Disaster Risk Reduction Management Awareness and Preparedness among Public Elementary Schools: Basis for an Enhanced Action Plan

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The Problem and Its Scope

Rationale

A disaster is a significant disruption to a community's or society's ability to operate that involves extensive losses and effects to people, property, the economy, or the environment, and that is beyond the capacity of the afflicted community or society to recover on its own. While disasters fall into many categories, their effects are universal.

The Philippines is one of the most disaster-prone countries in the world due to its location along the Pacific Ring of Fire, which is highly susceptible to seismic and volcanic eruption risks. World Risk Index of 2020 declared that Philippines ranked 9th globally in terms of disaster risk and 2nd highest among Asian countries. It is subjected to an average of 20 tropical cyclones per year and is highly vulnerable to disasters resulting from extreme natural events.

According to World Risk Report of 2021, the Philippines is the 8th most vulnerable country to disasters. About 20-25 typhoons passed through the country every year, leading to the loss of lives and millions of damages to infrastructure and livelihood around 220 volcanoes are in the country and at least 22 of them are considered active.

In 2022-2023, the World Risk Index (WRI) put the Philippines at the first rank for the disaster-prone country in the world followed by Indonesia and India. According to Vietnam News (VN) Express International News, the Philippines topped the list with the computed risk worldwide point of 46.86/100 WRI, while Indonesia and India got only 43.5 and 41.52 WRI, respectively.

Bohol as part of the Philippine Island is prone to disaster. Destructions of the environment has also made it worse. The ecology is threatened by illicit fishing and deforestation. Families and communities are uprooted by the so-called development projects, exacerbating the already severe poverty situation.

This prompted the researcher to assess the level of disaster awareness and preparedness among public elementary schools in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts, Bohol Division to provide possible solutions to enhance the implemented programs and projects.

LITERATURE BACKGROUND

The goal of disaster education is to arm people and communities with the knowledge they need to take preventive measures against disasters. The question of whether trained individuals can be adequately prepared for disasters and respond to them has been thoroughly studied over the past few decades. The findings indicate that disaster education is an efficient, practical, and reasonably priced risk management approach. There is evidence to suggest that educating vulnerable individuals about disasters is crucial. Vulnerable individuals can be educated using a variety of approaches, but no approach is superior to another. A person with training can

better defend both oneself and others. In order to prepare people for disasters, extensive educational programs must be planned and designed. With this, the study is anchored on the several learning theories.

Icek Azjen's (1991) Theory of Planned Behavior (TPB) believed that an effective intervention will not only have to encourage people of the desirability of disaster preparedness but also to provide them with the skills and means to do it. The more strongly they can be made to feel that they have control over disaster preparedness behavior the more likely they are to carry out the intentions. That is, heightened perceived control tends to strengthen people's motivation to survive when disaster strikes. This is highly relevant in the study of disaster awareness and preparedness because it provides a framework in understanding and predicting human behavior. It offers a methodical way to comprehend the variables influencing people's knowledge of and readiness for disasters. The resilience and preparedness of a community can be improved through interventions that target attitudes, subjective norms, and perceived behavioral control.

Tobin and Montz's (1997) Nature Theory with stated that natural disaster hazards has ascribed all or almost all responsibility for them to the processes of the geophysical world. This approach has meant that the root cause of large-scale death and destruction has been attributed to the extremes of nature rather than encompassing the human world. Essentially, it offers a thorough framework for analyzing the socio-cultural, environmental, and governance aspects of the study on disaster awareness and preparedness. Through the consideration of these variables, scholars and decision-makers can create more effective and contextually appropriate plans to improve community resilience and lower the likelihood of disasters.

The Structural Functionalism Theory by Talcott Parsons (2000) proposed that societies are made up of differentiated and interrelated structures. It postulates that to ensure survival, social systems must satisfy the functional requisites or needs of adaptation, goal attainment, integration and latency. Through the interconnecting structures of social institutions, these functional needs are satisfied; and that social institutions reorganize and bring the social systems can be brought back to the ideal state of harmony or equilibrium, all through the process of reorganization of social institutions (Trevino, 2001; Viloria, Mamon, Escuadra, Anaya & Landong, 2012). This theory is used in this study to examine how institutions and societal structures work to increase resilience and lessen the effects of disasters in the study of disaster awareness and preparedness. Policymakers can create interventions and policies that improve society's ability to prevent, respond to, and effectively recover from disasters by having a thorough understanding of these processes.

Meanwhile, in the Philippines, this study of disaster awareness and preparedness is supported with these legal bases.

In support of the responsibility of the government to ensure people's safety, the United Nations Humanitarian Resolution 46/182 of 1991 has declared that, "Each State shall have the responsibility first and foremost to take care of the victims of natural disasters and other emergencies occurring on its territory. Hence, the affected State has the primary role in the initiation, organization, coordination, and implementation of humanitarian assistance within its territory".

On 11 June 1978, Presidential Decree (PD) No. 1566 was promulgated to strengthen the capability of the Office of the Civil Defense (OCD) in disaster control, establishing the National Program on Community Disaster Preparedness with the OCD as the operating arm. It also served as the secretariat of the National Disaster Coordinating Council (NDCC), which preceded the NDRRMC. Most of the plans and programs then were focused on emergency preparedness and disaster response.

In the mid-80's the needed reforms on PD 1566 were recognized, thus, the OCD, together with the civil society and other member-agencies of the NDCC, lobbied for the amendment of the disaster management law, or to even change it entirely. There was not much progress then, until typhoons Ondoy (international name: Ketsana) and Pepeng (international name: Parma) hit the Philippines in 2009, which somehow drove home the need to enhance the Philippines' disaster management law. The times demanded something more than a reactive law, but a proactive one that emphasizes prevention and mitigation.

Republic Act No. 10121 is an Act strengthening the Philippine Disaster Risk Reduction and Management System, providing for the National Disaster Risk Reduction and Management Framework and institutionalizing the National Disaster Risk Reduction and Management Plan, appropriating funds therefore and for other purposes. It shall be known as the "Philippine Disaster Risk Reduction and Management Act of 2010".

As embodied in this Act, the Department of Education must conduct related and relevant activities which seeks to intensify disaster preparedness as a key strategy in reducing disaster risk into highlight learner engagement, awareness and disaster risk concerns, and assessment of the capacity of the schools in managing emergencies.

Furthermore, as stated in Rule 10, Section 3, the public sector employees shall be trained in emergency response and preparedness with strong focus on gender responsiveness, sensitivity to indigenous knowledge systems and respect for human rights.

Republic Act 9729 is an Act mainstreaming climate change into government policy formulations, establishing the framework strategy and program on climate change, creating for this purpose the climate change commission, and for other purposes. This Act shall be known as the "Climate Change Act of 2009".

As stated in Paragraph 3, Sec. 2, recognizing the vulnerability of the Philippine archipelago and its local communities, particularly the poor, women, and children, to potential dangerous consequences of climate change such as rising seas, changing landscapes, increasing frequency and/or severity of droughts, fires, floods and storms, climate-related illnesses and diseases, damage to ecosystems, biodiversity loss that affect the country's environment, culture, and economy, the State shall cooperate with the global community in the resolution of climate change issues, including disaster risk reduction. It shall be the policy of the State to enjoin the participation of national and local governments, businesses, non- government organizations, local communities and the public to prevent and reduce the adverse impacts of climate change and, at the same time, maximize the benefits of climate change. It shall also be the policy of the State to incorporate a gender-sensitive, pro-children and pro-poor perspective in all climate change and renewable energy efforts, plans and programs. In view thereof, the State shall strengthen, integrate, consolidate and institutionalize government initiatives to achieve coordination in the implementation of plans and programs to address climate change in the context of sustainable development.

Further recognizing that Climate Change and disaster risk reduction are closely interrelated and effective disaster risk reduction will enhance climate change adaptive capacity, the State shall integrate disaster risk reduction into climate change programs and initiatives.

Republic Act No. 106391, An Act mandating the telecommunications service providers to send free mobile alerts in the event of natural and man-made disasters and calamities, "The free mobile disaster acts" mandated that the State shall, at all times, protect its citizenry in the events of natural-disaster or man-made calamities. It shall likewise exhaust all possible means to notify and inform its constituents of the impending disasters to prevent injuries, destruction and loss of lives and property.

Pursuant to item no. 3 of Dep Ed Order No. 26, s.2006, the Calamity Disaster and Fire Control Group (CDFG) is tasked to established pre-disaster training programs and safety drill exercises. In line with this mandate, the Division of City School shall conduct announced and unannounced disaster preparedness in coping up with various forms of disasters and calamities that may strike anytime.

With the issuance of a policy (DepEd Order No. 37 series 2015), the Comprehensive Disaster Risk Reduction Management (DRRM) in Basic Education Framework seeks to: Protect learners and education workers from death, injury, and harm in schools; Plan for educational continuity in the face of expected hazards and threats; Safeguard education sector investments; and Strengthen risk reduction and resilience through education. It is expected to guide schools in assessing, planning, and implementing their specific prevention and recovery and rehabilitation interventions as expressed in three pillars: Safe learning Facilities, School Disaster Management, and Disaster Risk Reduction in Education.

Based on the new K to 12 curriculum, DRR is integrated from kindergarten to Grade 10 in subject areas such as Health, Social Studies, and Science. The classroom teaching of DRRM could be complemented by various co-curricular activities such as poster making, slogan and essay writing, multi-hazard drills, solid waste management and posting of hazard maps. Given the emotional stress caused by disasters, psychosocial support is also integrated in the learning process of students as a recovery mechanism. This allows students, and teachers to cope with their experience. This strategy is an additional enhancement to the curriculum support for DRRM.

The creation and upgrading of the DRRM service in DepEd (DepEd Order No. 50 Series 2011 and Division Memorandum No. 112 series 2015 of DepEd Bohol) institutionalized DRRM within the basic education system.

Plantilla positions for DRRM Coordinators were created from national to division level offices to fully integrate DRRM policies and programs at all levels. Coordination and information management protocol as well as roles and responsibilities have been defined from school to regional levels to ensure coherence with the already existing structures and legal bases (DepEd Order No. 21, series 2015: DRRM coordination and information management protocol).

Schools have established DRRM policies and programs in support of the national, regional, and divisions directions (R.A. 9155: Basic Education Governance Act of 2001). Specific interventions to address the effects of hazards and risks are determined at the school level.

DepEd Order No. 43, series 2012, The Guidelines on the Implementation of Executive Order No. 66 dated January 9, 2012, entitled “Prescribing Rules on the Cancellation or Suspension of Classes and Work in Government Offices due to typhoons, flooding, other weather disturbances and calamities”, is issued to streamline the procedure on the suspension of classes and work in government offices in times of typhoons, floods, and other disasters or calamities to spare the pupils, students, teachers, and government workers and the general public from unnecessary dangers to their lives and limbs. Concerned local and private school officials are directed to establish lines of communications with their respective local government units.

In Athens, Greece, Fire service spokeswoman Stavroula Maliri said that 81 people died in huge wildfires at the village of Mati, near Athens on July 24, 2018. Some 187 people were hospitalized after the fire, with 71 still being treated including almost a dozen children, most of whom were in a “serious condition”. The toll surpasses the 77 people killed in the previous deadliest fires in Greece, on the southern island of Evia in 2007(inquirer.net).

The UN's Global Assessment Report on Disaster Risk Reduction (GAR, 2023) focuses on building resilience so that it can endure shocks and adapt to them. This includes spending money on early warning systems, which have been shown to reduce harm and offer three times the benefits in risky situations.

Preparing for a disaster involves taking steps to make sure the resources needed are either readily available before the event or can be quickly acquired when needed. These include developing an emergency plan and kit, stockpiling food and water, and making other preparations and modifications that lower the possibility of harm or damage. Behavioral techniques have gained prominence as a means of promoting this behavior because it also serves as a health preventative strategy (Maslang, 2023).

The goal of school disaster management is to safeguard staff and student lives as well as to guarantee students' academic continuity. It goes on to say that staff members, instructors, and administrators always step in for parents, with the responsibility to stay with and protect kids in accordance with both moral and legal requirements. During emergencies, everyone is required to act as "disaster service workers," reuniting children with their families.

Because of this obligation, all school systems and locations must have risk reduction plans and disaster drills in place to safeguard staff and students from harm, reduce disruptions, guarantee the continuity of instruction for all students, and foster and uphold a culture of safety.

Deloite (2021) reports an increasing trend of natural hazard disasters with the current cost to the Australian economy more than 38 billion dollar per year, and cumulative costs of natural hazards estimated to increase to more than 1.2 trillion dollars over the next 40 years under a low emissions scenario.

The Australian Business for Roundtable Disaster Resilience and Safer Communities has called for more investments in disaster resilience approaches, particularly in community preparedness. This type of investment has been shown to have tangible community level effects in flood preparation (Grineski et al., 2020).

According to Johnston et al. (2022), community preparation for natural hazards lowers the risk of physical health issues and negative experiences brought on by disasters, as well as the likelihood of post-traumatic stress disorders, and speeds up the healing process. Nevertheless, there are many different approaches to community engagement for preparedness, which can leave those in charge feeling bewildered and overburdened.

Children and teachers participate in the earthquake drill, fire drill, and other processes in school by learning about ways to prevent and respond to disasters. Engaging with the situation gives teachers and students more control over how things turn out, which reduces their vulnerability during and after an event. Families and communities can lessen some of their concerns about the aftermath of a disaster by actively and passively preparing instructors and students for the occurrence. In addition to being more resilient, these kids are also less likely to exhibit psychological reactions to the event. The secret is to prepare them for an incident that could be traumatizing.

The study of Abukhalaf (2024) revealed that extreme occurrences necessitate strong decision-making abilities and substantial personal resources, particularly in cases where displacement comes suddenly. Furthermore, there are differences among persons in the emotive and cognitive ways that they perceive and process hazards. Thus, this suggests the importance and potency of the "bayanihan," or support system in times of disaster.

According to an article in The Japan Times, on July 23rd, 2018, a record-breaking high temperature of 41.1C was observed in Kumagaya, which constitutes an all-time high for all of Japan; approximately 80 people have died nationwide, including a six-year-old boy who died after participating in the lesson outside; more than 22,000 have required hospitalization for heat stroke, including students who have been participating in activities outside; and the Education Ministry issued a warning to schools to take precautions against heat stroke.

Alkalash et al. (2023) believed that a disaster is any unanticipated incident that causes substantial damage that surpasses the ability of the impacted community to recover. Regrettably, there has been a rise in calamities worldwide in recent years. The key components of effective disaster management and preparedness are human knowledge and attitude.

The importance of human life in the context of safety demands is a global issue that affects people from all walks of life. Every enterprise, including educational institutions, has implemented safety protocols. All around the world, they are seen as heavens of peace. Aside from this perspective, there are reports of significant vulnerability at educational institutions. The number of school-related deaths and injuries caused by violence, disasters, and emergencies that may be prevented if safety procedures were properly followed has been rising globally. Disaster Risk Reduction Education, according to United Nations International Strategy for Disaster Reduction (UNISDR) (2010) mandates that schools create safety, emergency, and disaster preparedness plans in order to equip teachers and students with the knowledge and skills they need to.

Whether an event is called a crisis, an emergency, or a disaster, many people can be affected by it in a number of different ways. Some people lose their lives, while some lose friends or family members. Disasters can have physical, emotional, and economical effects on the lives of communities and individuals, and vulnerable populations have the potential of being severely affected (UNISDR, 2010).

A horrible kind of calamities that left devastation of great proportion, loss of life and belongings are triggered by climate change. Calamity is an event that cause great harm and suffering, much fear and hazards which

resulted to destruction or disaster depriving children of their right to a continuous, quality basic education in a safe environment.

Based on the geographical location, large bodies of water surrounded the country, and the Pacific ring of fire also complicates the Philippine islands since most have a history of volcanic eruptions from the previous years. It is also among the most susceptible to the consequences of global warming. Over the past few decades, El Niño Southern Oscillation has resulted in an increase in drought. In addition, the dry season is getting warmer and the wet season is getting wetter. Rising sea levels pose a hazard to the nation's coastal regions.

Teachers and kids according to DepEd Manual (2008) are included in the process by teaching them about catastrophe preparedness and response. Teachers and students who are involved in the process have more control over how things turn out, which reduces their vulnerability during and after an incident. Families and communities can lessen some of their concerns about the aftermath of a disaster by providing teachers and students with mental and physical preparation for the event. Additionally, these kids are more likely to be resilient and have fewer psychological reactions to the event. The secret is to get them ready for something that can be traumatic.

Year after year, the Philippines gets more than its fair share of disasters, both natural and human-induced. Thus, Filipinos are often characterized as “resilient” – they go through consecutive and sometimes even overlapping crises in any given year, trying to move on, hoping to get more lessons from the last.

Public awareness and public education for disaster reduction are expected to find a heightened role in this process in the future. Many of the same measures that promote safe shelter, clean water, sanitation and hygiene, health, environmental restoration, food security and livelihood protection are the very same key behaviors needed for reducing disaster risks. All the accumulated technical expertise from these sectors is needed, along with additional inputs from multi-hazard risks assessment and specific hazard mitigation measures, and cross disciplinary problem. As said by Petra Nemcora, “we cannot stop natural disasters but we can arm ourselves with knowledge; so many lives wouldn’t have to be lost if there is enough disaster preparedness”.

According to the National Disaster Risk Reduction and Management Framework (NDRRMF), through the National Disaster Risk Reduction and Management Plan (NDRRMP), the country will have “safer, adaptive, and disaster resilient communities towards sustainable development” to be achieved through Prevention and Mitigation, Preparedness, Response, Rehabilitation and Recovery.

Preparedness are the key strategic actions that give importance to activities revolving around community awareness and understanding, contingency planning, conduct of local drills, and the development of a national disaster response plan. Risk-related information coming from the prevention and mitigation aspect is necessary for the preparedness activities to be responsive to the needs of the people and to the situation on the ground. Also, the policies, budget, and institutional mechanisms established under the prevention and mitigation priority area will be further enhanced through capacity-building activities and development of coordination mechanisms. Through these, coordination, complementation, and interoperability of work in DRRM operations and essential services will be ensured.

Climate change triggers a horrible kind of calamities that left devastation of great proportion, loss of life and belongings. Calamity is an event that cause great harm and suffering, much fear and hazards which resulted to destruction or disaster depriving children of their right to a continuous, quality basic education in a safe environment.

Hazards only become disasters when it affects a population. If it occurs in a community which is well prepared for such events may not experience a disaster. Decreasing vulnerabilities and increasing capacities of a community exposed to a hazard could prevent disasters (Dep Ed Disaster Risk Reduction Manual, 2008).

Based on what the former DepEd Secretary Bro. Armin A. Luistro said, the Philippines is vulnerable to a variety of threats. Among the industry’s most at risk from disasters is the education industry. For the

Department of Education to fulfill its goals of governance, quality, and access, disaster risks facing the education system must be reduced. Therefore, by improving school safety, the Department of Education (DepEd), a member of the National Disaster Risk Reduction and Management Council (NDRRMC), has been strengthening the resilience of education. In addition, as schools are a common place for knowledge and skill sharing, there are great expectations that they will set an example for preparedness and prevention of disasters. One of the most important ways to assess the effectiveness of the education is to give future generations is through successful mitigation.

The Philippine Disaster Risk Reduction and Management (DRRM) are put into practice by the Department of Education (DepEd). It aimed to increase learners' degree of resilience to natural disasters by incorporating DRRM into the curriculum and other educational programs and projects (Cabuga et al., 2023).

Titko (2020) revealed that climate change-related disaster projections, disaster risk management, or DRM, is emerging as a critical component of sustainable development. The potential for public participation in DRM deployment is currently a matter of much discussion. Understanding the factors that support public preparedness for catastrophes is crucial, as there is special doubt about the preparedness of the populace for public participation.

Risk assessment, early warning systems, public awareness and education, infrastructure and land-use planning, preparedness and response planning, and sustainable development are often the main elements of disaster risk reduction. Education and public awareness constitute the third component. The building of resilience and the successful implementation of DRR measures depend heavily on educating communities about potential hazards as well as how to prepare for and respond to disasters. Planning for land use and infrastructure makes up the fourth element. When it comes to readiness and response planning, creating thorough plans for both can help to ensure that emergency situations are handled quickly and efficiently, limiting damage to people and property. Last but not least, when it comes to sustainable development, incorporating DRR into development planning can aid in building resilient and sustainable communities that are better prepared (Asi et al., 2023).

Asi (2023) believed that preparedness is a crucial component of any successful plan to reduce the risk of disaster. It can improve public awareness and response capabilities, develop early warning systems, and increase understanding of duties and responsibilities in the case of a disaster. Improving Disaster Readiness for Efficient Reaction expands upon and references current guidelines while offering real-world instances of risk-aware readiness.

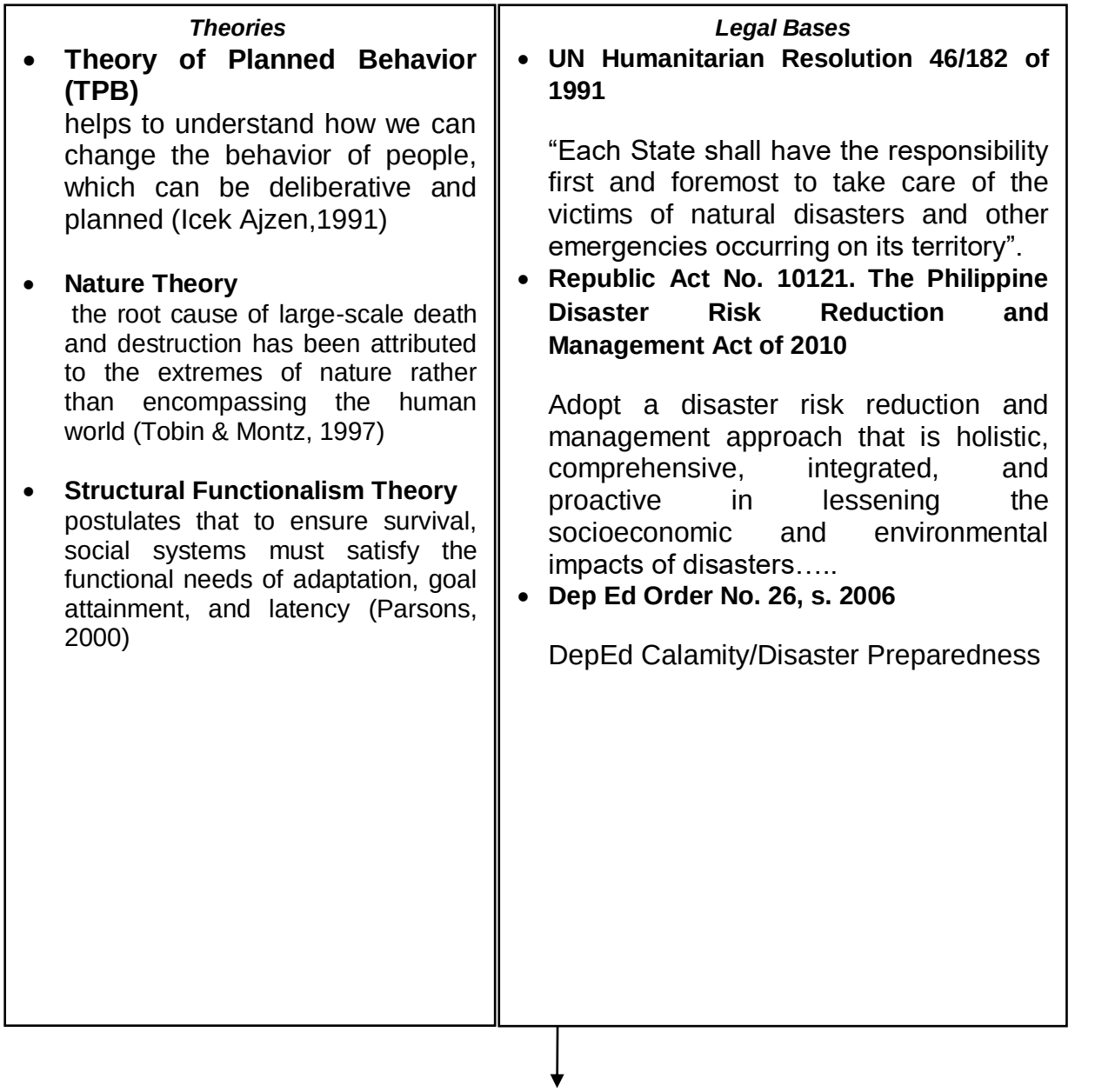
The study conducted by Septikasari, Atmoko and Wilujeng (2024) examined the urgency of disaster education in enhancing preparedness in elementary schools located in disaster-prone areas. It found that 86% of schools had not implemented disaster education programs. The research highlighted that the most urgent need was for safe school facilities, followed by disaster risk management and education on disaster prevention. The study concluded that implementing the three pillars of the Disaster Safe Education Unit (SPAB) program—safe school facilities, disaster management, and risk reduction education—would significantly improve school preparedness in disaster-prone areas.

The research by Cruz and Ormilla (2022) evaluated the implementation of the Disaster Risk Reduction Management (DRRM) program in public elementary schools in the Ifugao district. It revealed that while safe learning environments were established and DRRM was integrated into the curriculum, there were still areas needing improvement regarding disaster preparedness activities. The study concluded that a strong correlation exists between the level of awareness among school personnel and the effectiveness of DRRM implementation, suggesting that enhancing training and awareness could further improve preparedness levels.

The study by Shah et al. (2020) gathered insights from school principals and teachers using a Likert-type questionnaire. It found that many schools lacked adequate preparedness measures despite being located in earthquake-prone regions. The research emphasized the importance of effective leadership and training in improving disaster preparedness and recommended developing comprehensive disaster response plans tailored to local risks,

The study by Ecle (2023) aimed to enhance disaster awareness and preparedness among personnel and students through a training seminar. The results showed a significant improvement in awareness levels post-training, indicating that targeted educational interventions can effectively increase disaster preparedness among school communities. The study concluded that regular training is essential for maintaining high levels of awareness and readiness

The research by Malasarte et al. (2024) focused on equipping students with knowledge about preventive measures related to disaster risk reduction management. It found that increasing students' awareness significantly improved their preparedness levels for potential disasters. The study concluded that educational programs tailored to enhance understanding among pupils are crucial for effective disaster risk management.



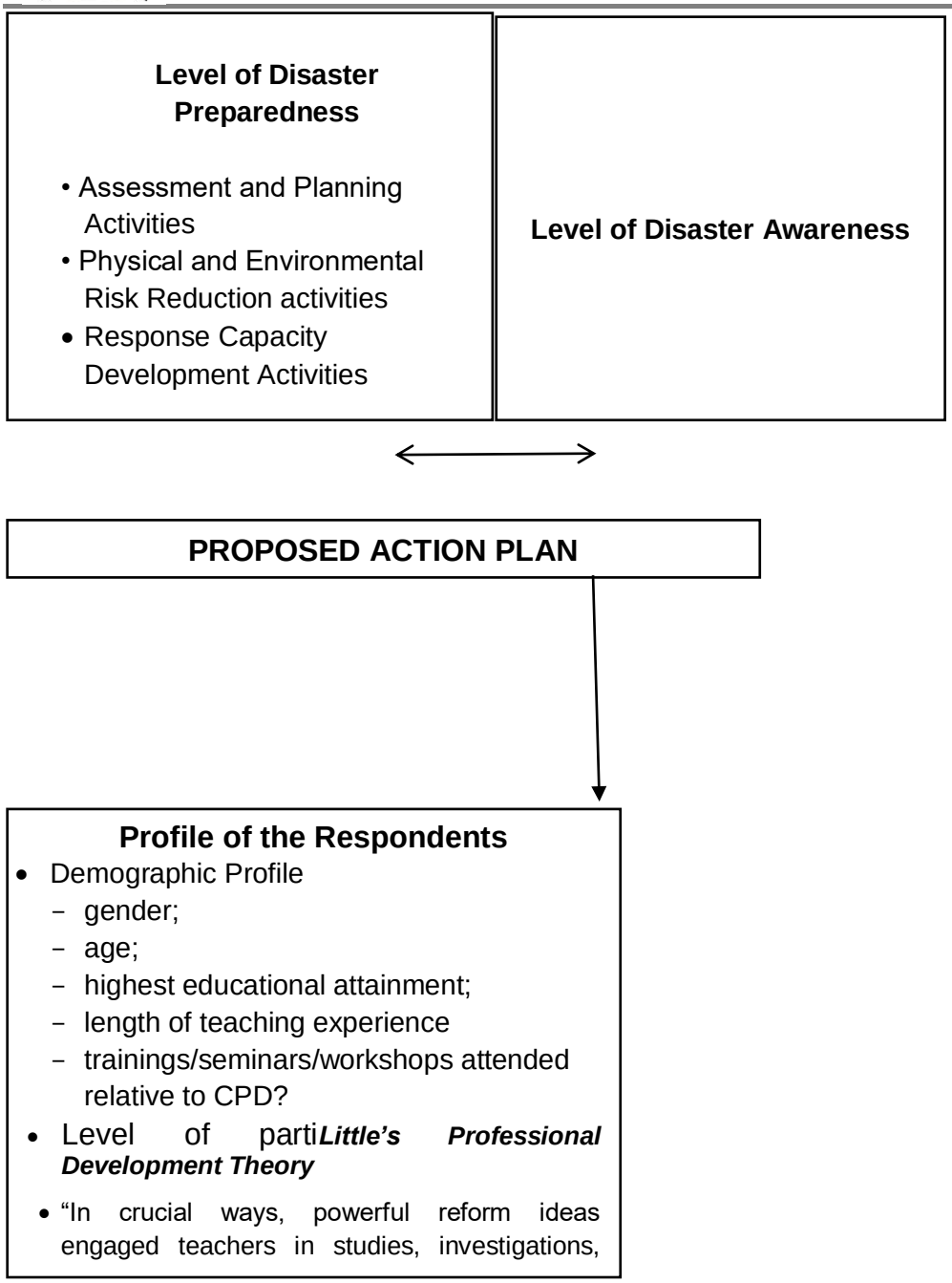


Figure 1. Theoretical and Conceptual Framework of the Study

THE PROBLEM

Statement of the Problem

The main purpose of the study was to determine the disaster awareness and preparedness among public elementary schools in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts for the School Year 2024-2025. The findings served as the bases for proposing an action plan.

Specifically, it sought to answer the following questions:

1. What is the level of awareness on DRRM among public elementary schools as perceived by the school heads and the school DRRM coordinators in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts?

2. What is the level of preparedness on DRRM does each school possess in terms of:

2.1. assessment and planning activities;

2.2. physical and environmental risk reduction; and

2.3. response capacity development activities?

Is there a significant relationship between the perception of the school heads and the school DRRM coordinators on the level of awareness and their disaster preparedness?

Is there a significant difference between the perception of the school heads and the school DRRM coordinators on the level of preparedness in terms of:

2.4. assessment and planning activities;

2.5. physical and environmental risk reduction; and

2.6. response capacity development activities?

What action plan maybe proposed to implement to enhance disaster awareness and preparedness in school based on the results of the study?

Null Hypotheses

There is no significant relationship between the perception of the school heads and the school DRRM coordinators level of awareness and level of disaster preparedness.

There is no significant difference on the perception of the school heads and the school DRRM coordinators level of preparedness in terms of:

1.1. assessment and planning activities;

1.2. physical and environmental risk reduction; and

1.3. response capacity development activities.

Significance of the Study

The findings of this study would benefit the following:

School Principals/Heads. The findings of this study would give ample awareness to the school administrators on the level of disaster preparedness structured among the schools involved in the study and would serve as baseline data for the improvement and development of schools' disaster preparedness plan. In addition, this study fosters realization on the findings needed to be done to ensure the safety of their school environment to the different kinds of disaster.

Teachers. This study would encourage the teachers to improve one's knowledge about disasters and bear in mind the roles and responsibilities when it occurs.

Pupils. This study would make the pupils realize the importance of being prepared from disasters, help them be aware and be knowledgeable of the "do's" and "don'ts" in times of disaster with the guidance of the teachers or parents.

Parents. The findings of this study would help the parents to be aware if their children's school environment is hazard-free and prepared from disasters to be able to remind their children of the things they need to do to keep safe and to avoid danger brought by disasters.

Future Researchers. This study would serve as baseline information for further study concerning disaster preparedness of schools.

RESEARCH METHODOLOGY

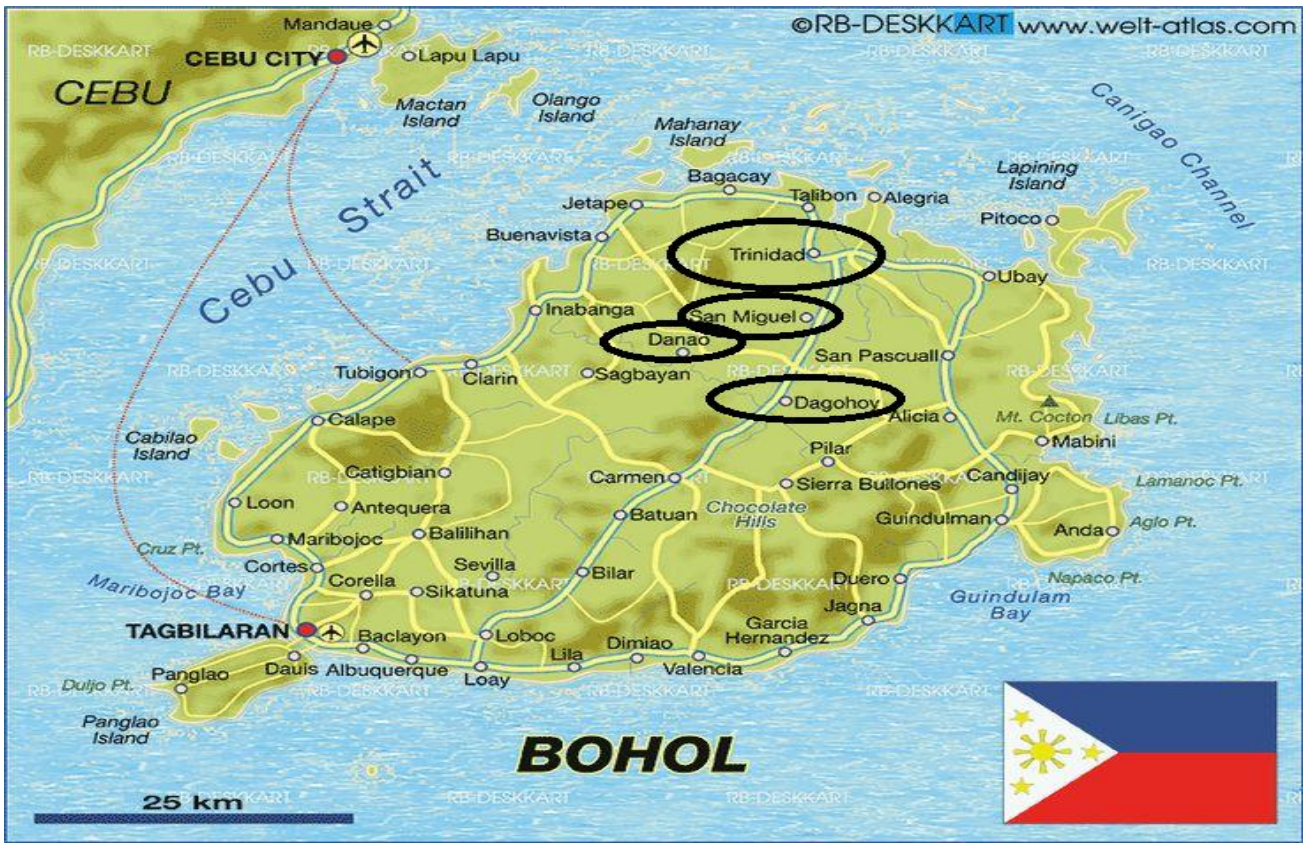
Design

The study was a quantitative descriptive survey, employing correlational method. Descriptive research approach described the characteristics of the population or phenomenon studied. This focused on describing the nature of a demographic segment. It focused on the disaster awareness and preparedness among public elementary schools in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts. The researcher used the modified survey questionnaire to assess the level of awareness and disaster preparedness developed by Petal and Green (2008). The instrument was used in the data gathering needed in the study in order to generate the information relevant to what is asked in the statement of the problem.

Environment and Participants

The Districts of Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) were the locale of the study. DaDaSanTri is one of the Sub-congressional districts in the Second Congressional District in the Province of Bohol. The study included the sixty (60) public school SDRRM Coordinators, and sixty (60) school heads in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts as the research participants. Simple random sampling was applied selecting the research participants in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts.

The researcher preferred to include public elementary school SDRRM Coordinators, and school heads from Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts. The researcher considered the following criteria for selecting respondents: (a) currently a public elementary SDRRM coordinator, and school head in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts, (b) teachers, and school heads at the elementary level, and (c) willing to participate in this study as a respondent. The map depicts the locale of the study that was highlighted.



Legend: ⬭ Study Site

Figure 2. Map of Bohol showing the study sites

Instruments

The researcher used an adapted questionnaire from the compiled and adapted checklist of Maria Petal and Rebekah Green (2008) for the Great California Shakeout entitled, Risk RED School Disaster Response Drill Model and Template". Some items of the said questionnaire were derived from the Disaster Preparedness Handbook by HYDN Publishing, Philippine Copyright (2014) and its Licensors, Revised 2016, All Rights Reserved.

The questionnaire was categorized into 3 parts: Part I. Profile of the school personnel, Part II. Level of disaster awareness, Part III. Level of Preparedness (Assessment on planning Activities, Physical and Environmental Risk Reduction, Response capacity and Development Activities).

The researcher utilized a 5-point Likert scale to assess the level of disaster awareness based on responses from the survey questionnaire, with ratings ranging from "1 – Very Low Awareness" to "5 – Very High Awareness."

Additionally, the Likert scale defined a score of 5 as representing "Very High Awareness," indicating that respondents are very highly aware of the Disaster Risk Reduction and Management (DRRM) program. A score of 4 is classified as "High Awareness," reflecting a highly awareness. A score of 3 signifies "Moderate Awareness," corresponding to moderately awareness. A score of 2 is labeled as "Low Awareness," indicating that respondents are lowly aware, while a score of 1 is categorized as "Very Low Awareness," suggesting a very low awareness level.

Similarly, a 4-point Likert scale was employed to assess the level of disaster preparedness, with the following designations: a score of 4 (Well Prepared) indicates that respondents have "Always Practiced" the necessary actions; a score of 3 (Prepared) signifies that they have "Frequently Practiced" these actions; a score of 2 (Partially Prepared) suggests that they have "Partially Practiced" them; and a score of 1 (Not Prepared) means they have "Not Practiced" them at all.

To ensure its validity, the researcher-made and modified survey questionnaire had to undergo a validity test. It was piloted to the five (5) school heads, and five (5) SDRRM Coordinators in Ubay I district who were not part of the study's respondents though they possess the same profile. The Cronbach's Alpha was employed in validating the modified tool.

Data Gathering Procedures

Permission to carry out the study was secured first from the Campus Director and the Dean of the School of Advanced Studies. Upon the endorsement, the researcher asked permission from the Schools Division Superintendent of Bohol to conduct the study in the public schools of Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts, Bohol Division.

The modified survey questionnaire had undergone a validity and reliability test. It was piloted to teachers and learners who were not part of the study's respondents though they possess the same profile.

After the approval to conduct the study, the researcher asked permission from the Public Schools District Supervisors of Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts. Then, the researcher personally distributed the survey-questionnaires to the respondents. Furthermore, the researcher assured the respondents regarding the confidentiality of their responses and sincerely sought their utmost cooperation in honestly and objectively answering the survey questionnaire. After a week, the questionnaires were personally retrieved by the researcher for data tabulation, treatment, analysis and interpretation purposes.

Statistical Treatment

To determine the level of disaster awareness and the level of preparedness among public elementary schools in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts, Weighted Mean was used.

To determine the significant relationship between the respondents' perception on the level of awareness and the perception on the level of disaster preparedness, Pearson Product Moment Correlation was used.

To determine the significant difference between the perception of respondents on the level of preparedness in terms of assessment and planning activities, physical and environment risk reduction, and response capacity development activities, t-test will be utilized.

Definition Of Terms

The subsequent definitions provided clarity on the elements of the problem and the conceptual and the practical assumptions upon which they were introduced.

Awareness. This refers to the knowledge or perception of a situation or fact. It is the ability to feel to be concerned and well-informed interest in a particular situation or development.

Disaster. This refers to all natural and man-made phenomena like earthquakes, landslides, floods, wildfires, tornadoes, tsunami, and typhoons which may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption or environmental damage.

Preparedness. This refers to the activities and measures taken in advance to ensure effective response to the impact of hazards, including the issuance of timely and effective early warnings and the temporary evacuation of people and property from threatened locations.

School Disaster Risk Reduction Management (DRRM) Coordinators. They play a crucial role in ensuring the safety and preparedness of educational institutions in the face of potential disasters. They are public school teachers in the public elementary schools of Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts. They act as the primary point of contact for communication with local disaster risk reduction councils and other partner organizations.

School Heads. They are the school in-charge/teacher-in-charge, head teachers, and/or principals in the public elementary schools of Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts.

Presentation, Analysis And Interpretation Of Data

This chapter provides an overview, analysis, and interpretation of the data, which includes the disaster awareness and preparedness among public elementary schools in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts.

Table 1 shows the level of disaster awareness according to the school heads. From their perspective, Item 2, which asks about "the content of the School Disaster Risk Reduction Management (DRRM) Plan," and

Table 1 Respondents' Perception on the Level of Disaster Awareness

Awareness of	**School Head N_1=60**			**DRRM Coordinator N_2=60**			**Overall**		
	WM	**DI**	**Rank**	**WM**	**DI**	**Rank**	**WM**	**DI**	**Rank**
1. School's Disaster Risk Reduction and Management (DRRM) Plan	3.98	HA	8	3.42	HA	8	3.70	HA	9
2. the content of the	4.18	HA	1.5	3.60	HA	6	3.89	HA	4

DRRM Plan									
3. the special alarm that is raised in case of an emergency	4.03	HA	7	3.67	HA	5	3.85	HA	6
4. the safe and unsafe places in your school for an earthquake	3.95	HA	10	3.50	HA	7	3.73	HA	8
5. the assembly point of your school where you would go after the tremor subsides	4.12	HA	5	3.77	HA	2	3.95	HA	2
6. the markings for safety precautions in your school	3.97	HA	9	3.75	HA	3	3.86	HA	5
7. the evacuation routes in your school	4.15	HA	3.5	3.68	HA	4	3.92	HA	3
8. the different disaster preparedness drills	4.15	HA	3.5	4.10	HA	1	4.13	HA	1
9. the facilities and equipment to be used in times of disaster	4.18	HA	1.5	3.32	HA	9	3.75	HA	7
10. the School staffs are expected to stay as disaster service workers	4.07	HA	6	3.17	MA	10	3.62	HA	10
Average Weighted Mean	**4.08**	**HA (61-80% aware of the DRRM Programs)**		**3.60**	**HA (61-80% aware of the DRRM Programs)**		**3.84**	**HA (61-80% aware of the DRRM Programs)**	

Legend:

Rating Scale	**Descriptive Interpretation (DI)**	**Meaning**
4.20- 5.00	Very High Awareness (VHA)	very hgighly aware of the DRRM Programs
3.40- 4.19	High Awareness (HA)	highly aware of the DRRM Programs
2.60- 3.39	Moderate Awareness (MA)	moderately aware of the DRRM Programs
1.80- 2.59	Low Awareness (LA)	lowly aware of the DRRM Programs
1.00- 1.79	Very Low Awareness (VLA)	very lowly aware of the DRRM Programs

item 9, which asks about "the facilities and equipment to be used in times of disaster," both received the highest weighted mean of 4.18, categorized as "High Awareness," meaning the respondents were highly aware of the DRRM Programs. On the other hand, Item 4, which addresses "the safe and unsafe places in your school for an earthquake," received the lowest weighted mean of 3.95, still categorized as "High Awareness," indicating the same level of awareness about DRRM programs. The overall average weighted mean across all items was 4.08, which was also interpreted as "High Awareness" or highly aware of the DRRM Programs. The data revealed that school heads exhibit a high level of awareness of disaster preparedness about the DRRM plan's content and the equipment needed during a disaster. However, there's a slightly less awareness regarding the safe and unsafe places during an earthquake. The overall average score suggests that school

heads have a strong understanding of DRRM programs, but there is still room for further improvement, particularly in specific areas such as earthquake preparedness.

According to the teachers' responses, the data in the table indicated that Item 8, which asks about "the different disaster preparedness drills," received the highest weighted mean of 4.10, categorized as "High Awareness," meaning that the teachers were highly aware of the DRRM programs. In contrast, Item 10, which refers to "the school staff's expectation to stay as disaster service workers," received the lowest weighted mean of 3.17, categorized as "Moderate Awareness," meaning that the teachers were moderately aware of the DRRM programs. The overall average weighted mean for all items was 3.60, interpreted as "High Awareness," indicating that, overall, the teachers were highly aware of the DRRM programs. The data showed that while teachers were generally highly aware of disaster preparedness drills (as indicated by the high score for Item 8), they show moderate awareness regarding their specific roles as disaster service workers (Item 10). The overall average indicates that teachers have a strong understanding of DRRM programs, though scope for improvement exists, especially in clarifying the expectations and roles of staff during disasters.

The finding that "the overall average weighted mean was 3.84, categorized as 'High Awareness', which means highly aware of the DRRM Programs. Majority of participants have a strong understanding of DRRM programs, but there may still be areas where further awareness or understanding can be enhanced. In other words, while participants are knowledgeable, there is some area that needs attention in fully grasping the details of DRRM programs.

The findings were in agreement with what Maslang (2023) had accented that the increased public awareness directly contributes to better preparedness efforts, emphasizing the necessity for community-based disaster management systems that involve local populations in understanding and addressing their vulnerabilities. Community involvement in disaster risk reduction is essential, as it enables individuals to utilize their local knowledge and traditional coping mechanisms effectively during emergencies. Families with higher disaster awareness reported better preparedness levels, reinforcing the idea that education and awareness initiatives are vital for reducing disaster impacts.

Table 2 illustrates the level of disaster preparedness concerning assessment and planning activities. According to the school heads, the data showed that item 10, "Teachers are prepared to check in on neighboring classrooms," received the highest weighted mean of 3.52, categorized as "Well Prepared," indicating that this activity is consistently carried out. In contrast, item 8, "Staff has completed their own classroom disaster plans," received the lowest weighted mean of 3.02, which described as "Prepared," meaning this activity is practiced frequently but not consistently. The overall average weighted mean was 3.35, interpreted as "Well Prepared," signifying that, on the whole, the disaster preparedness activities generally conducted regularly. The data suggested that, from the perspective of school heads, there is a generally high level of preparedness in terms of disaster planning and assessment activities. From the teachers' perspective, the data in the table showed that item 10, "Teachers are prepared to check in on neighboring classrooms," received the highest weighted mean score of 3.70, categorized as "Well Prepared," indicating that this action is consistently carried out.

Table 2 Level of Disaster Preparedness in Terms of Assessment and Planning Activities

Statement	School Head N_1=60			DRRM Coordinator N_2=60			Overall		
	WM	DI	Rank	WM	DI	Rank	WM	DI	Rank
Has a disaster preparedness plan.	3.42	WP	7	3.15	P	13	3.29	WP	13
Has an organizational structure of disaster controlled group.	3.43	WP	5.5	3.42	WP	9	3.43	WP	5
School staff have reviewed and revised the plan in the past years.	3.17	P	13	3.45	WP	7	3.31	WP	10
Conducts disaster preparedness trainings and seminars for both	3.40	WP	8.5	3.08	P	16	3.24	P	15

teachers and students.									
Drills actually conducted.	3.48	WP	3	3.47	WP	6	3.48	WP	3.5
Stores accessible and functional emergency tools.	3.38	WP	10.5	3.22	P	11	3.30	WP	11.5
Proper use of facilities and equipment were taught to teachers and students**.**	3.43	WP	5.5	3.52	WP	5	3.48	WP	3.5
Staff has completed their own classroom disaster plans.	3.02	P	16	3.43	WP	8	3.23	P	16
Evacuation route map is posted in each room, with the room marked on map.	3.37	WP	12	3.28	WP	10	3.33	WP	9
Teachers are prepared to check in on neighboring classrooms.	3.52	WP	1	3.70	WP	1	3.61	WP	1
Has plans on the assistance in evacuation of the individuals with disabilities or physically challenged.	3.50	WP	2	3.17	P	12	3.34	WP	8
Pupils' emergency release and emergency contact information is updated at the beginning of the school year.	3.38	WP	10.5	3.68	WP	2	3.53	WP	2
Has a plan for an alternate school site for school continuity following a disaster.	3.15	P	14	3.60	WP	4	3.38	WP	7
Has a plan for alternative schedules and methods as needed, means for continuing instruction during a period of school closure due to disaster.	3.13	P	15	3.65	WP	3	3.39	WP	6
Has an off-site secure back-up of educational records and emergency contact and release information in an alternate location.	3.47	WP	4	3.12	P	14	3.30	WP	11.5
Has insurance coverage for school disaster risks.	3.40	WP	8.5	3.10	P	15	3.25	P	14
Average Weighted Mean	**3.35**	**WP (Have Always Done)**		**3.38**	**WP (Have Always Done)**		**3.37**	**WP (Have Always Done)**	

Legend:

Rating Scale	**Descriptive Interpretation (DI)**	**Meaning**
3.25 – 4.00	Well Prepared (WP)	Have Always Practiced
2.50 – 3.24	Prepared (P)	Have Frequently Practiced
1.75 – 2.49	Partially Prepared (PP)	Have Partially Practiced
1.00 – 1.74	Not Prepared (NP)	Have Not Practiced

On the other hand, item 4, "Conducts disaster preparedness trainings and seminars for both teachers and students," received the lowest weighted mean of 3.08, which is classified as "Prepared," meaning it occurs frequently but not as regularly. The overall average weighted mean across all items was 3.38, interpreted as "Well Prepared," meaning that, overall, teachers feel they are consistently prepared. The data reflected that

from the teachers' viewpoint, disaster preparedness is generally seen as well-established within the school, with a high level of preparedness in activities such as teachers being ready to check on neighboring classrooms during a disaster (item 10), which is viewed as consistently practiced. However, the slightly lower score for conducting disaster preparedness training (item 4) suggested that while it is done, it may not be as regularly executed. With an overall average weighted mean of 3.38, classified as "Well Prepared," the teachers generally feel that disaster preparedness activities were carried out consistently.

The finding indicated that the overall level of preparedness, as measured by the average weighted mean of 3.37, falls under the category of "Well Prepared", which means "Have Always Practiced." This suggests that, in general, the respondents (likely school heads or teachers) feel that they consistently engage in preparedness activities and practices. They were thoroughly ready and have established routines or actions in place that were regularly followed, reflecting a high degree of readiness in disaster preparedness efforts.

According to Johnston et al. (2022), disaster preparedness involves thorough assessments that identify potential hazards, vulnerabilities, and the capacity of communities to respond. This understanding is essential for developing targeted strategies that address specific risks faced by a community or organization.

Table 3 presents the level of disaster preparedness regarding physical and environmental risk reduction activities. According to the school heads' responses, item 7, which states, "Entrance and exit doors in each room and building are swinging outside," received the highest weighted mean of 3.60, categorized as "Well Prepared," indicating that this action was consistently performed. On the other hand, item 6, which refers to "Has emergency lighting to be used during disasters," received the lowest weighted mean of 3.03, described as "Prepared," meaning it was frequently carried out. The overall average weighted mean of 3.38 was interpreted as "Well Prepared," signifying that these activities were regularly practiced. The data revealed that school heads generally feel confident in their level of preparedness in terms of physical and environmental risk reduction activities. The item with the highest score—regarding the swinging exit doors—suggests that schools have successfully implemented essential safety measures that were consistently in place. However, the lower score for emergency lighting indicates that while this preparedness measure was still practiced, it may not be as consistently maintained or as prominently

Table 3 Level of Disaster Preparedness in Terms of Physical and Environmental Risk Reduction Activities

Statement	**School Head N_1=60**			**DRRM Coordinator N_2=60**			**Overall**		
	WM	DI	Rank	WM	DI	Rank	WM	DI	Rank
1. School buildings meet all current standards for disaster safety.	3.45	WP	3.5	3.42	WP	5	3.44	WP	5
2. School gate is passable with standard fire trucks.	3.53	WP	2	3.57	WP	3	3.55	WP	2
3. Has fastened tall and heavy furnishings that could fall or slide during disasters and could injure or kill people.	3.17	P	7	3.20	P	7	3.19	P	7
4. Has limited, isolated, and secured hazardous materials.	3.45	WP	3.5	3.22	P	6	3.34	WP	6
5. Exit routes are marked and are kept clean.	3.42	WP	5	3.63	WP	1	3.53	WP	3
6. Has emergency lightings to be used during disasters.	3.03	P	8	3.17	P	8	3.10	P	8
7. Entrance and exit doors in each room and buildings are swinging outside.	3.60	WP	1	3.53	WP	4	3.57	WP	1
8. Facilities and equipment are in place and maintained regularly.	3.38	WP	6	3.58	WP	2	3.48	WP	4

Average Weighted Mean	**3.38**	**WP (Have Always Practiced)**	**3.41**	**WP (Have Always Practiced)**	**3.40**	**WP (Have Always Practiced)**

Legend:

Rating Scale	Descriptive Interpretation (DI)	Meaning
3.25 – 4.00	Well Prepared (WP)	Have Always Practiced
2.50 – 3.24	Prepared (P)	Have Frequently Practiced
1.75 – 2.49	Partially Prepared (PP)	Have Partially Practiced
1.00 – 1.74	Not Prepared (NP)	Have Not Practiced

addressed. Despite the variation in specific activities, the overall result of 3.38, categorized as "Well Prepared," demonstrates that schools were generally proactive and prepared, but there may be room for improvement in certain areas like emergency lighting. According to the teachers' responses, the data in the table showed that item 5, which states, "Exit routes are marked and are kept clean," received the highest weighted mean score of 3.63, categorized as "Well Prepared," indicating that this action was consistently carried out. On the other hand, item 6, which refers to "Has emergency lighting to be used during disasters," received the lowest weighted mean of 3.17, classified as "Prepared," meaning it is frequently done. The overall average weighted mean across all items was 3.41, interpreted as "Well Prepared," which means that most activities were performed regularly. The results suggest that teachers generally perceive the school as well-prepared for disaster-related activities, with exit routes being the most consistently addressed aspect, as evidenced by the high mean score of 3.63. This indicates that ensuring clear and accessible exit routes was a high priority. However, the lower score for emergency lighting (3.17) implies that while it is still practiced, it may not be as regularly checked or maintained as other safety measures. Despite this, the overall average score of 3.41, categorized as "Well Prepared," indicates a strong sense of readiness among teachers, with most disaster preparedness measures being regularly implemented.

The finding indicates that the overall average weighted mean score across all items was 3.40, which falls under the category of "Well Prepared." This categorization means that the activities or measures related to disaster preparedness were consistently and regularly implemented, as reflected by the description "Have Always Done." In other words, the participants (likely school heads or teachers) perceive the level of preparedness as high and stable, with most actions being done reliably and without fail.

The findings were in conformity with what Abukhalaf (2024) had asserted that effective disaster preparedness involves thorough assessment and planning for potential risks. This includes identifying vulnerable areas, developing evacuation routes, and conducting simulations and drills to prepare communities for emergency responses. By understanding the geographic and environmental context of hazards, communities can create more effective response strategies that reduce the severity of impacts during actual events.

Table 4 highlights the level of disaster preparedness concerning response capacity development activities. According to the school heads, data reveals that item 2, which refers to "Pupils practicing 'Drop, Cover, and Hold' in their classrooms and building evacuations," received the highest weighted mean of 3.42, categorized as "Well Prepared," indicating that this activity was consistently and regularly done. On the other hand, item 4, which refers to the availability of "Emergency Go-Bags in classrooms," received a slightly lower weighted mean of 3.30, still categorized as "Well Prepared." The overall average weighted mean was 3.36, which also falls under the "Well Prepared" category, signifying that disaster preparedness activities were regularly practiced.

Table 4 Level of Disaster Preparedness in Terms of Response Capacity Development Activities

Statement	**School Head N_1=60**			**DRRM Coordinator N_2=60**			**Overall**		
	WM	DI	Rank	WM	DI	Rank	WM	DI	Rank
1. Pupils, teachers,	3.32	WP	4	3.58	WP	1	3.45	WP	3

and staff are trained to use fire extinguisher.									
2. Pupils have practiced "Drop, Cover and Hold" in their classrooms and building evacuations.	3.42	WP	1	3.55	WP	2	3.49	WP	1
3. Pupils are taught about 4 ways for building evacuation: "Don't Talk! Don't Push! Don't Run! Don't Turn Back!"	3.38	WP	3	3.38	WP	5	3.38	WP	4
4. Emergency Go-Bag are available in the classrooms.	3.30	WP	5	3.43	WP	4	3.37	WP	5
5. Pupils are taught that if they are outside the classroom, they should exit to the assembly area, NOT to go back inside.	3.40	WP	2	3.52	WP	3	3.46	WP	2
Average Weighted Mean	**3.36**	**WP (Have Always Practiced)**		**3.49**	**WP (Have Always Practiced)**		**3.43**	**WP (Have Always Practiced)**	

Legend:

Rating Scale	**Descriptive Interpretation (DI)**	**Meaning**
3.25 – 4.00	Well Prepared (WP)	Have Always Practiced
2.50 – 3.24	Prepared (P)	Have Frequently Practiced
1.75 – 2.49	Partially Prepared (PP)	Have Partially Practiced
1.00 – 1.74	Not Prepared (NP)	Have Not Practiced

The results suggest that the school heads perceive their disaster preparedness efforts as strong and consistent. The highest score reflects a reliable commitment to ensuring that pupils regularly practice critical safety measures like "Drop, Cover, and Hold" and evacuations, which were essential in responding to emergencies. The slightly lower score for "Emergency Go-Bags" indicates that while this is also an ongoing and established practice, it may not be as frequently emphasized or implemented as the safety drills. The average score of 3.36, falling within the "Well Prepared" range, indicates that overall, the preparedness activities were viewed as robust and routinely carried out, showing a high level of readiness in the schools for disaster response. According to the teachers' responses, the data in the table showed that item 1, which states "Pupils, teachers, and staff are trained to use a fire extinguisher," received the highest weighted mean score of 3.58, categorized as "Well Prepared," indicating that this activity was consistently practiced. On the other hand, item 3, which refers to teaching pupils the four key principles for building evacuation ("Don't Talk! Don't Push! Don't Run! Don't Turn Back"), received the lowest weighted mean of 3.38, still categorized as "Well Prepared." The overall average weighted mean for all items was 3.49, which also falls under the "Well Prepared" category, meaning that these preparedness activities were regularly and consistently performed. The data showed that, from the teachers' perspective, the school demonstrates a strong level of preparedness in disaster response activities. The highest mean score for the fire extinguisher training suggests that the school places significant emphasis on ensuring that pupils, teachers, and staff were well-prepared to handle fire-related emergencies. The slightly lower score for evacuation procedures, while still categorized as "Well Prepared," suggests that this practice, though consistently implemented, might not be as strongly emphasized as fire safety training which also indicates that the teachers perceive the school to be in a solid state of readiness, with disaster preparedness activities being a regular part of their routine.

The finding indicates that, based on the average weighted mean of 3.43, the overall level of preparedness was categorized as "Well Prepared," which means that the activities or measures in question have been consistently and regularly implemented. In this case, the term "Have Always Done" suggests that the preparedness activities were not only frequent but also firmly established as part of the regular routine, showing that the school was well-equipped and ready for potential disaster situations.

The results being revealed were in consonance with what Alkalash et al. (2023) had underscored that effective disaster preparedness involves thorough assessment and planning for potential risks. This includes identifying vulnerable areas, developing evacuation routes, and conducting simulations and drills to prepare communities for emergency responses. By understanding the geographic and environmental context of hazards, communities can create more effective response strategies that reduce the severity of impacts during actual events.

Table 5 unveils the analysis of the relationship between respondents' perceptions of disaster awareness and their preparedness levels. The findings indicate that there was no significant correlation between these two variables, as demonstrated by a computed correlation coefficient of r = 0.22 and a p-value of 0.08, which exceeds the critical significance level of 0.05. Consequently, the null hypothesis was accepted. This finding suggests that the respondents' understanding of disaster awareness does not significantly influence their level of preparedness for disasters. The lack of a strong correlation indicates that improvements in disaster awareness may not necessarily lead to enhanced preparedness among the respondents. As a result, the initial assumption (null hypothesis) that there was no relationship between these two factors was supported by the data.

Table 5 Analysis on the Significant Relationship Between the Respondents' Perception on the Level of Disaster Awareness and Preparedness

N1=60; N2=60

Source of relationship	Comp r value	Comp p value	Critical p value	Interpretation	Decision
Disaster Awareness	0.22	0.08	0.05	No Relationship	Accept H_0
Disaster Preparedness					

The results were in agreement with what Cabuga et al. (2023) had asserted that the higher levels of disaster awareness among community members lead to improved preparedness, enabling them to respond effectively during emergencies. Communities that are well-informed about potential risks and appropriate responses can significantly reduce the impact of disasters on lives and property

Table 6 illustrates the analysis of the differences in respondents' perceptions regarding the level of disaster preparedness. The findings indicate that there was no significant differences in disaster preparedness levels when considering assessment and planning activities (t = -0.208; p = 0.836), physical and environmental risk reduction (t = -1.122; p = 0.264), and response capacity development activities (t = -1.288; p = 0.200). All p-values exceed the critical significance level of 0.05, leading to the acceptance of the null hypothesis. This finding indicates that respondents' perceptions of disaster preparedness do not significantly differ based on their involvement in various activities, such as assessment and planning, physical and environmental risk reduction, and response capacity development. The statistical results suggest that these activities do not have a measurable impact on how prepared individuals feel regarding disaster situations.

As what Titko (2020) had revealed Effective disaster preparedness significantly enhances the ability of emergency responders to save lives during crises. Proper planning and training ensure that communities can respond swiftly and efficiently, reducing fatalities and injuries during disasters. Preparedness efforts strengthen community resilience by equipping individuals and organizations with the necessary skills and knowledge to cope with emergencies. This resilience is vital for minimizing the long-term impacts of disasters on communities.

Table 6

Analysis on the Significant Difference Between the Perception of the Respondents on the Level of Disaster Preparedness

N_1=60; N_2=60

Activities	Comp t value	Comp p value	Critical p value	Interpretation	Decision
Assessment and planning activities	-.208	.836	0.05	No significant difference	Accept H_0
Physical and environmental risk reduction	-1.122	.264	0.05	No significant difference	Accept H_0
Response capacity development activities	-1.288	.200	0.05	No significant difference	Accept H_0

As eloquently stated by Asi (2023), disaster preparedness helps mitigate economic losses by reducing damage to infrastructure and property. Communities that invest in preparedness measures are better positioned to recover quickly, which protects livelihoods and local economies. Preparedness activities can prevent the spread of diseases that often follow disasters due to compromised sanitation and healthcare access. By ensuring that communities are ready to respond, disaster management practices can safeguard public health. Well-conceived emergency response plans, informed by thorough risk assessments, ensure that all stakeholders understand their roles during a disaster. This coordination is essential for effective response efforts and minimizes confusion during emergencies.

Proposed Action Plan on Disaster Awareness and Preparedness in Schools

Rationale

Disaster preparedness is crucial for ensuring the safety and resilience of students and staff in educational settings. This action plan aims to enhance disaster awareness and preparedness in schools, particularly within the framework of Disaster Risk Reduction and Management (DRRM). By implementing structured initiatives, schools can foster a culture of safety, equip stakeholders with essential knowledge, and improve overall community resilience during emergencies.

The need for effective disaster preparedness in schools is underscored by various theories and frameworks. The Comprehensive School Safety Framework emphasizes the importance of integrating disaster risk reduction into school management, focusing on three pillars: safe learning facilities, disaster risk reduction education, and effective preparedness and response. Additionally, the National Action Plan for Disaster Risk Reduction highlights the role of educational institutions in mitigating risks and enhancing community capacity to respond to disasters.

The Department of Education (DepEd) has issued several orders emphasizing the need for schools to develop disaster preparedness plans. For instance, DepEd Order No. 37, s. 2012 mandates the establishment of School Disaster Risk Reduction and Management (SDRRM) committees to oversee preparedness activities. Furthermore, DepEd Order No. 39, s. 2015 outlines the necessity for schools to conduct regular drills and training sessions to ensure readiness for various emergencies.

After the conduct of the study, it was found that respondents perceive their level of disaster awareness as "High Awareness," indicating a 61-80% understanding of Disaster Risk Reduction and Management (DRRM) programs. Additionally, the level of disaster preparedness in schools, as assessed by SDRRM coordinators, school heads, and learners, is viewed as "Well Prepared," reflecting consistent engagement in key activities.

However, the findings indicate no significant correlation between awareness and preparedness levels, leading to the acceptance of the null hypothesis. Furthermore, there were no significant differences in preparedness levels across various activities related to assessment and planning, physical and environmental risk reduction, and response capacity development, reinforcing the acceptance of the null hypothesis in this context.

Based on these findings, the researcher believes that an action plan should be developed to close the gap in the areas that need improvement.

Program Description

This action plan will assist teachers and school heads to positively enhance their disaster awareness and preparedness. This proposal will compose the following stages for optimum results.

1. **Planning Stage.** The researcher, in collaboration with peers and the school principal, will assemble for discussions aimed at improving the execution of LAC sessions and in-person seminar workshops. Regular meetings and forums will be arranged to prioritize, enhance, and adjust the findings and recommendations based on the results of evaluations and reviews. It is essential to guarantee that every region receives attention and is not overlooked, highlighting the importance of thorough consideration and inclusivity.
2. **Implementation Stage.** At this point, the parties involved are anticipated to have established the structure for their implementation plans. Nonetheless, it is crucial to remain receptive to modifications, corrections, and potential unforeseen circumstances that may emerge. Flexibility and adaptability are vital to incorporate any required adjustments and manage unexpected situations that might arise during the implementation phase.
3. **Evaluation Stage.** The evaluation phase marks the concluding step in assessing the effectiveness and efficiency of the implemented plans. It is during this stage that the progress of the action plan is evaluated and determined.
4. **Monitoring Stage.** The monitoring phase is crucial in ensuring the sustained success of the implemented plans. During this stage, the effectiveness of the programs is evaluated and assessed for their long-term impact.

Action Plan Objectives

The action plan aims to:

1. enhance the disaster awareness of the school heads and teachers; and

2. strengthen the disaster preparedness among school heads and teachers.

Mechanics of Implementation

Upon approval from the members of the examining tribunal, the researcher will arrange a presentation to the Public Schools District Supervisor in Trinidad district, to discuss the purpose and operational details of the action plan. This meeting aims to foster further collaboration and encourage the active participation of all individuals involved.

Schedule of Implementation

The action plan is designed as a recurring cycle that spans throughout the year. It is scheduled to commence in January 2025 and conclude in March 2025, encompassing a range of activities outlined in different categories. After each implementation phase, a thorough assessment and review will be conducted. The purpose of this evaluation is to utilize the monitoring findings as a roadmap for enhancing any areas that require improvement.

Monitoring and Evaluation System

A monitoring and evaluation tool will be created and devised to measure the outcomes of the proposed enhancement program. This tool will serve as a means to assess the program's progress and identify areas for refinement, as deemed necessary. Regular assessments will be conducted to gauge the effectiveness of the program and ensure its continual improvement.

Proposed Action Plan Matrix

Time Frame : School Year 2024-2025

Proposed Budget : Php 40, 000.00

Areas of Concern	Objectives	Activities/ Strategies	Persons Involved	Time Frame	Success Indicators	Source of Funds
1. Disaster Awareness among public elementary schools	Enhance the disaster awareness of school heads and teachers in public elementary schools.	Conducting a "Comprehensive Disaster Awareness Training Program" This training program aims to equip school heads and teachers with essential knowledge and skills related to Disaster Risk Reduction and Management (DRRM). The program will include workshops, simulations, and collaborative activities designed to foster a deeper understanding of disaster preparedness, response strategies, and the importance of integrating DRRM into the school curriculum. Reorientation training of	PSDS School Heads Teachers	January 2025	Enhanced the disaster awareness of school heads and teachers in public elementary schools through conducting a "Comprehensive Disaster Awareness Training Program"	School MOOE PTA Funds SEF/ LGU

		teachers in their role in using the facilities and equipment in times of disasters and to stay as disaster service workers.				
2.Disaster Preparedness among teachers and school heads in the public elementary schools	Strengthen disaster preparedness among teachers and school heads in public elementary schools.	Conducting a "Comprehensive Disaster Preparedness Training Program". This training program aims to enhance the knowledge and skills of teachers and school heads regarding disaster preparedness and response. It will provide practical training, and collaborative opportunities to ensure that school personnel are well-equipped to manage disasters effectively. Update DRRM Plan for every risk in workplace and every school activity. Purchase of Emergency Kits, Fire Extinguishers, Emergency Go Bag, etc. Conduct an Intensity Drills (Earthquake Drill, Fire Drill, etc.)	PSDS School Heads Teachers	Februar y 2025	Strengthened disaster preparedness among teachers and school heads in public elementary schools through conducting a "Comprehensive Disaster Preparedness Training Program".	School MOOE PTA Funds SEF/ LGU

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

his chapter presents a summary of the findings analyzed by the researcher, conclusions drawn from the study's results, and recommendations concerning the disaster awareness and preparedness among public elementary schools in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts. These recommendations serve as a foundation for the proposed action plan.

Summary Findings

The following findings were drawn from the analysis of the data:

1. The respondents' perception of their level of disaster awareness was categorized as "High Awareness," indicating that they are 61-80% aware of the Disaster Risk Reduction and Management (DRRM) programs.

2. The level of disaster preparedness that each school demonstrated in relation to assessment and planning activities, physical and environmental risk reduction, and response capacity development was perceived by the SDRRM coordinators, school heads, and learners as "Well Prepared," indicating that they have "Always Done" these activities.

3. The findings suggest that there is no significant correlation between the respondents' perceptions of disaster awareness and their levels of preparedness. As a result, the null hypothesis was accepted.

4. The analysis of respondents' perceptions regarding disaster preparedness revealed no significant differences in preparedness levels across assessment and planning activities, physical and environmental risk reduction, and response capacity development activities. Consequently, the null hypothesis was accepted.

CONCLUSIONS

Based on the findings of the study, the researcher draws these conclusions.

The analysis of respondent’s understanding of the Disaster Risk Reduction and Management (DRRM) demonstrated a strong awareness of DRRM initiatives, which is essential for effective disaster preparedness and response. These preparedness measures are routinely implemented and integrated into the schools' operations, reflecting a strong commitment to ensuring safety and readiness for potential disasters. However, the analysis revealed that an increase in awareness does not necessarily correlate with an increase in preparedness among the respondents. Furthermore, the findings indicated no significant differences in preparedness levels across various aspects of disaster preparedness, suggesting that respondents perceived their preparedness to be consistent across these areas. This underscores the need to not only promote awareness but also to translate it into actionable preparedness measures within the community.

RECOMMENDATIONS

Based on the conclusions drawn from the study regarding disaster awareness and preparedness, the following recommendations can be made for various stakeholders:

1. School Principals/Heads may need to foster a culture of safety by regularly assessing and updating disaster preparedness plans. They may also encourage the formation of School Disaster Management Committees that include representatives from the student body, parents, and community members to promote collaboration in disaster preparedness efforts.

2. Teachers may incorporate disaster preparedness education into lesson plans and engage students in hands-on activities related to DRRM. This could include simulations, drills, and projects that enhance their understanding of risks and response strategies.

3. Pupils may actively participate in DRRM activities and initiatives organized by the school. Engaging in these programs not only enhances personal safety but also contributes to building a resilient community.

4. Parents may continue to support school initiatives by participating in workshops and training sessions on disaster preparedness. They should encourage open discussions at home about safety measures and emergency plans, reinforcing the importance of being prepared.

6. Future Researchers may investigate specific hazards faced by schools in different regions to provide targeted recommendations for improving disaster preparedness. Future studies could also explore the effectiveness of existing DRRM programs and identify areas for enhancement based on community feedback.

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APPENDIX A

Transmittal Letters

Republic of the Philippines

Bohol Island State University

Bilar Campus

Zamora, Bilar, Bohol

Vision: A premier Science and Technology university for the formation of a world class and virtuous human resource for sustainable development in Bohol and the country.

Mission: To provide quality higher education in the arts and sciences, as well as in the fields; undertake research and development of Bohol and the country.

Questionnaire

(For the School Head and School DRRM Coordinator)

Dear Respondent,

The undersigned would like to embark on a study on "DISASTER AWARENESS AND PREPAREDNESS AMONG PUBLIC ELEMENTARY SCHOOLS IN DANAO, DAGOHOY, SAN MIGUEL, AND TRINIDAD (DADASANTRI) DISTRICTS" in partial fulfillment for the degree of Master of Arts in Education.

In line with this endeavor, I would like to ask your permission that you will answer my questionnaire and participate in the study. Your thoughtful and honest responses will help generate a genuine data which are needed in the accomplishment of the study. Your responses will be treated with utmost confidentiality.

Thank you for your cooperation and assistance.

MA. TESA M. DACOYLO

Researcher

Directions: Please indicate with a check mark on the space provided.

Name of Respondent: (optional) _____

Designation: (School Head or SDRRM Coordinator): _____

Name of Public School: _____

Level of Disaster Awareness

Legend:

5- Very High Awareness (very highly aware of the DRRM Programs)
4- High Awareness (highly aware of the DRRM Programs)
3 - Moderate Awareness (moderately aware of the DRRM Programs)
2 - Low Awareness (lowly aware of the DRRM Programs)
1 - Very Low Awareness (very lowly aware of the DRRM Programs)

Direction: Kindly check the column that would best describe your option.

Statements	**5**	**4**	**3**	**2**	**1**
1. Awareness of the School's Disaster Risk Reduction and Management (DRRM) Plan.					
2 Awareness of the content of the DRRM Plan.					
3 Awareness of the special alarm that is raised in case of an emergency.					
4 Awareness of the safe and unsafe places in your school for an earthquake.					
5 Awareness of the assembly point of your school where you would go after the tremor subsides.					

6 Awareness of the markings for safety precautions in your school.					
7 Awareness of the evacuation routes in your school.					
8 Awareness of the different disaster preparedness drills.					
9 Awareness of the facilities and equipment to be used in times of disaster.					
10 Awareness of the School staffs are expected to stay as disaster service workers.					

Level of Disaster Preparedness

Based on the items below, to what level of preparedness does your school possess?

Description	**Meaning**	**Weight**
Well Prepared	Have Always Practiced	**4**
Prepared	Have Frequently Practiced	**3**
Partially Prepared	Have Partially Practiced	**2**
Not Prepared	Have Not Practiced	**1**

A. Assessment and Planning Activities	**1**	**2**	**3**	**4**
1. Has a disaster preparedness plan.				
2. Has an organizational structure of disaster controlled group.				
3. School staff have reviewed and revised the plan in the past years.				
4. Conducts disaster preparedness trainings and seminars for both teachers and students.				
5. Drills actually conducted.				
6. Stores accessible and functional emergency tools.				
7. Proper use of facilities and equipment were taught to teachers and students.				
8. Staff has completed their own classroom disaster plans.				
9. Evacuation route map is posted in each room, with the room marked on map.				
10. Teachers are prepared to check in on neighboring classrooms.				
11. Has plans on the assistance in evacuation of the individuals with disabilities or physically challenged.				
12. Pupils' emergency release and emergency contact information is updated at the beginning of the school year.				
13. Has a plan for an alternate school site for school continuity following a disaster.				
14. Has a plan for alternative schedules and methods as needed, means for continuing instruction during a period of school closure due to disaster.				
15. Has an off-site secure back-up of educational records and emergency contact and release information in an alternate location.				
16. Has insurance coverage for school disaster risks.				
B. Physical and Environmental Risk Reduction activities				

1. School buildings meet all current standards for disaster safety.				
2. School gate is passable with standard fire trucks.				
3. Has fastened tall and heavy furnishings that could fall or slide during disasters and could injure or kill people.				
4. Has limited, isolated, and secured hazardous materials.				
5. Exit routes are marked and are kept clean.				
6. Has emergency lightings to be used during disasters.				
7. Entrance and exit doors in each room and buildings are swinging outside.				
8. Facilities and equipment are in place and maintained regularly.				
C. Response Capacity Development Activities				
1. Pupils, teachers, and staff are trained to use fire extinguisher.				
2. Pupils have practiced "Drop, Cover and Hold" in their classrooms and building evacuations.				
3. Pupils are taught about 4 ways for building evacuation: "Don't Talk! Don't Push! Don't Run! Don't Turn Back!"				
4. Emergency Go-Bag are available in the classrooms.				
5. Pupils are taught that if they are outside the classroom, they should exit to the assembly area, NOT to go back inside.				

APPENDIX B

Transmittal Letters

August 01, 2024

CASIANA P. CABERTE PhD, CESO VI

Schools Division Superintendent

Division of Bohol

Tagbilaran City

Madam:

Greetings!

The undersigned SADS student of Bohol Island State University-Bilar Campus, Zamora, Bilar, Bohol will be conducting research entitled "DISASTER RISK REDUCTION MANAGEMENT AWARENESS AND PREPAREDNESS AMONG PUBLIC ELEMENTARY SCHOOLS : BASIS FOR AN ENHANCED ACTION PLAN**".**

To obtain data needed for the attainment of the research objectives, the undersigned here forth requests your kind permission to conduct her study to selected public elementary school learners, SDRRM coordinators, and school heads in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts within the current school year. The undersigned assumes full responsibly in the safe and ethical administration of the survey questionnaires and in treating the acquired data with due confidentiality.

Your permission and assistance regarding this matter would greatly contribute to the success of the study.

Thank you very much.

Respectfully yours,

MA. TESA M. DACOYLO, LPT

Masterand

Noted by:

ADORACION P. QUITORAS, EdD

Thesis Adviser

Recommending Approval:

MANOLITO C. MACALOLOT, EdD

Dean, BISU-Bilar, School of Advanced Studies

PROCESO M. CASTIL, EdD

Campus Director, BISU-Bilar Campus

Approved:

CASIANA P. CABERTE PhD, CESO VI

Schools Division Superintendent

August 01, 2024

AMELITA C. CREDO, PhD

Public Schools District Supervisor

Trinidad 2 District

Hinlayagan, Trinidad, Bohol

Madam:

Greetings!

The undersigned SADS student of Bohol Island State University-Bilar Campus, Zamora, Bilar, Bohol will be conducting research entitled "DISASTER AWARENESS AND PREPAREDNESS AMONG PUBLIC ELEMENTARY SCHOOLS IN DANAO, DAGOHOY, SAN MIGUEL, AND TRINIDAD (DADASANTRI) DISTRICTS**"**

To obtain data needed for the attainment of the research objectives, the undersigned here forth requests your kind permission to conduct her study to selected public elementary school learners, SDRRM coordinators, and school heads in Danao, Dagohoy, San Miguel, and Trinidad (DaDaSanTri) districts within the current school year. The undersigned assumes full responsibly in the safe and ethical administration of the survey questionnaires and in treating the acquired data with due confidentiality.

Your permission and assistance regarding this matter would greatly contribute to the success of the study.

Thank you very much.

Respectfully yours,

MA. TESA M. DACOYLO, LPT

Masterand

Noted by:

ADORACION P. QUITORAS, EdD

Thesis Adviser

Recommending Approval:

MANOLITO C. MACALOLOT, EdD

Dean, BISU-Bilar- School of Advanced Studies

PROCESO M. CASTIL, EdD

Campus Director, BISU-Bilar Campus

Approved:

AMELITA C. CREDO

PSDS, Trinidad 2

CURRICULUM VITAE

MA. TESA M. DACOYLO, LPT

Purok 2, Tagum Norte, Trinidad, Bohol

0908-682-0444

matesa.dacoylo@deped.gov.ph

PERSONAL DATA:

Date of Birth : January 3, 1983

Civil Status : Married

Mother : Claudia C. Medico

Father : Armando M. Medico Sr.

Husband : Aquiles A. Dacoylo

EDUCATIONAL BACKGROUND

Elementary :Tagum Sur Elementary School

(Batch 1996)

Tagum Sur, Trinidad, Bohol

With Honors

Secondary :Tagum Sur National High School

(Batch 2000)

Tagum Sur, Trinidad, Bohol

With Honors

College :Bachelor in Elementary Education

(Batch 2016)

Trinidad Municipal College

Poblacion, Trinidad, Bohol

Special Academic Awardees

Master's Degree :Master in Education Major in

Educational Management

Bohol Island State University

Bilar Campus

Zamora, Bilar, Bohol

CAREER BACKGROUND

Employer : Department of Education-

Tagum Norte Elementary School

Address : Tagum Norte, Trinidad, Bohol

Position : Elementary School Teacher III

Inclusive date : November 13, 2017, - present

LATEST TRAINING ATTENDED

"Science Investigatory Project Phase 1 – Theme: Stem Up To Step Up: Upskilling on Science Investigatory Project" on December 6 and 7, 2024 at Trinidad I Central Conference Room, Trinidad, Bohol

"5-Day In-Service Training for Teachers 2024" on November 25-29, 2024 at Trinidad I Central, Trinidad, Bohol

"2024 International Training and Seminar for All Teacher Applicants, Teachers and School Heads with the Theme – Matatag na Edukasyon: Effective Educational Management, Instructional Supervision and Classroom Strategies for a Better Learning Environment " on March 15-17, 2024 at Pacheco's Inn, Ubay , Bohol

"5-Day Mid-Year INSET" on January 26-30, 2024 at Trinidad, Bohol

"DISTRICT RE-ECHO ON LEARNING AND DEVELOPMENT WORKSHOP ON THE CONDUCT OF THE REVISED PHYSICAL FITNESS TEST" on April 22, 2021 at Tagum Sur National High School, Tagum Sur, Trinidad, Bohol

"IN-SERVICE VIRTUAL TRAINING" on March 15-19, 2021 via MS Teams Live Events, Schools Division Office-Bohol, Tagbilaran City

"SDO Bohol-Contextualized Webinars - Session: Basics of using OBS in Teaching and Learning" on July 01-24, 2020 via YouTube live streaming at the Schools Division Office - Bohol, Tagbilaran City