to emergencies is also driven by emergencies; the more important the emergency, the more it can drive related theoretical research, and the more likely it is to develop rapid response research. Emergency management is an interdisciplinary knowledge system oriented to the risk society, and it is urgent to carry out solid field research oriented to Chinese practice in order to produce new knowledge and enhance the diversity of this interdisciplinary knowledge system. In this process, the research on rapid response to emergencies, which is a unique methodology of emergency management, has played an irreplaceable role. It is one of the important contents of China's emergency management discipline construction and needs to be standardized, strengthened and highlighted.

Emergency incidents in higher education settings primarily focus on the psychological vulnerabilities of college students and the critical role of counselors in managing these situations. Research indicates that college students, being in their early youth development stage, are particularly susceptible to emotional instability and external influences, making them prone to emergencies and extreme events. The studies emphasize that counselors play a pivotal role in handling campus emergencies, as their response capabilities directly impact student safety, property protection, and overall campus stability. Key recommendations for improvement include enhancing counselors' emergency handling abilities through targeted training, developing better emergency education capabilities, establishing early warning mechanisms, prioritizing mental health education, and strengthening both response and recovery protocols. The research highlights the importance of proactive prevention and systematic approaches to emergency management in maintaining campus safety and student well-being.

Suggestion

Effective monitoring mechanisms play a crucial role in the implementation process. Regular assessments should be conducted to track progress, identify potential issues, and make necessary adjustments. Schools should also establish feedback channels that encourage innovation and creative input from teachers and students alike. This participatory approach not only improves the quality of implementation but also strengthens institutional cohesion.

Strong leadership is essential for successful implementation. School leaders must demonstrate clear commitment and provide guidance throughout the process while fostering a collaborative environment that promotes teamwork and collective problem-solving. Additionally, schools must maintain compliance with relevant regulations and policies to ensure their strategic initiatives remain within legal frameworks.

Another crucial area for investigation is the relationship between strategic implementation and school performance metrics. Research should examine how various implementation approaches correlate with educational quality, student outcomes, and overall institutional development. Additionally, studies should explore the role of technology in supporting strategic implementation, particularly in areas such as monitoring, communication, and resource management.

Further research is also needed to understand the dynamics of stakeholder engagement in strategic implementation, including how to effectively motivate and maintain the commitment of teachers, students, and administrative staff throughout the process. Finally, comparative studies examining successful implementation practices across different educational contexts could provide valuable insights for developing more effective and adaptable strategic guidelines.

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