

Building a Culture of Safety: Insights of Stakeholders on the Fire Prevention Initiatives of the Bureau of Fire Protection (BFP)

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ABSTRACT

This study aimed to examine the perspectives of school administrators in Ginatilan and Malabuyoc, Cebu regarding the Fire Safety Awareness Program of the Bureau of Fire Protection (BFP). Employing a mixed-method design, the research integrated both quantitative and qualitative approaches to gain a comprehensive understanding of how the program influences fire safety awareness, preparedness, and preventive practices within schools. A total of twelve (12) school administrators were purposively selected as informants to share their insights, experiences, and perceptions of the implementation and impact of the BFP's fire safety initiatives.

Data were collected through survey questionnaires, in-depth interviews, and field observations, and analyzed using both statistical and thematic techniques. The quantitative findings revealed that the BFP's Fire Safety Awareness Program significantly enhanced the schools' level of preparedness, awareness, and compliance with fire safety standards. Meanwhile, the qualitative results identified several emergent themes reflecting the informants' perspectives. Positive views on the program were represented by the themes *Holistic and Empowering Approach* and *Proactive Leadership and Collaboration*, while negative views included *Limited Reach and Engagement* and *Gaps in Fire Prevention Role*. Regarding the perceived role of the BFP in preventing and responding to fire incidents, the themes *Inclusive Fire Safety Communication* and *Ineffective Communication Strategies* emerged. As for the BFP's communication and information dissemination strategies, the themes *Empowered Community Practices* and *Minimal Community Impact* were identified. The study also revealed the challenges and barriers faced by the community, particularly *Time and Motivation Constraints* and *Communication and Inclusivity Gaps*. Finally, the participants suggested the need for *Strengthening Collaborative Engagement* and *Enhancing Engagement and Collaboration* to ensure sustainable partnerships with the BFP.

The findings reveal that school administrators in Ginatilan and Malabuyoc recognize the vital role of the BFP's Fire Safety Awareness Program in promoting preparedness, preventive awareness, and community resilience. Their perspectives highlight both the strengths and limitations of the program, emphasizing the importance of continuous education, improved communication, and active collaboration between the Bureau and educational institutions to foster safer and more fire-resilient school environments.

Keywords: Fire Safety Awareness Program, Bureau of Fire Protection (BFP), Mixed Method, School Administration, Fire Preparedness, Ginatilan, Malabuyoc, Cebu

THE PROBLEM AND ITS COPE INTRODUCTION

Rationale of the Study

Fire safety education was an essential component of public safety efforts, particularly within educational institutions where the well-being of both students and staff had been at stake. Fire incidents in school settings, though not frequent, could have led to devastating consequences when preparedness and awareness were lacking. According to the National Fire Protection Association (NFPA, 2017), the promotion of fire safety

education significantly reduced fire-related injuries and fatalities, especially in high-risk environments such as schools. As part of its mandate, the Bureau of Fire Protection (BFP, 2020) in the Philippines actively promoted fire safety awareness through community-based programs and school-based interventions. In recent years, the emphasis on disaster risk reduction and preparedness had grown in national policy frameworks, aligning with global goals such as the Sendai Framework for Disaster Risk Reduction (UNDRR, 2015).

Educational institutions were increasingly seen as critical nodes for disseminating emergency preparedness knowledge, including fire prevention strategies and emergency response drills. In this context, the role of school administrators became pivotal, as they were tasked with ensuring that fire safety protocols were implemented effectively and that staff and students were adequately trained and informed.

A review of related literature revealed that previous studies had examined fire safety awareness from various angles. For instance, Santos and Arguilles (2017) investigated the awareness and practices of secondary teachers regarding disaster risk reduction, emphasizing the importance of preparedness in educational settings.

Similarly, Corpuz (2019) assessed disaster risk management practices and readiness among schools in Biñan, Laguna, highlighted the need for comprehensive disaster preparedness programs. Furthermore, Cresencio and Yabut (2023) evaluated the implementation of School Disaster Risk Reduction Management (SDRRM) in coastal schools in Pampanga, underscored the significance of safe learning facilities and disaster management procedures. Despite these valuable contributions, there remained a noticeable gap in research specifically examining the perspectives of school administrators in smaller municipalities such as Ginatilan and Malabuyoc. Given their pivotal role in policy implementation and program sustainability, understanding administrators' insights was essential for crafting effective and locally responsive fire safety strategies.

However, while several studies had focused on the general importance of fire safety education and disaster preparedness in schools, limited literature explored the specific perspectives of school administrators, particularly in rural or less urbanized settings like Ginatilan and Malabuyoc, Cebu. Most existing research emphasized student knowledge, curriculum integration, and the role of emergency respondents, leaving a gap in understanding how school leaders perceived, implemented, and responded to BFP fire safety programs. This study sought to address this gap by examining the lived experiences, practices, and challenges encountered by school administrators in these municipalities. Understanding these perspectives was crucial to tailoring and enhancing the effectiveness of fire safety interventions and ensuring that policies were contextually appropriate and well-received by those responsible for school management.

Due to the fact that existing studies primarily focus on policy implementation and its impact to the community, thereby leaving the operational challenges faced by school administrators underexplored.

The researchers are students of the College of Criminal Justice at the University of Cebu Main Campus, and we are interested in conducting this study to understand the implementation of the Fire Safety Awareness Program of the Bureau of Fire Protection (BFP) from the perspectives of school administrators. This study aims to determine how the BFP promotes fire safety within educational institutions and how effective these programs are in enhancing preparedness and awareness in schools. The output of the study may help strengthen collaboration between schools and the BFP, fostering unity, trust, and shared responsibility in maintaining a safe learning environment. Fire safety awareness programs play a vital role in building strong partnerships between the BFP and school communities by encouraging active participation, addressing safety concerns, and promoting a culture of prevention and preparedness.

Theoretical Background

The study was anchored mainly on the Protection Motivation Theory (PMT) by Rogers (1975), supported by the Theory of Planned Behavior (TPB) by Ajzen (1991) and the Preparedness Theory by Seligman (1971).

Protection Motivation Theory (PMT), developed by Rogers (1975), was grounded in the idea that individuals assessed threats based on two cognitive processes: threat appraisal and coping appraisal. Threat appraisal involved evaluating the severity of and vulnerability to a potential danger, while coping appraisal involved

evaluating one's ability to respond effectively to the threat. In the case of fire safety, students and staff might have assessed the potential risk of fire and their vulnerability to it, which could have influenced whether they engaged in safety behaviors, such as participating in fire drills. Rogers (1975) suggested that when individuals perceived a high level of threat, they were more likely to engage in protective actions if they believed these actions would reduce the threat effectively.

Protection Motivation Theory (PMT) is used to understand people's choices and engage in protective actions. It managed to predict the ranges of behaviors in health and disaster-related settings. For example, if a student had felt confident in their ability to follow evacuation procedures during a fire drill, they were more likely to have participated actively in fire safety exercises. This concept aligned with studies that highlighted the importance of training and preparation in boosting self-efficacy for safety behaviors (Weinstein, 1988). Thus, Protection Motivation Theory provided valuable insight into how increasing self-efficacy could have improved fire safety compliance.

Protection Motivation Theory (PMT) describes how individuals are motivated to react in a self-protective way towards a perceived health threat. Rogers expected the use of Protection Motivation Theory to diversity over time, which has proved true over four decades. Perceived effectiveness of manmade disasters such as fires will develop people's response in action minimizing the potential risks of severe catastrophes. This can be assessed with the Theory of Planned Behavior and Protection Motivation Theory.

Lastly, Protection Motivation Theory (PMT) posited that individuals' threat and coping appraisals were interconnected, with one influencing the other. For example, if an individual perceived a fire as a severe threat but believed that the recommended fire safety behaviors would not be effective, they might not have engaged in the behaviors. Thus, PMT suggested that both the perception of the threat and the belief in the effectiveness of the response had to align to motivate protective action. In the context of fire safety in schools, ensuring that individuals believed both in the severity of the threat (the potential danger of fire) and in the effectiveness of the safety measures (such as evacuation plans) was essential for encouraging active participation in fire safety programs (Kim & Lee, 2015).

The Theory of Planned Behavior (TPB), developed by Icek Ajzen (1991), was a widely recognized psychological framework used to predict and understand human behavior in various contexts, including organizational and safety-related practices. Theory of Planned Behavior posited that behavioral intention was the most immediate determinant of behavior and was influenced by three core components: attitude toward the behavior, subjective norms, and perceived behavioral control. In the context of school fire safety, the model helped explain how the beliefs and attitudes of school administrators influenced their willingness to support and implement fire safety programs initiated by the Bureau of Fire Protection (BFP) (Ajzen, 1991).

Theory of Planned Behavior posited that attitudes toward fire safety programs referred to the school administrators' evaluation of whether these initiatives were beneficial and necessary. Positive attitudes might have stemmed from a belief that these programs protected students and reduced risks in the learning environment. Negative attitudes could have arisen from viewing such programs as disruptive or burdensome. Research supported that positive attitudes significantly increased the likelihood of engaging in proactive safety measures, particularly when administrators saw clear value in the programs being implemented (Conner & Sparks, 2005). Subjective norms pertained to the perceived social pressures that influenced administrators' decisions to adopt or reject fire safety practices. In educational settings, these pressures might have come from the Department of Education, local government, parents, and even students. When administrators perceived that key stakeholders expected them to comply with fire safety standards and participate in drills and training, they were more likely to have formed intentions aligned with those expectations (Francis et al., 2004). These norms played a crucial role in shaping institutional behavior, especially in systems where accountability to various external entities was strong.

The Theory of Planned Behavior reflected the extent to which school administrators believed they had the resources, authority, and ability to implement fire safety measures effectively. In rural or under-resourced schools, limited staff training, outdated facilities, or lack of firefighting equipment might have led to low perceived control, which in turn diminished intention and action. Conversely, high perceived control often

reinforced participation in fire safety programs (Armitage & Conner, 2001).

The Theory of Planned Behavior framework was particularly useful in policy-driven environments such as school systems, where both individual cognition and institutional structures influenced behavior. It allowed researchers and policymakers to identify the cognitive barriers and enablers that affected how administrators responded to legally mandated programs such as those outlined under the Fire Code of the Philippines. By understanding how attitudes, norms, and control beliefs affected school-level decisions, fire safety programs could have been designed more effectively to align with the psychological and practical realities of school leadership (Ajzen, 2011).

Preparedness Theory by Seligman (1971), originally introduced in the context of learning and fear responses, evolved into a valuable framework for understanding human reactions to emergencies. The theory posited that individuals were more likely to rapidly acquire responses to certain stimuli, especially those tied to survival, such as fire due to evolutionary predispositions (Mineka & Öhman, 2002). In the context of fire safety, this suggested that people, including school personnel, were more likely to internalize training related to fire emergencies when it resonated with innate survival mechanisms.

Applied to educational institutions, Preparedness Theory by Seligman (1971), supported the notion that repetitive, scenario-based fire safety education could strengthen conditioned responses and enhance emergency readiness. Schools, as structured learning environments, provided a unique platform where drills, visual cues, and behavioral rehearsals instilled automatic responses to fire alarms and threats. This approach was grounded in the idea that well-rehearsed actions, when matched with inherent threat perception, produced faster and more effective responses (Ronan & Johnston, 2005).

Preparedness Theory by Seligman (1971), posited that school administrators played a pivotal role in facilitating preparedness at the institutional level. According to Tierney et al. (2001), organizational preparedness was not solely about physical infrastructure but also about leadership commitment and strategic planning. When school leaders adopted a proactive stance by investing in safety training, maintaining fire prevention systems, and promoting regular drills, they contributed to a culture of preparedness that reflected both individual readiness and institutional responsibility. This aligned with Preparedness Theory by emphasizing environmental support in threat recognition and response.

Preparedness Theory by Seligman (1971), also required the ability to assess risk information accurately and translate it into appropriate, timely action. According to Paton and Johnston (2001), individuals and institutions were more likely to engage in effective preparedness behaviors when they perceived risks as personally relevant and believed they had the capacity to respond. For school administrators, this meant not only distributing fire safety materials but also fostering a culture of readiness by practicing emergency protocols, encouraging participation in drills, and coordinating closely with agencies such as the Bureau of Fire Protection (BFP). By modeling proactive behavior, school leaders helped institutionalize preparedness as a shared responsibility. Finally, the effectiveness of fire safety programs was significantly influenced by the psychological and social dynamics that Preparedness Theory addressed. As Lindell and Perry (2012) argued, preparedness was most effective when individuals were both cognitively informed and emotionally motivated to act. By integrating fire safety into the educational culture through policies, awareness campaigns, and partnerships with agencies such as the Bureau of Fire Protection (BFP), schools developed a comprehensive preparedness system. This holistic view underscored that preparedness was not merely a reaction to threat but a cultivated readiness that was built over time through coordinated efforts and institutional commitment.

The implementation of fire safety measures in educational institutions was primarily governed by the Fire Code of the Philippines of 2008 (Republic Act No. 9514). This law required all public and private buildings, including schools, to adopt fire prevention systems, conduct regular fire drills, and establish emergency evacuation procedures. These provisions supported Preparedness Theory, which posited that individuals and institutions could develop protective responses through repeated exposure and scenario-based learning. By institutionalizing fire drills and safety planning, RA 9514 enhanced both behavioral conditioning and environmental readiness within school settings, allowing administrators and personnel to respond more effectively during fire emergencies (Republic Act No. 9514 of 2008). Complementing this, the Philippine

Disaster Risk Reduction and Management Act of 2010 (Republic Act No. 10121) institutionalized disaster preparedness education across all sectors, including schools. This legislation promoted disaster education and preparedness in schools by requiring the integration of DRRM strategies into academic and administrative operations. The law complemented the Theory of Planned Behavior by encouraging schools to foster a culture where positive attitudes toward safety, perceived institutional capabilities, and social norms collectively influenced participation in emergency preparedness activities. Through RA 10121, schools were encouraged to cultivate positive safety attitudes and institutional norms that supported active participation in programs such as those led by the Bureau of Fire Protection (Republic Act No. 10121 of 2010).

Lastly, Republic Act No. 6975, which created the Bureau of Fire Protection (BFP) under the Department of the Interior and Local Government, assigned the BFP the authority to enforce fire safety regulations and lead fire prevention education in schools. This strengthened both theoretical frameworks: Preparedness Theory through the BFP's role in risk communication and training, and the Theory of Planned Behavior by shaping perceived behavioral control and safety norms. The implementation of these programs ensured that institutions not only complied with regulations but also internalized safety behaviors as part of their operational culture (Republic Act No. 6975 of 1990).

In conclusion, although many educational institutions have implemented basic fire safety protocols, there remain notable deficiencies in both awareness and preparedness among school administrators. The results emphasize a pressing need for targeted outreach and educational efforts regarding fire prevention and safety initiatives, with particular attention to educational institution sectors that face elevated fire risk. Enhancing fire safety knowledge and motivating and help involvement in these programs can foster safer work environments and help minimize fire-related damages in Cebu City.

The theories, related literature, and prior research provide extensive insights into fire safety and incidents, which will assist the researchers in organizing and analyzing the data collected. These references serve as a solid basis for developing thorough and meaningful findings for the study. Additionally, this research will allow the investigators to gain valuable narratives on how school administrators view the Bureau of Fire Protection's fire safety awareness program and how the community assesses its effectiveness. Ultimately, this will contribute to the advancement of fire safety efforts and promote heightened awareness among school administrators.

Statement of the Problem

This study aimed to examine the perspectives of school administrators and professionals regarding the fire safety program of the Bureau of Fire Protection (BFP) in Ginatilan and Malabuyoc, Cebu, Philippines.

Specifically, it sought to answer the following questions:

Quantitative

1. What was the level of awareness of the community on the fire safety program of the BFP as perceived by the respondents?
2. What was the level of effectiveness of the fire safety program of the BFP as perceived by the respondents?
3. What was the level of community participation for engagement in the fire safety activities of the BFP as perceived in the respondents?
4. What was the extent of impact of the fire safety initiatives of the BFP to the community?

Qualitative

1. What were the views of the informants on the fire safety program of the BFP?

2. How did the informants perceive the role of the BFP in preventing and responding to fire incidents?
3. What were the views of the informants on the communication and information dissemination strategies of the BFP on fire safety ?
4. In what ways had the fire safety program of the BFP influenced the community awareness and practices regarding fire prevention?
5. What were the common challenges or barriers faced by the community in engaging with the BFP's fire safety activities?
6. What were the recommendations or suggestions offered by the informants for sustainable community engagement with the BFP?

Significance of the Study

The researchers believed that this study was important as it will benefited the following entities:

Bureau of Fire Protection (BFP). The results helped the BFP assess the strengths and gaps of their current fire safety awareness campaigns and provided data-driven recommendations to improve the implementation of their programs, especially in educational institutions.

Department of the Interior and Local Government (DILG). The study could offer insights into how inter-agency coordination and national policy directives influenced fire safety program implementation at the school level.

Local Government Units (LGUs). The research could inform LGUs in crafting policies and allocating resources that supported fire safety education and preparedness in their respective areas, especially in collaboration with the BFP. It made them competent and confident in case of fire incidents in the establishments.

Department of Education (DepEd). The study could provide DepEd with valuable insights into how school administrators perceive fire safety initiatives, helping the department integrate more effective policies, training, and monitoring to enhance safety in educational institutions.

Researchers. The researcher benefited by gaining experience in conducting qualitative research and improving their skills in data collection and analysis.

Future Researchers. This study served as a reference for future researchers who aimed to explore fire safety programs, public safety awareness, or the role of administrative perspectives in disaster preparedness

RESEARCH METHODOLOGY

Research Design

This study employed a mixed methods research design, specifically the convergent parallel design. In this design, both quantitative and qualitative data were collected simultaneously, analyzed separately, and then merged to provide a comprehensive understanding of the research problem (Creswell & Plano Clark, 2018). The quantitative component aimed to measure the level of fire safety awareness and preparedness of school administrators using a structured survey. Meanwhile, the qualitative component explored in-depth their perspectives and experiences regarding the Fire Safety Awareness Program implemented by the Bureau of Fire Protection (BFP) in the municipalities of Ginatilan and Malabuyoc, Cebu. The integration of these two approaches allowed for a more nuanced understanding of the program's effectiveness and areas for improvement, thereby informing more grounded recommendations for school-based fire safety practices.

Research Environment

This research was conducted in the municipalities of Ginatilan and Malabuyoc, Cebu, Philippines. Ginatilan was a coastal town known for its serene beaches and vibrant community, with livelihoods centered on agriculture and tourism. Malabuyoc, which was a neighboring municipality of Ginatilan, also showcased a vibrant community atmosphere and was known for its agricultural products and tourism spots. Both towns highlighted the beauty and cultural significance within the region, with thriving residential areas, local businesses, and agricultural practices that contributed to their unique identities. Ginatilan had a total land area of approximately 41.23 square kilometers (15.91 square miles), representing a fraction of the total area of Cebu. According to the 2020 Census, the population was around 14,321, reflecting the communal spirit and close-knit relationships among its residents. Ginatilan was situated at coordinates approximately 9.4104, 123.5095, with its elevation estimated at around 24 meters or 79 feet above mean sea level. Malabuyoc covered an area of about 103.57 square kilometers (39.98 square miles). As per the latest census data, the total population was roughly 24,576, representing a significant part of the region's demographic diversity. The coordinates for Malabuyoc were approximately 9.4377, 123.4863, with an elevation of about 47 meters or 154 feet above mean sea level.

Research Informants

This study involved two sets of participants for its mixed methods approach. For the quantitative phase, a larger group of school administrators, including principals, assistant principals, and school heads from public and private schools in Ginatilan and Malabuyoc was selected using stratified random sampling to ensure proportional representation from each municipality and school type. For the qualitative phase, 8 to 10 key informants were purposely selected based on their active involvement in the implementation or evaluation of fire safety protocols. These informants participated in in-depth interviews. The use of both sampling techniques supported the validity of results and ensured a wide coverage of perspectives, while also allowing for rich and meaningful interpretations of fire safety awareness and practices.

Research Instruments

Two research instruments were used in this mixed methods study. The quantitative instrument was a researcher-developed structured questionnaire composed of closed-ended items rated on a Likert scale. The instrument was designed to assess the knowledge, attitudes, and preparedness levels of administrators regarding safety, and was pilot-tested for validity and reliability prior to full deployment. For the qualitative component, a semi-structured interview guide was used, containing open-ended questions designed to elicit detailed narratives about the informants' perceptions and experiences with the BFP's Fire Safety Awareness Program. Audio recordings and field notes were employed during interviews to ensure accurate and complete data collection.

Research Procedure

The research process began with securing formal approval from the Department of Education–Cebu Province Division and the relevant school authorities. Once approval was obtained, a general orientation was conducted to inform potential participants about the study's objectives, procedures, and ethical protocols. The quantitative data was collected through surveys distributed to school administrators during scheduled school visits, utilizing a Likert scale to measure respondents' level of agreement and perceptions regarding the fire safety awareness program. Qualitative data was gathered concurrently through individual interviews conducted in person, in private settings to ensure candid responses. The convergence of both data sets occurred during the interpretation phase, where themes from the qualitative interviews were compared with statistical trends from the Likert-scale survey data.

Data Collection. Quantitative data were collected using printed survey questionnaires, which were distributed, retrieved, and organized for statistical analysis. Descriptive statistics (mean, frequency, percentage) and inferential statistics (t-test, ANOVA, or correlation analysis depending on variable relationships) were used.

Qualitative data were collected through recorded interviews, transcribed verbatim, and supplemented by researcher field notes. These qualitative narratives were examined to identify patterns and themes related to fire safety awareness and perceptions of the BFP program. The collection of both types of data was synchronized in timing but separated in processing to maintain methodological rigor.

Data Analysis. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics summarized the responses, while inferential statistics identified any significant relationships between demographic profiles and fire safety awareness levels.

Qualitative data were subjected to Braun and Clarke's (2006) thematic analysis, which involved six steps: familiarization, coding, theme development, theme review, theme naming, and final write-up (Braun & Clarke, 2006). After separate analyses, the findings from both datasets were merged during the interpretation phase. A joint display table was used to compare statistical trends with emergent qualitative themes, ensuring an integrated and holistic interpretation of the research problem.

Ethical Consideration

Ethical conduct was a cornerstone of this research. The principles of autonomy, beneficence, nonmaleficence, and justice were observed throughout the process.

Beneficence. The study aimed to provide meaningful benefits by enhancing fire safety practices in schools. Insights generated may have led to better cooperation between school administrators and the BFP, thereby improving safety outcomes for students and staff.

Nonmaleficence. The researcher ensured that no psychological, emotional, or professional harm came to participants. Confidentiality of all responses was strictly maintained, and all data was securely stored.

Autonomy. Participants were invited voluntarily and were provided with informed consent forms outlining the study's purpose, procedures, and confidentiality measures. They could decline or withdraw at any time without penalty.

Justice. The selection and treatment of participants were equitable. Both municipalities and all school types were fairly represented to capture diverse perspectives and avoid bias.

Trustworthiness of the Research

To ensure the quality of this mixed methods study, strategies were used to address validity in the quantitative phase and trustworthiness in the qualitative phase.

Credibility (Qualitative). Interview data underwent member checking, and the interview guide was validated by experts. Triangulation with quantitative results further supported the study's credibility.

The survey instrument was pilot-tested and revised for clarity and consistency. Cronbach's alpha was calculated to ensure internal reliability.

Transferability. The findings may have been applicable to similar educational and rural settings where fire safety programs were coordinated with local agencies. Detailed descriptions of context and participant roles supported transferability.

Dependability. All procedures—from sampling to data analysis—were documented in detail, allowing for replication and audit if needed.

Confirmability. Data interpretation relied on direct quotes from participants and numeric data from results from the survey, ensuring that findings emerged from the data rather than researcher bias.

Bracketing and Reflexivity. The researcher maintained a reflective journal throughout the study to document

decisions and reactions. This transparency supported both the qualitative rigor and the integration of data in the mixed methods framework.

Definition Of Terms

This section presented the operational definition of the essential terminologies found in the statement of the problem. These terms were defined to understand the context of the study better.

Level of Awareness of the Community on the Fire Safety Program of the BFP as Perceived by the Respondents. This referred to the degree to which community members were informed and knowledgeable about the Bureau of Fire Protection's (BFP) fire safety programs, including their objectives, policies, services, and activities. It included understanding of fire prevention methods, emergency procedures, and available safety resources. This level of awareness reflected how well the BFP's information dissemination and public education efforts were reaching and being understood by the target population.

Level of Effectiveness of the Fire Safety Program of the BFP as Perceived by the Respondents. This referred to the respondents' evaluation of how well the BFP's fire safety program achieved its intended goals—such as preventing fire incidents, educating the public, and ensuring safety compliance. It covered aspects like program implementation, responsiveness, resource adequacy, and overall impact in reducing fire-related risks within the community.

Level of Community Participation for Engagement in the Fire Safety Activities of the BFP as Perceived in the Respondents. This indicated the extent to which members of the community took part in or supported the fire safety initiatives of the BFP. It included involvement in fire drills, attendance in safety seminars, reporting of fire hazards, and collaboration during fire prevention campaigns. High participation suggested active community engagement, while low participation may have indicated gaps in outreach or motivation.

Extent of Impact of the Fire Safety Initiatives of the BFP to the Community. This referred to the perceived outcomes or changes brought about by the BFP's fire safety programs within the community. It assessed how the initiatives had influenced public behavior, improved safety practices, reduced fire incidents, and enhanced the overall preparedness of residents.

The impact may have been seen in both measurable outcomes (e.g., fewer fire cases) and intangible benefits (e.g., increased sense of safety).

Views of the Informants on the Fire Safety Program of the BFP.

This referred to the opinions, attitudes, and perceptions of selected individuals regarding the overall implementation, relevance, and effectiveness of the Bureau of Fire Protection's (BFP) fire safety program. It encompassed their understanding of the program's goals, their personal experiences, and how they assessed its value in enhancing community safety.

Informants Perceive the Role of the BFP in Preventing and Responding to Fire Incidents. This focused on how informants interpreted and evaluated the responsibilities and performance of the BFP in minimizing fire risks and responding to emergencies. It included their views on fire prevention strategies, emergency readiness, response time, and the visibility or presence of the BFP in their local area.

Views of the Informants on the Communication and Information Dissemination Strategies of the BFP on Fire Safety. This captured how informants perceived the effectiveness of the BFP's methods in delivering fire safety information to the public. It involved their evaluation of clarity, accessibility, timeliness, and reach of communication tools such as seminars, printed materials, announcements, and digital platforms.

Ways has the Fire Safety Program of the BFP Influenced the Community Awareness and Practices Regarding Fire Prevention. This referred to the informants' insights on how the BFP's initiatives had shaped

or improved the community's knowledge, attitudes, and behaviors related to fire prevention. It included observed changes in everyday practices, such as proper use of electrical devices, installation of fire extinguishers, or participation in fire drills.

Common Challenges or Barriers Faced by the Community in Engaging with the BFP's Fire Safety Activities. This pertained to the obstacles or limitations that hindered active involvement of the community in BFP-led fire safety programs. These challenges may have included lack of awareness, insufficient resources, poor communication, logistical issues, or negative perceptions that reduced participation in safety-related activities.

Recommendations or Suggestions Offered by the Informants for Sustainable Community Engagement with the BFP. This referred to the ideas, proposals, and strategies shared by informants that aimed to strengthen and sustain active participation between the community and the Bureau of Fire Protection (BFP) in fire safety initiatives. These suggestions may have included improvements in communication, education, resource allocation, collaboration methods, and community-based programs that fostered long-term involvement and mutual support in preventing and responding to fire-related incidents.

Presentation And Analysis Of Data

Presentation of Data

This chapter shows the data gathered from the study with its subsequent analysis, presentation and interpretation.

Results and Initial Coding

Table 1 summarizes the responses of the respondents on the level of awareness of the Community on The Fire Safety Program of the BFP.

Table 1 Level of Awareness of the Community on The Fire Safety Program of the BFP

ITEM NO.	Mean	Interpretation
1. Community members were aware of the fire safety program of the BFP.	4.75	Very Aware
2. Residents understood the importance of fire prevention.	4.75	Very Aware
3. People in the community knew how to respond during a fire emergency.	4.25	Very Aware
4. The community knew the emergency hotline for reporting a fire.	4.5	Aware
5. Residents were aware of the fire exit and evacuation procedures at home or public places.	4.33	Very Aware
6. Community members were familiar with fire hazards and common fire causes.	4.58	Very Aware
7. The public knew about the fire safety inspections conducted by the BFP.	4.33	Very Aware
8. People attended or were informed about BFP fire safety seminars and drills.	4.42	Very Aware
9. Fire safety tips from the BFP were visible in public areas or shared online.	4.91	Very Aware
10. Overall, the community was well-informed about the fire safety initiatives of the BFP.	4.75	Very Aware

Overall Mean	4.57	Very Aware
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As shown in Table 1, the community obtained an overall mean score of 4.57, interpreted as Very Aware, indicating a high level of understanding of the Bureau of Fire Protection's (BFP) fire safety programs. The highest mean score was observed in the indicator "Fire safety tips from the BFP were visible in public areas or shared online" (4.91), interpreted as Very Aware, suggesting that the BFP's efforts in disseminating information through online platforms, posters, and other public materials have been highly effective in promoting awareness. Likewise, the indicators "Community members were aware of the fire safety program of the BFP" (4.75) and "Residents understood the importance of fire prevention" (4.75) also obtained Very Aware interpretations, reflecting the community's strong recognition of the importance of preventive measures.

However, the lowest mean score of 4.25, interpreted as Very Aware, was recorded for "People in the community knew how to respond during a fire emergency," implying that while general awareness is high, there remains room for improvement in enhancing practical response skills and readiness.

Overall, these findings demonstrate that the BFP's consistent educational campaigns and outreach programs have effectively heightened community awareness, though continued emphasis on emergency preparedness and hands-on training could further strengthen fire safety practices.

The responses of the respondents on the level of effectiveness of the fire safety program of the BFP are summarized in Table II.

Table II Level of effectiveness of the fire safety program of the BFP

ITEM NO.	Mean	Interpretation
1. The BFP conducted regular fire drills in our school.	4.16	Effective
2. The fire safety seminars conducted by the BFP were informative and engaging.	4.75	Very Effective
3. The BFP provided clear and useful fire evacuation procedures.	4.83	Very Effective
4. The fire safety equipment in our school was regularly inspected with BFP.	4.5	Effective
5. The BFP responded promptly to fire-related concerns raised by the school.	4.75	Very Effective
6. The BFP educated students and staff on fire hazards and prevention.	4.75	Very Effective
7. Coordination between the school and BFP was strong and consistent.	4.83	Very Effective
8. BFP programs improved fire safety awareness in the school community.	4.75	Very Effective
9. Fire safety posters and educational materials were provided by the BFP.	4.83	Very Effective
10. Overall, the BFP fire safety program ensured school safety effectively.	4.91	Very Effective
Overall Mean	4.71	Very Effective

As shown in Table 2, the community obtained an overall mean score of 4.71, interpreted as Very Effective, indicating that the Bureau of Fire Protection's (BFP) fire safety initiatives in schools are perceived to be functioning at an excellent level of efficiency. The highest mean score was observed in the indicator "Overall, the BFP fire safety program ensured school safety effectively" (4.91), interpreted as Very Effective. Similarly, the indicators "The BFP provided clear and useful fire evacuation procedures" (4.83), "Coordination between the school and BFP was strong and consistent" (4.83), and "Fire safety posters and

educational materials were provided by the BFP” (4.83) also received Very Effective interpretations.

These results suggest that the BFP demonstrates strong operational performance through effective safety planning, consistent collaboration with schools, and proactive information dissemination that promotes preparedness and awareness. Meanwhile, the indicator “The fire safety equipment in our school was regularly inspected with BFP” obtained the lowest mean score of 4.5, interpreted as Effective, implying that while inspection efforts are commendable, there is still room for improvement in ensuring more regular and comprehensive maintenance checks.

Overall, these findings highlight that the BFP’s fire safety programs are effectively implemented and highly valued by the school community, though continuous reinforcement of inspection and maintenance activities could further enhance the program’s overall impact.

Table III presents the respondents’ feedback regarding the level of community participation or engagement in the fire safety activities of the BFP.

Table III Level of community participation or engagement in the fire safety activities of the BFP

ITEM NO.	Mean	Interpretation
1. School administrators actively participated in BFP-organized fire safety seminars and drills.	3.58	High
2. Teachers and staff were regularly involved in BFP fire prevention programs.	3.91	High
3. Students actively participated in fire drills facilitated by the BFP.	4.5	High
4. Parents and community members were invited to BFP fire safety awareness events.	4.16	High
5. The school encouraged community-wide support and engagement with BFP fire safety campaigns.	4.83	Very High
6. The school collaborated with the BFP in planning local fire safety activities.	4.91	Very High
7. BFP fire safety programs were well-publicized and well-attended by community members.	4.5	High
8. Community members contributed feedback or suggestions to improve BFP fire safety initiatives.	4.41	Very High
9. The school community (including parents, students, and staff) was aware of upcoming BFP fire activities.	4.08	High
10. Overall, community participation in BFP fire safety activities was active and meaningful.	4.83	Very High
Overall Mean	3.16	Moderate

As indicated in Table 3, the community obtained an overall mean score of 3.16, interpreted as Moderate, indicating a fair level of engagement in the Bureau of Fire Protection’s (BFP) fire safety activities. The highest mean score was observed in the indicator “The school collaborated with the BFP in planning local fire safety activities” (4.91), interpreted as Very High. Likewise, the indicators “The school encouraged community-wide support and engagement with BFP fire safety campaigns” (4.83) and “Overall, community participation in BFP fire safety activities was active and meaningful” (4.83) also received Very High interpretations.

This implies that schools and community members are highly involved in BFP-led initiatives, showing strong collaboration and shared commitment toward promoting fire preparedness and safety awareness. Meanwhile, the indicator “School administrators actively participated in BFP-organized fire safety seminars and drills” recorded the lowest mean score of 3.58, interpreted as High. This suggests that while participation among school administrators is evident, their involvement in formal seminars and hands-on drills could still be strengthened. Such a finding indicates that engagement could be further improved through more inclusive scheduling, continuous coordination, and wider dissemination of BFP fire safety programs.

Overall, the level of community participation in the BFP’s fire safety initiatives achieved an overall mean of 3.16, interpreted as Moderate, confirming that the school community demonstrates a positive but improvable degree of engagement in supporting the Bureau’s fire safety efforts.

Table IV Extent impact of fire safety initiatives in the BFP to the community

ITEM NO.	Mean	Interpretation
1. The BFP fire safety campaigns had increased fire awareness in the community.	4.66	Very High Impact
2. Community members now knew how to respond to fire incidents because of BFP initiatives.	4.5	High Impact
3. The BFP's barangay fire drills had helped residents understand evacuation procedures.	4.91	Very High Impact
4. Fire safety information materials (flyers, posters, social media posts) from BFP were effective.	4.66	Very High Impact
5. The BFP had built strong partnerships with community leaders and local officials.	5	Very High Impact
6. BFP outreach programs (house-to-house inspection, seminars) reached many community members.	4.08	High Impact
7. There had been a noticeable reduction in fire- related incidents in the community.	4.58	Very High Impact
8. BFP initiatives had empowered community members to identify and correct fire hazards.	4.66	Very High Impact
9. Community trust and cooperation with BFP had improved because of their fire safety efforts.	4.75	Very High Impact
10. Overall, the BFP’s fire safety initiatives had a strong and positive impact on the community.	5.33	Very High Impact
Overall Mean	4.71	Very High Impact

As shown in Table 4, the community obtained an overall mean score of 4.71, interpreted as having a Significant Impact, indicating that the Bureau of Fire Protection’s (BFP) fire safety initiatives have greatly contributed to improving fire awareness, preparedness, and community collaboration. The highest mean score was recorded in the indicator “Overall, the BFP’s fire safety initiatives had a strong and positive impact on the community” (5.33), interpreted as Significant Impact, reflecting the community’s strong recognition of the positive outcomes brought by the BFP’s programs. Likewise, the indicator “The BFP had built strong partnerships with community leaders and local officials” (5.00), interpreted as Very High Impact, and “The BFP fire safety campaigns had increased fire awareness in the community” (4.66), also interpreted as Very

High Impact, demonstrate that the Bureau’s efforts have effectively strengthened cooperation and awareness at the grassroots level.

Meanwhile, the indicator “BFP outreach programs (house-to-house inspection, seminars) reached many community members” obtained the lowest mean score of 4.08, interpreted as Significant Impact, suggesting that although outreach programs are beneficial, their coverage could still be expanded to reach more households and residents. The variation in scores indicates that while the BFP’s initiatives are highly impactful in fostering partnerships and promoting awareness, continuous improvement in outreach and inclusion is necessary.

Overall, the extent of the BFP’s fire safety initiatives achieved an overall mean of 4.71, interpreted as having a Significant Impact, confirming that these programs play a vital role in enhancing community preparedness, reducing fire risks, and strengthening public trust and cooperation with the Bureau.

Presentation of Data

To fully understand the informants' perspectives, the investigation started with a thorough, multi-pass evaluation of every transcription. After that, key quotes that directly addressed the research topic were found and taken out (for instances, see Appendix F).

This chapter presents the analysis and interpretation of the qualitative data gathered from the study participants. The responses were carefully examined to identify recurring ideas, sentiments, and experiences, which resulted in eleven (11) distinct cluster themes. To ensure a coherent and systematic discussion, these cluster themes were further consolidated into two (2) overarching themes for each of the six (6) qualitative sub-questions. This thematic organization provides a structured framework for analyzing participants’ insights in relation to the study’s objectives and research questions. The succeeding sections discuss each emergent theme in depth, highlighting the patterns and meanings derived from the participants’ narratives.

Emergent Themes

Views of the Informants on the Fire Safety Program of

the BFP		A. Positive Views of the Informants
	1.	Holistic and Empowering Approach
	2.	Proactive Leadership and Collaboration
		B. Negative Views of the Informants
	1.	Limited Reach and Engagement
	2.	Gaps in Fire Prevention Role

Perception of the Informants in the Role of the BFP in Preventing and Responding to Fire Incidents.

1. Inclusive Fire Safety Communication
2. Ineffective Communication Strategies

Views of the Informants on the Communication and Information Dissemination Strategies of the BFP on Fire Safety.

3. Empowered Community Practices

4. Minimal Community Impact

Ways the Fire Safety Program of the BFP Influenced the Community Awareness and Practices Regarding Fire Prevention.

5. Limited Reach and Engagement

6. Minimal Community Impact

Common Challenges or Barriers Faced by the Community in Engaging with the BFP Fire Safety Activities.

7. Time and Motivation Constraints

8. Communication and Inclusivity Gaps

Recommendations or Suggestions Offered by the Informants or Sustainable Community Engagement with the BFP.

9. Strengthening Collaborative Engagement

10. Enhancing Engagement and Collaboration

These are the themes draw out from the responses of the School Administration in Ginatilan and Malabuyoc informants about their positive views on the fire safety program of the BFP.

Views of the Informants on the Fire Safety Program of the BFP.

A. Positive Views of the Informants

Holistic and Empowering Approach. Informants from Ginatilan and Malabuyoc expressed their positive views regarding the Bureau of Fire Protection's (BFP) fire safety program as a comprehensive and empowering initiative that promotes discipline, awareness, and accountability within schools and communities. They emphasized that the program's focus on education, information dissemination, coordination, and leadership strengthens people's ability to prevent and respond to fire-related incidents. This theme reflects a proactive and collective mindset among community members where awareness and participation serve as key factors in ensuring safety and preparedness. The informants also acknowledged how the BFP's use of various communication channels and collaborative efforts foster trust and inclusivity among stakeholders. In essence, their insights reveal that the BFP's holistic approach not only equips individuals with knowledge but also empowers them to take active roles in maintaining community safety and resilience.

Informant 1 said:

So for me noh is the BFS fire safety program is not just informative but also empowering because, it teaches our students and even us teachers to be proactive, so nakatabang sya kay mas ma prepared me and also nagpagamay siya sa kahadlok during emergencies kay kabalo nata unsay buhaton (IDIISSI). (For me, the BFP's fire safety program isn't just informative, it's also empowering because it teaches both students and us teachers to be proactive. It really helps us become more prepared, and it lessens our fear during emergencies since we already know what to do).

Further stated by Informant 2 about his positive views on Bureau of Fire Protection's (BFP) fire safety program, he happily responded:

I think the BFP fire safety program is very helpful and really needed to create a culture of awareness both in the school and the community para bitaw kanang ma kuan siya kanang makahibaw ug unsay mga basics nga

kanang buhaton ba when it comes nga kanang bitaw naay padong pa mahitabo nga mga sunog or mga kuan sa eskwelahan ug community parehas sa balay mga ingana atleast naa silay knowledge gamay or basic knowledge and then it make us remember the fire safety is not only about putting fires but but preventing them before they happen which is very important especially students (IDI2SS1). (I think the BFP's fire safety program is really helpful and truly needed to build a culture of awareness both in schools and in the community. It helps people learn the basic things they should do in case a fire might happen, whether in school, at home, or around the community. At least they gain some basic knowledge. It also reminds us that fire safety isn't just about putting out fires, but preventing them before they even happen which is very important, especially for students).

When Informant 3 was asked about her positive views on Bureau of Fire Protection's (BFP) fire safety program, her happily responded:

I've seen the fire safety program of the BFP as very helpful and progressive and even though among town is small ra or gamay ra so their program gives us a sense of security and makes people more aware of the fire hazards so it is good for the students, the teachers, and also for the community because it teaches us to become careful and prepared (IDI3SS1). (I see the BFP's fire safety program as very helpful and progressive. Even though our town is small, their program gives us a sense of security and makes people more aware of fire hazards. It's really good for students, teachers, and the whole community because it teaches us to be more careful and prepared).

Further stated by Informant 5, when asked about his positive views on the fire safety program in Malabuyoc, he responded with a hint of joy, saying:

Ang fire safety nga gihimo sa BFP para nako kay usa ka progresibong pamaagi ug programa. Nakatabang gyud ni siya aron mapabilin nga ubos ang porsyento sa mga casualty. Sigurado pud ko nga dako ni'g tabang sa pagpalambo sa kaluwasan, labi na gyud para sa mga estudyante base sa akong panan-aw (IDI5SS1). (The fire safety created by the BFP I think is a progressive view, progressive program at least keeps the percentage of casualty or in minimum level. I'm sure it also helps in creating more safety especially in my perspective safety for the students).

Proactive Leadership and Collaboration. The informants from Ginatilan and Malabuyoc expressed their highly positive perceptions of the Bureau of Fire Protection's (BFP) strong leadership and collaborative efforts in promoting fire safety awareness within their communities. They emphasized that the BFP's continuous education and training, coupled with effective coordination with schools and local organizations, have significantly strengthened public preparedness and accountability. This theme highlights the proactive role of the BFP in guiding communities toward a shared goal of safety through consistent information dissemination and inclusive participation. The informants' insights reflect that the agency's leadership style encourages cooperation and unity, allowing individuals and institutions to work hand in hand in preventing fire incidents. In essence, the BFP's proactive and collaborative approach serves as a model of effective public service one that inspires collective responsibility and ensures a safer, well-informed community. When Informant 1 was asked about her positive views on the fire safety program of the BFP program, she happily responded:

So the BFP's role is like a guide and protector of our community. So mao na akoang ma ingun sa, dili lang sila pang fire out kundi para malikayon pd nga maabot pata sa ingun ana nga sitwasyon kay through inspections ug education ma guidan sila para malikayan ang disgrasya (IDI1SS2). (For me, the BFP's role is like a guide and protector of our community. They're not just there to put out fires but also to help prevent them from happening. Through their inspections and education, people are guided on how to avoid accidents).

With the same questions, we asked Informant 4 who displayed profound interest when he was interviewed, he shares his thoughts with excitement:

As partner, as partner to the institution noh they suggest unsa among mga kulang in terms of fire safety and they parang share, mao to mga safety information or mga para sa mga students' safety training, partner they are our partner (IDI4SS2). (As a partner to the institution, they suggest what we still lack in terms of fire

safety. They also share safety information and conduct safety training for students. They're really our partner in this).

Further stated by the Informant 5 was asked about his positive views on the fire safety program in Malabuyoc, he responded with a hint of joy, saying:

Sa akong pagsabot, lahi ang ilang papel labi na diri sa rural nga lugar kumpara sa siyudad, kay sa siyudad mas prone gyud sa mga aksidente. Dinhi sa rural, dili kaayo daghan ang aksidente mao nga murag gamay ra ilang buhaton usahay. Pero bisan pa ana, obligado gihapon sila motubag kung naay mahitabo nga aksidente. Tungod kay dili kaayo daghan ang insidente diri, daghan pud nila ang nagbuhat og lain pang importante nga mga buluhaton (IDI5SS2). (In my understanding, their role is that especially here in the rural areas is different in cities since cities are prone in accidents, here in the rural area they don't have much to do so yes they are required to still respond wherever there is an accident. But since there's not much accident here, a lot of them maybe doing different crucial tasks).

Views of the Informants on the Fire Safety Program of the BFP.

A. Negative Views of the Informants

Limited Reach and Engagement. Informants from Ginatilan and Malabuyoc critically shared their views that while the Bureau of Fire Protection's (BFP) fire safety program is well-intentioned, it struggles to reach all members of the community effectively. They noted that despite ongoing communication efforts, gaps in information dissemination and limited accessibility have led to uneven awareness and participation. This theme underscores the need for more inclusive and engaging strategies to ensure that fire safety messages are widely understood and embraced. Informants also pointed out that time constraints, repetitive activities, and declining public interest further reduce involvement in the programs. Overall, their insights reveal that although the BFP's initiatives hold promise, stronger community engagement and innovative outreach approaches are essential to enhance the program's impact and inclusivity. When Informant 2 was asked about her negative views on the fire safety program of the BFP program, he responded with a hint of sadness of his face saying:

Ang ilang communication efforts kay okay ra, pero naa pay kulang para mas daghan pa og maabot nga tawo. Dili man gud tanan makakita sa ilang Facebook posts o posters, mao nga kinahanglan pa gyud og lain pa nga paagi para mas epektibo ang paghatag og impormasyon (IDI2SS3). (Their communications efforts are good but there's wrong to reach more people not everyone sees Facebook post or posters).

When asked the same question, Informant 2 shared that he experienced challenges due to the limited presence and resources of the Bureau of Fire Protection in Malabuyoc, expressing concerns about their capacity to effectively implement the fire safety program.

Para nako, ang common nga mga challenges kay ang oras. Daghan man unta gusto moapil pero dili sila ka-leave sa trabaho o eskwela. Naa pud uban nga naghunahuna nga dili mahitabo ang sunog diri kay rural man ta, mao nga dili kaayo sila seryoso sa pag-apil o pag-andam (IDI2SS5). (For me the common challenges is time, people want to join but cannot leave work or school some also think fire wont happen here because we are rural).

When Informant 7 was asked about his views on fire safety awareness program of the BFP, he unhappily responded:

Makaingon ko nga nag-improve na sila, pero pwede pa gyud nila maabot ang mas daghan nga tawo. Kay bisan naa silay social media postings ug usahay nga meetings, dili man gihapon tanan makakita o makaapil niini (IDI7SS3). (I can say that it is improving, but it could still reach more people since they do social media postings and occasional meetings, but unfortunately not everyone see them).

Gaps in Fire Prevention Role. Informants from Ginatilan and Malabuyoc shared that while the Bureau of Fire Protection (BFP) actively promotes fire safety, its effectiveness remains limited due to gaps in outreach,

information dissemination, and public engagement. They acknowledged the agency's efforts but emphasized that uneven program coverage and repetitive activities have lessened community participation and awareness. The dominant theme highlights the need for a more inclusive and dynamic approach one that reaches all sectors and sustains public interest in fire prevention initiatives. In essence, the insights from the informants reveal that although the BFP's role in fire safety is vital, it remains constrained by limited accessibility and weak community involvement. When Informant 3 was asked about the challenges in the BFP's fire prevention initiatives, she responded with concern and reflection.

The timing mao na syay biggest issue gyud and activities may be scheduled during class or work hours so only few can attend (IDI3SS7). (Timing is really the biggest issue because some activities are scheduled during class or work hours, so only a few are able to attend).

When Informant 6 was asked her negative views on the fire safety program of the BFP, she unhappily narrated:

Ang ilang communication efforts kay nindot, pero dili gihapon tanan makaabot sa mensahe. Naay uban nga dili makakita sa Facebook posts o dili mobasa sa mga posters, mao nga dili tanan ma-inform (IDI6SS3). (Their communication efforts are good, but not everyone gets the message. Some people don't see Facebook posts or read posters).

Further stated by the Informant 6 when asked about her negative views on the fire safety program in Malabuyoc, she responded with a hint of sadness, saying:

Kasagaran klaro ra ang impormasyon, pero naa gihapon uban nga ma-miss nila, sama sa tungod sa ka-busy sa ilang schedule o kay wala silay access sa internet (IDI6SS4). (The information is usually clear, but some people still miss it like because of busy schedules or no internet access).

Informants perceive the role of the BFP in preventing and responding to fire incidents.

Inclusive Fire Safety Communication. Informants from Ginatilan and Malabuyoc recognized the Bureau of Fire Protection's (BFP) communication strategy as inclusive and community-oriented, emphasizing its role in promoting awareness and responsible behavior. The BFP's use of diverse media platforms and consistent coordination with schools and local organizations allows vital fire safety information to reach a wider audience. This collaborative approach builds trust and ensures that safety messages are both accessible and engaging. Overall, the informants viewed the BFP's communication efforts as comprehensive and effective in strengthening public understanding and participation in fire prevention. When informant 6 was ask about her views on the role of the BFP in preventing and responding to fire incidents, she narrated thoroughly

Para nako, makita gyud nako ang BFP nga mao'y lead kung hisgutan ang fire prevention ug response. Sila ang nagdala og technical expertise, nag-inspect sa among mga pasilidad, ug sila pud ang moresponde dayon kung naay mahitabo nga insidente (IDI6SS2). (I really see the bfp as the lead when it comes to fire prevention and response they bring like technical expertise, inspect our facilities and served us the fire responders whenever something happens).

When Informant 8 was asked his views on the role of the BFP in preventing and responding to fire incidents, he narrated happily

Para nako, medyo epektibo gyud sila kay aktibo man sila sa inspections, orientations, ug sa pag-remind sa mga tawo bahin sa safety measures. Dako kaayo ni'g tabang aron mapakunhod ang risiko sa sunog (IDI8SS3). (For me, they are quite effective because they're active in inspections, orientations, and reminding people about safety measures, it really helps lower the risk of fires).

Ineffective Communication Strategies. Informants from Ginatilan and Malabuyoc perceived the Bureau of Fire Protection's (BFP) communication efforts as insufficient and limited in impact. Although the BFP implements various initiatives, many community members still miss important information due to uneven dissemination, lack of access, and time constraints. Repetitive content and low engagement further weaken participation and

interest in fire safety activities. Overall, the informants viewed the BFP's communication approach as needing improvement in clarity, accessibility, and effectiveness to better promote awareness and active community involvement. When informant 6 was asked about her views on communication strategies, she discussed her thoughts:

Usa sa pinakadako nga challenge kay ang oras. Daghan man unta gusto moapil pero dili sila ka-leave sa trabaho o klase. Usahay pud, naay uban nga nagtuo nga dili mahitabo ang sunog diri kay rural man ta, mao nga dili sila kaayo seryoso sa pag-apil o pag-andam (IDI6SS7). (One of the biggest challenges is time. Many want to join but can't leave work or class because sometimes also think fires won't happen here because we're rural).

With similar question, we asked Informant 6 and she unhappily narrated:

Ang uban dili mo-attend kay ilang hunahuna nga balik-balik ra ug dili kaayo importante, kay panagsa ra man pud kaayo mahitabo ang sunog (IDI6SS8). (Others don't attend because they think it's repetitive or not urgent since we rarely have fires).

Views of the informants on the communication and information dissemination strategies of the BFP on fire safety

Empowered Community Practices. Informants from Ginatilan and Malabuyoc recognized that the Bureau of Fire Protection's (BFP) fire safety programs have greatly strengthened community awareness and proactive practices in fire prevention. Through continuous education and training, the BFP instills discipline, responsibility, and essential fire safety skills among residents. Its effective communication strategies and partnerships with schools and communities further promote shared accountability and trust. Overall, the informants viewed the BFP's initiatives as instrumental in empowering individuals and communities to take informed and preventive actions toward ensuring fire safety. When informant 5 was asked about her views on the role of the BFP on the communication and information dissemination strategies of the BFP on fire safety, she discussed in mixed emotion:

Naa silay hotline number ug maghimo sila og mga programa usahay, ug sa akong tan-aw makatabang na sa pagpakaylap nga kanunay available ilang serbisyo (IDI5SS3). (They have a hotline number they do programs every now and then I think that helps in disseminating that their services are always available).

When Informant 5 was asked her positive views on the fire safety program of the BFP, she sadly answered:

Sa akong tan-aw, maayo ilang trabaho kay napansin nako nga ang among komunidad mas dili na kaayo mogamit og kandila, mas pilion na nila ang rechargeable nga suga. Bisan pa man, mas maampingon na pud sila sa paggamit og kandila ug sa pagbilin og charger nga nakasaksak, kay makahinungdan pud na og sunog. Mao nga para nako, nindot ilang gibuhat kay mas nahimo nang maampingon ang tanan karon (IDI5SS4). (I think they're doing a good job because I've noticed our community is less likely to use things like candles, they tend to use rechargeable lights. Although they are more careful using candle lights and leaving chargers on a plug for example because that also causes fire, I think they're doing a good job because everyone's a bit more careful now).

Minimal Community Impact. Informants from Ginatilan and Malabuyoc observed that the Bureau of Fire Protection's (BFP) fire safety programs have made only a limited impact on community awareness and preventive practices. Ongoing issues such as information gaps, uneven dissemination, and low engagement weaken the effectiveness of these initiatives. Time constraints and repetitive content further lessen public interest and participation. Overall, the informants perceived that the BFP's programs generate only basic awareness rather than encouraging sustained, proactive fire safety behavior within the community. When informant 8 was asked about her views on the role of the BFP on the communication and information dissemination strategies of the BFP on fire safety, she discussed in happy emotion.

Para sa uban, ang pinakadakong challenge kay oras, busy ang mga tawo sa trabaho o eskwela. Ang uban pud

wala kabalo sa schedule sa mga aktibidad, ug ang pipila ka estudyante nagtuo nga ang drills kay para compliance ra (IDI8SS5). (For some, the main challenge is time, people are busy with work or school some also don't know the schedules of the activities and some students also think drills are just for compliance).

With similar question, Informant 8 noted that some community members overlook the BFP's activities due to conflicts with their time.

Sa tinuod lang, usahay kulang gyud og partisipante. Usahay magbangga ang schedule sa mga aktibidad sa eskwelahan, mao nga dili tanan makasalmot sa parehas nga oras (IDI8SS6). (Honesty lack of participant sometimes the schedules conflict with our school activities, not everyone can join at the same time).

Ways the fire safety program of the BFP influenced the community awareness and practices regarding fire prevention.

Limited Reach and Engagement. Informants from Ginatilan and Malabuyoc acknowledged the Bureau of Fire Protection's (BFP) continuous efforts in promoting fire safety through education, communication, and collaboration. However, they also identified challenges that limit full community participation, such as uneven information dissemination, low awareness, and limited access to outreach activities. While the BFP demonstrates strong leadership and partnerships with schools and communities, engagement remains inconsistent. Overall, the informants emphasized that the main challenge lies in expanding the program's reach and sustaining active involvement across all sectors of the community. When informant 9 was ask about her challenges or barriers faced by the community in engaging with bfp fire safety activities, she discussed in mixed feelings.

Usahay, tungod sa schedule ug kakulang sa oras, lisod para sa tanan nga makapartisipar (IDI9SS5). (Sometimes schedules and time constraints make it hard for everyone to participate).

With similar question, we asked Informant 10 and she unhappily narrated:

Usa sa mga challenge kay ang scheduling. Ang uban tawo busy, ug ang uban pud naghunahuna nga kabalo na sila sa fire safety (IDI10SS5). (One challenge is scheduling. some people are busy or think they already know fire safety).

Participation Barriers. Informants from Ginatilan and Malabuyoc identified several challenges that limit community involvement in the Bureau of Fire Protection's (BFP) fire safety activities. They mentioned that limited access to information, uneven dissemination, and inadequate outreach make it difficult for many residents to stay informed about fire safety initiatives. Additionally, time constraints, repetitive program content, and declining interest reduce participation and engagement. Overall, the informants emphasized that these barriers hinder the community's ability to fully collaborate with the BFP in promoting fire safety awareness and preparedness. When informant 10 was ask about the challenges or barriers faced by the community in engaging with bfp fire activities, she narrated:

Ang uban sa komunidad dili kaayo makakita sa importansya o maulawon lang gyud mo-attend, samtang ang uban naghunahuna nga balik-balik ra ang mga aktibidad (IDI10SS6). (Some community members may not see the importance or are simply shy to attend, while others think it's just repetitive).

Informant 11 highlighted that scheduling conflicts during busy school weeks often lead to low student attendance in BFP seminars.

Usahay ang challenge kay ang attendance, ang uban dili maka-attend tungod sa schedule o naghunahuna nga dili na kinahanglan (IDI11SS5). (Sometimes the challenge is attendance, some can't attend because of schedules or think it's not necessary).

Common challenges or barriers faced by the community in engaging with the BFP fire safety

activities.

Time and Motivation Constraints. Informants from Ginatilan and Malabuyoc recognized that while the Bureau of Fire Protection (BFP) continues to promote fire safety through various educational and community-based programs, participation remains affected by time and motivation constraints. Many community members are unable to attend due to conflicting schedules, personal priorities, or a lack of sustained interest in repetitive activities. Some also expressed that their busy routines and limited free time make it difficult to engage in fire safety initiatives regularly. This situation reveals that despite the BFP's consistent efforts, time limitations and low motivation among participants reduce active involvement and overall program impact. In essence, the insights from the informants emphasize the need for more flexible scheduling, engaging activities, and motivation-driven approaches to encourage consistent community participation in fire safety programs. When informant 1 was asked about the challenges or barriers faced by the community in engaging with BFP fire safety activities, she shared mixed feelings regarding their ability to balance time and interest.

So kuan jud noh mga barriers gyud kay time and scheduling mao jud na ang biggest nga issues then kay daghan man gud gusto mo apil pero tungod sa trabaho ug school activities na usahay dili na sila makaattend (IDI1SS5). (Honestly, the main barriers are time and scheduling. That's really the biggest issue because many people actually want to join, but due to work and school activities, they sometimes can't attend.)

With similar question, we asked Informant 2 she sadly shared:

Naka-experience ko og kalisod sa pag-apil sa ubang BFP sessions kay kasagaran matunong sila sa oras sa eskwela o mosabay sa ubang aktibidad sama sa trabaho o family gathering ug uban pa (IDI2SS6). (I experience difficulty joining some BFP sessions because they are during school hours or side with other activities like work or a family gathering something like that).

Communication and Inclusivity Gaps. Informants from Ginatilan and Malabuyoc recognized the Bureau of Fire Protection's (BFP) continuous efforts to promote fire safety through education, outreach, and collaboration. However, they observed that communication gaps and limited inclusivity have affected the overall participation of the community in these programs. Some community members expressed that information about BFP activities does not always reach everyone, particularly those in remote areas or with busy schedules, resulting in low awareness and engagement. Others pointed out that certain groups feel left out of fire safety initiatives, suggesting that programs are not always designed to include all sectors of society. This situation reflects how insufficient communication and a lack of inclusivity reduce the effectiveness of the BFP's initiatives in fostering community-wide awareness. In essence, the insights from the informants emphasize the importance of improving communication channels and ensuring inclusive participation to strengthen the impact of fire safety programs. When informant 3 was asked about the challenges or barriers faced by the community in engaging with BFP fire safety activities, she shared mixed feelings regarding accessibility and inclusivity.

Mostly schedule conflicts gyud mao jud na pirme ang kuan no kanang hindrance ba and sometimes lack of awareness about activities and some residents are also busy with work or farming (IDI3SS6) (The main problem is really schedule conflicts, that's always the common hindrance. Sometimes people also aren't aware of the activities, and many residents are busy with work or farming).

With similar question, we asked Informant 3 she discussed the challenges or barriers faced by the community in in fire safety activites, she discussed freely:

Naay mga panagbangi pud bahin sa distansya ug oras. Ang uban tawo murag dili kaayo sila kabalaka kay nagtuo sila nga dili man dayon kinahanglan kay gamay ra man daw ang mga insidente sa sunog diri sa amo (IDI3SS8). (There are also conflicts about distance and time some people feel its not urgent because we don't have many fire incidents here).

Recommendations or suggestions offered by the informants or sustainable community engagement with the BFP

Strengthening Collaborative Engagement.

Informants from Ginatilan and Malabuyoc emphasized the importance of maintaining long-term community involvement in the Bureau of Fire Protection's (BFP) programs. They highlighted that continuous education and training are key to sustaining awareness and responsible fire safety behavior. Strengthening communication through accessible and diverse channels can help reach more people, while consistent coordination with schools and local organizations fosters stronger partnerships. The informants also noted that effective leadership and clear safety standards build trust and accountability within the community. Overall, their insights underscore that lasting engagement in fire safety depends on ongoing collaboration, transparent communication, and shared responsibility between the BFP and the community. When informant 1 was asked about her recommendations or suggestions in sustaining the community engagement she discussed:

I think kuan to sustain engagement, the BFP should continue creating long-term partnerships kay dili lang man gud sya one time events usually kanang kuan gyud sya ba pirme gyud bitaw siya and kuan sad siya dapat padayon sad ang collaboration (IDI1SS6). (I think to sustain engagement, the BFP should keep building long-term partnerships. It shouldn't just be one-time events; it has to be continuous and consistent collaboration).

When Informant 2 was asked the same recommendations and suggestions in sustaining the community engagement, he happily narrated:

Akoang suhestyon kay ang BFP magpadayon og regular nga presensya, dili lang kung Fire Prevention Month ra. Bisan gagmay pero kanunay nga pagbisita importante kaayo (IDI2SS7). (My suggestion is for a is for BFP to maintain a regular presence of not just during fire prevention month, small but frequent visits matters).

When Informant 4 was asked the same recommendations and suggestions in sustaining the community engagement, he narrated:

Pwede ko mo suggest ayaw lang nang fliers bisan stickers lang para dali makita sa mga tao kay ang fliers mapilit mana kada establishment ang fliers kay ipang labay raman (IDI4SS9). (I'd like to suggest using stickers instead of flyers, as they're more visible and durable. Flyers tend to get discarded in most establishments, so stickers would be a more effective way to catch people's attention).

Enhancing Engagement and Collaboration. Informants from Ginatilan and Malabuyoc recommended improving the accessibility and attractiveness of the Bureau of Fire Protection's (BFP) fire safety programs to encourage lasting community participation. They emphasized the need to close information gaps and address uneven dissemination to ensure that all sectors are informed and included. Additionally, making activities more engaging and relevant was seen as vital to sustaining interest and overcoming time-related challenges. Overall, the informants highlighted that a more inclusive, strategic, and dynamic approach is essential for keeping communities motivated and actively involved in fire safety initiatives. When informant 10 were asked on her recommendations, she responded positively:

Pwede pud nga maghimo og regular nga school visits, yearly nga competitions bahin sa fire safety, ug mga student-led campaigns. Kini makatabang nga mapadayon ang interes sa mga estudyante sa tibuok tuig, dili lang sa usa ka season (IDI10SS7). (Regular school visits, yearly competitions on fire safety, or student-led campaigns could keep interest alive throughout the year).

When Informant 12 was asked the same recommendations and suggestions in sustaining the community engagement, she warmly expressed his satisfactions:

Pwede ta magsugod og student-led fire safety clubs, maghimo og gagmay nga quizzes o competitions, ug magtukod og regular nga committee tali sa eskwelahan ug sa BFP. Aron masiguro nga ang impormasyon magpadayon ug tarong ang pag-share sa tibuok panahon (IDI12SS6). (We could start student-led fire safety clubs, hold small quizzes or competitions, or have a regular committee between the school and the BFP to

make sure the information flows smoothly).

Analysis of Data

Through the conducted data gathering and with the use of a mixed method approach, the researchers interpreted the data based on what the participants provided, without any alterations or personal bias. This ensures the transparency and credibility of the data analysis in the study. The collected data, including survey results, field notes, and interview transcripts, were utilized by the researchers to develop a clear and comprehensive explanation of the findings. To organize the data, the researchers applied coding procedures. Subsequently, for both quantitative and qualitative components, the researchers identified recurring terms and patterns that helped determine emerging themes. The process involved data classification, coding, reduction, and validation to ensure consistency of interpretation. Finally, the researchers reviewed the gathered records again to confirm the accuracy of their understanding and to refine the initial interpretations and results.

The researchers goes over the records one more time to confirm that their understanding is accurate. This will make it possible for the researchers to go over and enhance the earlier predicted results.

The study is anchored mainly on the Protection Motivation Theory (PMT) by Rogers (1975), supported by the Theory of Planned Behavior (TPB) by Ajzen (1991) and the Preparedness Theory by Seligman (1971).

Protection Motivation Theory (PMT) explains how individuals are motivated to protect themselves when faced with threats by evaluating the severity of the situation, their vulnerability to it, and their ability to cope or respond effectively. This theory suggests that people's protective behaviors, such as taking safety precautions or following preventive measures, are influenced by both fear of the threat and confidence in their ability to avoid harm. It has been widely applied to understand health, safety, and risk-related behaviors, including disaster preparedness and fire safety practices. PMT argues that when individuals perceive a threat as serious and believe they can effectively respond, they are more likely to adopt protective and preventive actions.

According to Antonsen (2017), safety should be understood through a cultural lens, where shared values, beliefs, and norms within an organization influence safety-related behaviors and practices. This similarly reflects how a community perceives safety performance by assessing the collective attitude and commitment of individuals toward maintaining a safe environment. Therefore, the effectiveness of safety initiatives is often labeled or judged based on how consistently members uphold safety values and demonstrate responsibility in preventing risks within their surroundings.

When it comes to the fire safety program of the BFP, the concept of safety culture helps explain how the school administration shared values, beliefs, and practices influence their awareness and participation in safety initiatives. The school administration's attitude toward safety reflects how deeply they internalize preventive habits and view safety as a collective responsibility rather than mere compliance. This suggests that when people recognize the importance of shared commitment and cooperation, fire safety awareness becomes a natural part of their daily lives especially going to their work or even as a business owner who manage also their staffs giving knowledge on how preventive is an important aspect, leading to a more prepared and resilient community.

Theory of Planned Behavior indicates that human behavior is guided by intention, which is shaped by three major factors: attitude toward the behavior, subjective norms, and perceived behavioral control. This refers to a psychological theory that explains how an individual's actions are influenced by their evaluation of the behavior, the expectations of others, and their belief in their own ability to perform it. It has been used to explain a variety of decision-making patterns among individuals and groups, including compliance with safety rules and community-based practices. It argues that people are more likely to engage in a specific behavior when they view it positively, feel social pressure to do it, and believe they have control over performing the action.

According to Najafi et al. (2017), disaster preparedness behaviors are strongly influenced by individuals' intentions, which are in turn shaped by their attitudes toward preparedness, perceived social pressure

(subjective norms), and their belief in their own capacity to carry out protective actions (perceived behavioral control). Similarly, in community fire safety efforts, the success of programs is often judged by how well individuals integrate preparedness behaviors into their daily lives: whether they believe in the value of these behaviors, feel encouraged by peers and authorities, and perceive that they can reliably carry them out, even under constraints.

Preparedness Theory explains that individuals naturally develop fears or cautious responses toward stimuli associated with potential threats, as a result of evolutionary learning. This theory suggests that human behavior is shaped by experiences that promote survival through anticipation and readiness for danger. It emphasizes that people are more likely to retain and respond to information linked to safety and risk prevention, as these are instinctively prioritized by the mind. In essence, the theory highlights how preparedness strengthens one's ability to recognize, respond to, and adapt to situations that may pose harm or danger.

Lastly, according to Dorasamy et al. (2013), community members are often motivated to prepare for disasters out of concern for their families' safety, but preparedness is significantly hindered by a lack of knowledge about how to take effective action. Their study in Selangor, Malaysia found that although individuals expressed the intention to be prepared, many did not know the specific steps required to do so, highlighting knowledge gaps as a key barrier to preparedness. This suggests that community perceptions of safety initiatives depend not only on participants' motivation, but also on how clearly and accessibly preparedness information is communicated and understood. Consequently, the success of fire safety or disaster preparedness programs is judged by the extent to which communities can transform motivation into sustained, practical preparedness behaviors despite structural constraints.

I. Views of the informants on the fire safety program of the BFP.

Positive views of the informants.

Informants from Ginatilan and Malabuyoc expressed positive views regarding the Bureau of Fire Protection's (BFP) fire safety program, emphasizing how knowledge and awareness play a crucial role in safeguarding their community. This appreciation reflects the belief that education, information dissemination, and active enforcement collectively strengthen their capacity to prevent and respond to fire incidents. The dominant theme underscores a proactive community mindset where understanding fire safety measures fosters shared responsibility and vigilance. In essence, the insights from Ginatilan and Malabuyoc residents reveal that informed awareness serves as the foundation of protection, cultivating a culture of safety and preparedness for all.

Holistic and Empowering Approach. Informants, emphasized how the Bureau of Fire Protection's (BFP) fire safety program promotes awareness, discipline, and accountability within their communities. This appreciation reflects the belief that continuous education, effective information dissemination, and strong coordination collectively strengthen their capacity to prevent and respond to fire-related incidents.

The above-mentioned theme is supported by the theoretical foundation of the Theory of Planned Behavior (TPB), which posits that individuals' intentions to perform certain actions are shaped by their attitudes toward the behavior, subjective norms, and perceived behavioral control. This theory aligns with the Holistic and Empowering Approach as it highlights the importance of integrating personal belief systems, social influences, and self-efficacy in shaping proactive safety and preparedness behaviors. By addressing these interconnected components, individuals and communities are more likely to adopt positive, sustained practices that enhance collective resilience and empowerment. Supporting this, Tsai and Yan (2021) found that both subjective norms and perceived behavioral control significantly predicted behavioral intentions toward holistic healthcare practices among medical teachers and students demonstrating how social and personal empowerment factors jointly influence protective and responsible behaviors within a community context.

The integration of Social Cognitive Theory (SCT) into the Holistic and Empowering Approach underscores the dynamic interplay between individual cognition, social influences, and environmental contexts in shaping proactive safety and preparedness behaviors. SCT posits that behavior is a product of reciprocal

interactions among personal factors, behavioral patterns, and environmental stimuli, emphasizing the role of self-efficacy, observational learning, and outcome expectations in behavior change. This theoretical framework aligns with the Holistic and Empowering Approach by highlighting how personal beliefs, social norms, and perceived control collectively influence individuals' intentions and actions toward safety and resilience. For instance, Espina and Calleja (2015) demonstrated that disaster preparedness behaviors are significantly predicted by individual factors such as risk perception and severity of past disaster experiences, as well as environmental factors like community preparedness, all of which are central to SCT's constructs of self-efficacy and observational learning. By addressing these interconnected components, communities are better equipped to adopt sustained practices that enhance collective resilience and empowerment

Proactive Leadership and Collaboration. Informants perceived the Bureau of Fire Protection (BFP) as a proactive and collaborative force in promoting fire safety awareness within their communities. They recognized the agency's strong leadership, continuous education, and effective coordination with schools and local organizations as key factors that enhance public preparedness and accountability. This positive perception underscores the BFP's dedication to fostering cooperation and unity among individuals and institutions, guiding them toward a shared commitment to fire prevention and safety. Overall, the BFP's proactive leadership and collaborative initiatives reflect its vital role as a model of effective public service, inspiring collective responsibility and ensuring a safer, well-informed community.

The above-mentioned theme of Proactive Leadership and Collaboration is well supported by the Theory of Planned Behavior (TPB), because TPB not only addresses individual intentions but also captures the influence of social norms and perceived control in enacting behaviors. In the context of leadership and collaboration, TPB suggests that leaders' attitudes toward collaborative behavior, the perceived expectations of peers and stakeholders (subjective norms), and their confidence in being able to coordinate joint efforts (perceived behavioral control) jointly shape their intention to act proactively and collaboratively. Thus, a leader who values inter-agency cooperation, senses normative pressure to coordinate, and feels capable of doing so is more likely to engage in proactive leadership behavior. Empirically, a recent cross-sectional study in Kerman, Iran, demonstrated that behavioral intention (driven by subjective norms and perceived behavioral control) significantly predicted disaster preparedness behaviors among residents. (Tabatabaei et al., 2025)

The integration of Leader-Member Exchange (LMX) Theory into the concept of Proactive Leadership and Collaboration underscores the significance of high-quality, trust-based relationships between leaders and their team members in fostering collaborative behaviors. LMX posits that leaders develop unique, dyadic relationships with each subordinate, resulting in varying levels of mutual trust, respect, and obligation. High-quality exchanges, characterized by open communication and shared responsibility, are associated with increased employee engagement and proactive behaviors, such as voice and initiative-taking, which are essential for effective collaboration (Gerstner & Day, 1997; Ilies et al., 2007). In the context of disaster preparedness, leaders who cultivate strong LMX relationships can positively influence their team's attitudes and behaviors toward collaborative safety efforts, aligning with the Theory of Planned Behavior's emphasis on attitudes, subjective norms, and perceived behavioral control.

Negative views of the informants. These were derived from the responses of the informants regarding their views on the fire safety program of the Bureau of Fire Protection (BFP) in Ginatilan and Malabuyoc.

Limited Reach and Engagement. Informants viewed the Bureau of Fire Protection's (BFP) fire safety program as a valuable initiative aimed at promoting community awareness and preparedness, yet they recognized challenges in its reach and inclusivity. They noted that while the agency continues to communicate and implement safety initiatives, gaps in dissemination, accessibility, and public participation remain evident. This perception reflects the need for more dynamic, inclusive, and community-centered approaches to sustain engagement and interest. Overall, their insights emphasize that the BFP's efforts, though commendable, would greatly benefit from strengthened outreach and innovative strategies to ensure broader understanding, active participation, and lasting impact within the community.

The above-mentioned theme of Limited Reach and Engagement finds strong alignment with the theoretical foundation of Protection Motivation Theory, which underscores that simply transmitting information is

insufficient without ensuring that individuals appraise risk and believe in their capacity to act. PMT argues that unless a target audience perceives both the seriousness of a threat and their ability to respond (i.e., high self-efficacy and response efficacy), they will not be motivated to adopt protective behaviors. In settings where outreach is weak or engagement is minimal, the threat and coping appraisals remain underdeveloped, thereby dampening the protective motivation chain. As evidence, Shimizu et al. (2025) demonstrated that interventions designed to bolster efficacy beliefs effectively increased intention to adopt protective actions, indicating that strengthening internal cognitive motivators can mitigate the effects of limited reach.

The theme of Limited Reach and Engagement aligns closely with the Extended Parallel Process Model (EPPM), which posits that individuals' responses to fear-inducing messages are influenced by their perceptions of threat and efficacy (Narimani et al., 2023).

According to EPPM, for a message to motivate protective behavior, individuals must perceive a significant threat (high severity and susceptibility) and believe in their ability to respond effectively (high self-efficacy and response efficacy). When outreach efforts are limited, individuals may not receive sufficient information to appraise the threat or their coping abilities, leading to inadequate threat and efficacy appraisals. Consequently, this can result in maladaptive responses such as fear control (denial or avoidance) rather than adaptive danger control (protective behavior adoption). Empirical studies have demonstrated that enhancing individuals' perceptions of efficacy can mitigate the effects of limited reach, thereby promoting protective behaviors even in the face of weak engagement (Narimani et al., 2023).

Gaps in Fire Prevention Role. Informants viewed the Bureau of Fire Protection's (BFP) communication efforts as limited in reach and effectiveness, which has affected the overall impact of its fire safety initiatives. They observed that despite the agency's ongoing programs, gaps in information dissemination, accessibility, and engagement have hindered widespread community awareness and participation. This perception highlights the need for improved clarity, inclusivity, and innovation in the BFP's communication strategies to ensure messages are effectively conveyed and well-received. Overall, their insights underscore that strengthening the agency's communication approach is essential to enhance public involvement, trust, and collective commitment to fire safety.

The above-mentioned theme of Gaps in Fire Prevention Role is well aligned with the Theory of Planned Behavior (TPB), because TPB helps explain how attitude, subjective norms, and perceived behavioral control influence the intentions and actions of those with fire prevention roles. In a context where fire prevention responsibilities are unclear or under-emphasized, people may hold weak attitudes toward acting, perceive little social expectation to enforce fire safety, or believe they lack the capacity or authority to do so. This undermines their intention to fulfill the fire prevention role effectively. For instance, Yeh et al. (2025) used TPB to study factors influencing public engagement in fire protection and found that attitudes toward fire prevention, social norms, and perceived control significantly predicted engagement in fire safety behaviors.

The theme of Gaps in Fire Prevention Role aligns closely with Self-Determination Theory (SDT), which posits that motivation is influenced by the fulfillment of three innate psychological needs: autonomy, competence, and relatedness (Gagné, 2022). When fire prevention responsibilities are unclear or under-emphasized, individuals may experience a lack of autonomy in decision-making, reduced competence in performing tasks, and weakened connections with colleagues or the community. This deficiency can lead to diminished intrinsic motivation, resulting in disengagement and ineffective role fulfillment. Conversely, when these psychological needs are supported, individuals are more likely to engage proactively in fire prevention efforts. Research has shown that fostering environments that satisfy these basic needs can enhance motivation and performance in various organizational settings (Gagné, 2022).

Perception of the Informants in the Role of the BFP in Preventing and Responding to Fire Incident

Inclusive Fire Safety Communication. Informants viewed the Bureau of Fire Protection's (BFP) communication strategy as an inclusive and community-centered effort that effectively promotes awareness and responsible behavior. They recognized the agency's consistent coordination with schools and local organizations, along with its use of various media platforms, as key to ensuring that fire safety information

reaches a broad audience. This positive perception highlights the BFP's commitment, professionalism, and collaborative approach, which have strengthened public trust and encouraged active participation in fire prevention. Overall, the BFP's effective communication initiatives have reinforced its role as a vital partner in fostering community safety and resilience.

This theme is well supported by Theory of Planned Behavior (TPB), because TPB emphasizes how attitudes, perceived social norms, and perceived behavioral control jointly shape intentions to act factors that are critical in designing inclusive fire safety communication. Inclusive communication requires that diverse audiences hold positive attitudes toward the message (seeing it as relevant and trustworthy), feel social support or normative expectation to heed it, and believe they have the ability (or resources) to act on it. When any of these components is weak e.g. a marginalized group sees fire safety communication as unrelatable (negative attitude), feels it is not expected of them (weak subjective norm), or lacks confidence or means to act (low perceived behavioral control) then the communication fails to fully engage. For instance, Amirkhani et al. (2025) applied a TPB-based educational intervention targeting children's traffic safety and found that boosting favorable attitudes and perceived control led to more sustained safety behavior, illustrating how targeted messaging that addresses belief structures can enhance engagement and uptake.

The theme of Inclusive Fire Safety Communication is well supported by the Elaboration Likelihood Model (ELM), which posits that individuals process persuasive messages through two distinct routes: the central route, involving careful, thoughtful consideration of message content, and the peripheral route, relying on superficial cues such as source attractiveness or credibility. In the context of fire safety communication, when messages are tailored to the specific needs and characteristics of diverse audiences, they are more likely to engage the central route of processing, leading to more enduring attitude and behavior changes. However, if messages are perceived as irrelevant or unrelatable, audiences may resort to the peripheral route, resulting in less effective persuasion. Research has demonstrated that aligning message content with the audience's values and experiences enhances message elaboration and, consequently, the adoption of protective behaviors (Lam et al., 2022).

Ineffective Communication Strategies. Informants highlighted that while the Bureau of Fire Protection's (BFP) communication initiatives aim to raise fire safety awareness, their overall impact remains limited. Many community members are aware of the programs, yet gaps in information dissemination, accessibility, and engagement hinder consistent participation. Although the BFP's efforts have improved public knowledge, the findings reveal ongoing challenges in translating awareness into sustained community involvement and proactive fire prevention practices.

The emergent theme aligns with the Protection Motivation Theory (PMT), which posits that individuals' motivation to adopt safety behaviors depends not only on recognizing threats (via perceived severity and vulnerability) but also on believing that effective responses exist and that they themselves are capable of executing them (response efficacy + self-efficacy). When communication is ineffective ambiguous, inconsistent, or lacking credibility it may succeed in raising awareness of dangers but fail to bolster coping appraisals. In such cases, people may feel concerned yet powerless, so intentions do not translate into action. For example, Hinssen and Dohle (2023) employed PMT in a longitudinal study of COVID-19 protective behaviors and found that self-efficacy strongly predicted intentions and indirectly influenced actual protective actions underscoring that without sufficient confidence in one's ability, messages ultimately fall short.

The theme of ineffective safety communication is also well explained by the Risk Perception Attitude (RPA) Framework, which posits that individuals' motivation to engage in protective behaviors depends not only on their perception of risk but also on their efficacy beliefs.

According to the Risk Perception Attitude (RPA) framework developed by Rimal and Real (2003), individuals can be grouped into four distinct categories based on their levels of perceived risk and efficacy: responsive (high risk, high efficacy), avoidant (high risk, low efficacy), proactive (low risk, high efficacy), and indifferent (low risk, low efficacy).

Those with high perceived risk but low efficacy often feel concerned yet powerless, making them less likely to

adopt protective behaviors. In contrast, individuals with high efficacy are more likely to translate their perceived risks into adaptive actions because confidence in their ability to respond plays a critical role in behavior change. This framework underscores that raising awareness of a threat alone is insufficient; effective communication must also bolster individuals' confidence in their ability to respond effectively in order to promote adaptive behavior.

Views of the Informants on the Communication and Information Dissemination Strategies of the BFP on Fire Safety

Empowered Community Practices. Informants highlighted that the Bureau of Fire Protection's (BFP) fire safety programs have significantly enhanced public awareness and encouraged proactive participation in fire prevention. While many community members have become more knowledgeable and responsible through the BFP's education and training initiatives, consistent and sustained preventive action remains a challenge. The findings suggest that although awareness and skills have improved, the community continues to face difficulties in maintaining long-term engagement and transforming awareness into enduring fire-safe practices.

This theme is supported and emphasizes that community empowerment is deeply rooted in collective preparedness, shared learning, and participatory decision-making. It posits that when communities are equipped with the necessary knowledge, skills, and trust-based collaboration, individuals become more confident, motivated, and capable of responding effectively during emergencies. In this view, preparedness serves not only as a means of survival but also as a mechanism for strengthening resilience and fostering unity within the community. Thus, empowerment through preparedness reflects the essence of a resilient society one where awareness, self-efficacy, and cooperation transform potential vulnerability into collective strength (Adams, Eisenman, & Glik, 2019).

The theme of community empowerment through preparedness is strongly supported by Community Resilience Theory, which emphasizes a community's capacity to adapt, withstand, and recover from adverse events through shared knowledge, social networks, and coordinated action. This theory posits that resilience is not merely an individual trait but a collective characteristic strengthened by trust, collaboration, and participatory decision-making. Communities that foster strong social ties, resourcefulness, and adaptive strategies enhance the confidence and self-efficacy of their members, enabling them to respond effectively during emergencies (Norris et al., 2008). Thus, preparedness initiatives that build collective competence and encourage inclusive engagement serve not only to reduce vulnerability but also to cultivate a unified and empowered society capable of sustained resilience.

Minimal Community Impact. Informants acknowledged the Bureau of Fire Protection's (BFP) efforts to promote fire safety through its community programs and educational campaigns. However, they observed that these initiatives often fail to fully engage the public or lead to lasting behavioral change. Many pointed out issues such as uneven dissemination, repetitive content, and limited accessibility, which hinder effective communication and participation, particularly among busy residents and less-informed groups. This theme reflects the gap between raising basic awareness and fostering genuine understanding and consistent preventive action within the community.

This theme is supported by the Protection Motivation Theory (PMT), which explains how individuals' perceptions of threat and their ability to cope influence the likelihood of adopting protective behaviors. The theme of "Minimal Community Impact" reflects the limited behavioral response that occurs when awareness of risk does not translate into meaningful action.

PMT emphasizes that while individuals may recognize the severity and vulnerability of a threat, low self-efficacy or perceived response costs can weaken their motivation to act.

According to Faryabi et al. (2023), even when communities in southern Iran were aware of disaster risks, their preventive behaviors remained low due to insufficient confidence in their capabilities and limited belief in the effectiveness of protective actions. This suggests that empowering communities with the necessary skills, resources, and confidence is essential to transforming awareness into impactful, sustained safety behavior.

The theme of Minimal Community Impact can also be understood through the lens of Cognitive Appraisal Theory, which posits that individuals' behavioral and emotional responses to threats are determined by their cognitive evaluation of both the severity of the threat and their ability to cope with it. According to this theory, individuals first appraise the significance of a threat (primary appraisal) and then assess their available resources and coping strategies (secondary appraisal) to respond effectively (Lazarus & Folkman, 1984). Even when communities recognize the severity and vulnerability associated with hazards, insufficient confidence in their coping capacity, limited skills, or lack of resources can result in inaction or minimal protective behavior. This underscores the importance of interventions that not only increase awareness but also enhance perceived coping ability, thereby transforming risk recognition into meaningful preventive action.

Ways the Fire Safety Program of the BFP Influenced the Community Awareness and Practices Regarding Fire Prevention

Limited Reach and Engagement. Informants recognized the importance of the fire safety programs but revealed that participation often stems from obligation rather than genuine involvement. They cited communication gaps, limited access to information, and financial or time constraints as barriers to engagement. Some also viewed inspections as bureaucratic instead of supportive, leading to reduced trust and interest.

This theme aligns with the Preparedness Theory, which emphasizes the importance of community readiness and proactive engagement in disaster risk reduction. The concept of "Limited Reach and Engagement" reflects the challenges faced when preparedness initiatives fail to effectively engage all segments of the community. For instance, a study by Sufri et al. (2020) reviewed the application of community engagement in early warning systems and found that limited community involvement often led to suboptimal preparedness outcomes. The study highlighted that without active participation and tailored communication strategies, even well-designed systems could fail to reach and engage the intended audiences, thereby reducing their effectiveness. This underscores the need for inclusive and participatory approaches to enhance community engagement and preparedness.

The theme of Limited Reach and Engagement can be better understood through Risk Communication Theory, which emphasizes that the effectiveness of preparedness initiatives relies not only on the content of messages but also on how they are communicated to target audiences. This theory posits that for individuals and communities to act on risk information, messages must be clear, credible, timely, and tailored to the needs and perceptions of diverse populations (Covello, 2003). When communication strategies are poorly designed, overly technical, or fail to consider audience characteristics, even well-intentioned preparedness programs may fail to engage participants or motivate protective actions. Effective risk communication enhances awareness, builds trust, and facilitates informed decision-making, thereby improving the overall impact of community preparedness efforts.

Challenges or Barriers Faced by the Community in Engaging with the BFP Fire Safety Activities.

Time and Motivation Constraints Affecting Participation. Informants expressed that participation in the Bureau of Fire Protection's (BFP) fire safety programs is often influenced by individual motivation, personal priorities, and the availability of time. They noted that despite the BFP's continuous efforts, many community members struggle to attend due to busy schedules, conflicting activities, or declining interest in repetitive programs. Some suggested that more engaging and flexible approaches could help sustain public involvement and interest. However, persistent time constraints and low motivation continue to hinder consistent participation in fire safety initiatives. This theme highlights the importance of developing motivation-driven strategies, improving program design, and offering adaptable schedules to encourage active and sustained community engagement in BFP activities.

This theme is supported by Protection Motivation Theory (PMT), which explains that individuals' motivation to engage in protective or preventive behaviors is influenced by their perceived threat severity, vulnerability, response efficacy, and self-efficacy. The theme *Time and Motivation Constraints Affecting Participation* aligns with this framework, as individuals who perceive low efficacy or limited personal capacity—such as

lacking time, energy, or confidence—tend to show weaker protective motivation. When people doubt their ability to manage competing demands or fail to recognize the value of their participation, their engagement in preparedness or safety activities declines. For example, Bubeck et al. (2012) found that time constraints and low self-efficacy significantly reduced households' adoption of flood preparedness measures in Europe, illustrating how motivation and perceived control directly influence protective actions. This suggests that addressing both time limitations and motivational barriers is essential for strengthening participation in community-based safety programs.

This theme is supported by the Conservation of Resources (COR) Theory, which posits that individuals strive to obtain, retain, and protect valuable resources such as time, energy, motivation, and social support. According to this theory, stress and disengagement occur when these resources are depleted or when individuals perceive that the demands placed upon them exceed their available resources. The theme *Time and Motivation Constraints Affecting Participation* aligns with this framework, as people facing limited time, competing responsibilities, or diminished motivation tend to prioritize essential tasks over community or preparedness activities. When individuals perceive that engaging in safety initiatives requires more effort than they can afford, their willingness to participate declines. For example, Hobfoll (2011) emphasized that individuals experiencing resource loss or overload often reduce involvement in non-essential activities to conserve remaining resources, illustrating how scarcity of time and motivation directly influences engagement levels. This highlights the importance of designing community safety programs that minimize resource strain and support participants' capacity to contribute effectively.

Communication Gaps and Limited Inclusivity in BFP Programs. Informants expressed that effective participation in the Bureau of Fire Protection's (BFP) fire safety programs depends greatly on clear communication, accessible information, and inclusive engagement. They noted that while the BFP actively promotes fire safety through education and outreach, some community members remain unaware of program schedules or feel excluded from activities. This lack of communication and inclusivity limits awareness and reduces overall participation, particularly among those in remote areas or with time constraints. However, informants believed that expanding communication channels and involving all sectors of the community could strengthen engagement and cooperation. This theme underscores the importance of improving information dissemination, ensuring inclusivity, and fostering stronger coordination to promote sustained and active community participation in BFP fire safety initiatives.

This theme is supported by the Theory of Planned Behavior (TPB), which posits that individuals' behavioral intentions and actions are shaped by their attitudes, subjective norms, and perceived behavioral control. The theme *Communication Gaps and Limited Inclusivity in BFP Programs* aligns with this framework, as ineffective dissemination of information and lack of inclusive engagement can diminish positive attitudes, reduce perceived community expectations, and lower individuals' confidence in their ability to participate. When communication strategies fail to reach diverse audiences or to make safety information understandable and accessible, public participation weakens. For example, Han and Stoel (2017) found that insufficient communication and perceived barriers significantly reduced individuals' intentions to engage in pro-social and safety-related behaviors, emphasizing the critical role of transparent and inclusive messaging. This underscores that well-structured communication—grounded in clarity, accessibility, and inclusivity—is essential to strengthen participation and collective safety behavior.

This theme is supported by the Communication Accommodation Theory (CAT), which posits that individuals adjust their communicative behaviors—such as language, tone, and interaction style—to facilitate understanding and social harmony in diverse interactions. The theme *Communication Gaps and Limited Inclusivity in BFP Programs* reflects this principle, as limited adaptation to the communication needs of various community groups can hinder message clarity and inclusiveness. When institutions fail to modify their communication approaches to match the linguistic, cultural, or contextual expectations of their audience, engagement and trust often decline. Conversely, adaptive communication promotes mutual understanding, respect, and inclusivity. For instance, Soliz and Giles (2014) found that accommodation behaviors significantly enhance intergroup trust and reduce perceived distance between organizations and the public, demonstrating the vital role of communicative flexibility in building effective relationships. This highlights that the BFP can strengthen inclusivity and participation by tailoring its communication to diverse audiences, ensuring that

information is accessible, relatable, and responsive to community needs.

Recommendations or Suggestions Offered by the Informants or Sustainable Community Engagement with the BFP

Strengthening Collaborative Engagement. Informants recognized the Bureau of Fire Protection's (BFP) efforts in promoting fire safety but identified challenges such as limited awareness, time constraints, accessibility issues, and communication gaps that hinder consistent community participation. They emphasized the need for more inclusive and continuous strategies, including accessible communication channels, ongoing education, and stronger coordination with schools and local organizations. Overall, the theme highlights the importance of collaboration, trust, and shared responsibility between the BFP and the community to ensure sustained engagement in fire safety initiatives.

This theme is supported by Protection Motivation Theory (PMT), which holds that individuals' willingness to engage in protective behaviour depends on their appraisal of threat (how severe & how vulnerable they are) and their appraisal of coping (whether the protective action is effective and whether they can perform it). The concept of *Strengthening Collaborative Engagement* aligns with PMT, because collaboration can help raise perceived severity/vulnerability (by shared awareness), increase belief in efficacy of collective action, and build confidence in joint capacity to respond. For example, a study by Kurata et al., (2023) investigated *Factors Affecting Flood Disaster Preparedness and Mitigation in Flood-Prone*

Areas in the Philippines: An Integration of Protection Motivation Theory and the Theory of Planned Behavior. They found that PMT-and-TPB factors (including threat perception, efficacy, social norms, and perceived control) are significant predictors of intentions toward flood preparedness and mitigation.

This theme is supported by Collective Efficacy Theory, which refers to a group's shared belief in its capacity to organize and execute actions necessary to achieve common goals. In relation to *Strengthening Collaborative Engagement*, the theory suggests that when community members believe they can act together effectively—through cooperation, mutual aid, and shared responsibility—they are more likely to engage in joint preparedness and response behaviors. For example, Weber et al., (2023) conducted a longitudinal study of intersectionally vulnerable university students and found that higher levels of collective efficacy positively predicted preparedness and response behaviors during the COVID-19 pandemic. This supports the idea that enhancing collective belief in communal action is critical to fostering collaborative engagement in disaster and health risk contexts.

Enhancing Engagement and Collaboration. Informants emphasized that lasting community participation in the Bureau of Fire Protection's (BFP) fire safety programs depends on mutual trust, shared responsibility, and continuous engagement rather than routine compliance. They recommended enhancing community-based initiatives by making activities more interactive, inclusive, and locally relevant to encourage broader involvement. The informants also suggested improving information dissemination and maintaining transparent communication to strengthen public ownership and sustained commitment to fire safety efforts.

This theme is supported by Protection Motivation Theory (PMT), which posits that individuals' motivation to protect themselves is influenced by their perceptions of threat severity, vulnerability, and the efficacy of their protective actions. The concept of Enhancing Engagement and Collaboration aligns with PMT, as it underscores the importance of fostering positive attitudes, creating supportive social expectations, and empowering individuals to feel capable of contributing to joint initiatives. For instance, a study by Liu et al. (2024) investigated the influencing factors of urban public flood emergency evacuation decision behavior based on PMT. The study found that individuals' perceptions of threat severity and their confidence in protective actions significantly influenced their engagement in protective behaviors. This highlights the need for interventions that enhance individuals' perceptions of threat and efficacy to strengthen collaborative engagement in disaster preparedness.

The theme of Enhancing Engagement and Collaboration is well supported by Organizational Support Theory

(OST), which posits that individuals' willingness to contribute to collective initiatives is strongly influenced by their perception of support from the organization or group leading the effort. OST suggests that when individuals feel valued, recognized, and supported with the necessary resources, they are more motivated to engage actively and collaborate effectively (Eisenberger et al., 1986). In the context of community preparedness, providing clear guidance, accessible resources, and ongoing encouragement fosters trust and strengthens members' confidence in contributing to joint actions. This underscores that collaborative engagement is not solely a matter of individual motivation but also of perceived organizational or institutional backing, which can significantly enhance participation in protective behaviors.

SUMMARY, FINDINGS AND IMPLICATIONS

This chapter presents the summary, findings, and implications. The summary is composed of the main problem and sub-problem and methodology, and implication for practice and future studies.

This study delved into the perspectives of the school administration on fire safety awareness at Ginatilan and Malabuyoc, Cebu City, Philippines.

Specifically, it sought answers to the following questions:

Quantitative

1. What was the level of awareness of the community on the fire safety program of the BFP as perceived by the respondents?
2. What was the level of effectiveness of the fire safety program of the BFP as perceived by the respondents?
3. What was the level of community participation for engagement in the fire safety activities of the BFP as perceived in the respondents?
4. What was the extent of impact of the fire safety initiatives of the BFP to the community?

Qualitative

1. What are the views of the informants on the fire safety program of the BFP?
2. How do the informants perceive the role of the BFP in preventing and responding to fire incidents?
3. What are the views of the informants on the communication and information dissemination strategies of the BFP on fire safety?
4. In what ways has the fire safety program of the BFP influenced the community awareness and practices regarding fire prevention?
5. What are the common challenges or barriers faced by the community in engaging with the BFP fire safety activities?
6. What are the recommendations or suggestions offered by the informants or sustainable community engagement with the BFP?

This study used a mixed-methods design, delving into the perspectives of school administrators on the fire safety awareness program at Ginatilan and Malabuyoc.

Findings Findings for Quantitative Sub-problem

The researchers sought the conclusion for the four (4) quantitative subproblems which were formulated by

determining means from every indicators to determine the correlation of the interpretation to the sub- problem of the quantitative study and summarized as follows:

For the first (1st) sub-problem, Level of Awareness of the Community on the Fire Safety Program of the BFP were analyzed. Upon getting the means of the ten (10) indicators such as: 1 (4.75-*Very Aware*), 2 (4.75-*Very Aware*), 3 (4.25- *Very Aware*), 4 (4.5-*Aware*), 5 (4.33-*Very Aware*), 6 (4.58- *Very Aware*), 7 (4.33-*Very Aware*), 8 (4.42-*Very Aware*), 9 (4.91-*Very Aware*), 10 (4.75-*Very Aware*), and through the application of the formula we get the *overall means of 4.57* corresponding to verbal interpretation of *Very Aware*.

For the first (2nd) sub-problem, Level of effectiveness of the fire safety program of the BFP were analyzed. Upon getting the means of the ten (10) indicators such as: 1 (4.16-*Effective*), 2 (4.75-*Very Effective*), 3 (4.83-*Very Effective*), 4 (4.5-*Effective*), 5 (4.75-*Very Effective*), 6 (4.75-*Very Effective*), 7 (4.83-*Very Effective*), 8 (4.75-*Very Effective*), 9 (4.83-*Very Effective*), 10(4.91-*Very Effective*) and with the use of the formula we get the *overall means of 4.71* corresponding to verbal interpretation as *Very Effective*.

For the third (3rd) quantitative sub-problem, Level of community participation or engagement in the fire safety activities of the BFP were analyzed. Upon getting the means of the ten (10) indicators such as: 1 (3.58- *High*), 2 (3.91-*High*), 3 (4.5-*High*), 4 (4.16-*High*), 5 (4.83-*Very High*), 6 (4.91-*Very High*), 7 (4.5-*High*), 8 (4.41-*Very High*), 9 (4.8-*High*), 10 (4.83- *Very High*), and through the application of the formula we get the *overall means of 3.16* corresponding to verbal interpretation as *Moderate*.

For the fourth (4th) sub-problem, Extent impact of fire safety initiatives in the BFP to the community were analyzed. Upon getting the means of the ten (10) indicators such as: 1 (4.66-*Very High Impact*), 2 (4.5- *High Impact*), 3 (4.91-*Very High Impact*), 4 (4.66-*Very High Impact*), 5 (5- *Very High Impact*), 6 (4.8- *High Impact*), 7 (4.58-4.66-*Very High Impact*), 8 (4.66-*Very High Impact*), 9 (4.75-*Very High Impact*), 10 (5.33-*Very High Impact*), and with the use of the formula we get the *overall means of 4.71* corresponding to verbal interpretation as *Very High Impact*.

Findings for Qualitative Sub-problem

The researcher developed 14 emergent themes. These emerging themes pointed as a response to the sub-problems and summarized as follows:

For the (1st) sub-problem, the informants' views on the fire safety program of the Bureau of Fire Protection (BFP) were analyzed. Their responses revealed both positive and negative perceptions. Regarding the positive views, two emergent themes were identified: *Holistic and Empowering Approach* and *Proactive Leadership and Collaboration*. Conversely, the negative views of the informants generated two emergent themes: *Limited Reach and Engagement* and *Gaps in Fire Prevention Role*.

In the (2nd) sub-problem, the informants' perception of the role of the BFP in preventing and responding to fire incidents was examined. The analysis produced two emergent themes: *Inclusive Fire Safety Communication* and *Ineffective Communication Strategies*.

For the (3rd) sub-problem, the informants' views on the communication and information dissemination strategies of the BFP on fire safety were explored. This resulted in two emergent themes: *Empowered Community Practices* and *Minimal Community Impact*.

In the (4th) sub-problem, the ways the BFP fire safety program influenced community awareness and practices regarding fire prevention were analyzed. Two emergent themes emerged: *Limited Reach and Engagement* and *Participation Barriers*.

For the (5th) sub-problem, the common challenges or barriers faced by the community in engaging with BFP fire safety activities were identified. This generated one emergent theme: *Limited Participation Due to Communication Gaps*

Finally, for the (6th) sub-problem, the recommendations or suggestions offered by the informants for sustainable community engagement with the BFP were examined, resulting in two emergent themes: *Strengthening Collaborative Engagement* and *Enhancing Engagement and Collaboration*.

Implications

Implications for Practice

The findings of this study provide meaningful insights that support the Bureau of Fire Protection (BFP) in strengthening its fire safety awareness programs within educational institutions. By presenting evidence-based data drawn from the perspectives of school administrators, the study enables the BFP to evaluate the consistency, relevance, and effectiveness of their school-based fire safety initiatives. The results highlight the importance of sustaining fire safety campaigns beyond Fire Prevention Month and encourage the Bureau to maintain regular engagement with schools to ensure continuous awareness and preparedness among school personnel and learners.

The Department of Education (DepEd) also benefits significantly from the findings of this research. The study provides DepEd with practical insights into how fire safety programs are implemented and perceived at the school level. These findings may guide the department in strengthening policies, monitoring mechanisms, and training programs related to disaster risk reduction and fire preparedness. By institutionalizing regular coordination with the BFP and encouraging schools to establish fire safety committees, DepEd can ensure that fire safety awareness becomes an integral component of school governance and student protection policies.

From the viewpoints of school principals, the study emphasizes the importance of structured collaboration between schools and the BFP. Establishing a dedicated fire safety committee that regularly coordinates with BFP officers can create a sustainable partnership focused on prevention, preparedness, and emergency response. Such coordination promotes a culture of safety within schools and ensures that fire safety measures are implemented not merely for compliance, but as part of a proactive safety framework.

For Local Government Units (LGUs), the study offers relevant guidance in improving community-level dissemination strategies. While informational materials such as posters and announcements are visible in many areas, the findings suggest that direct engagement—such as house-to-house visits or localized surveys—can be more effective in reaching residents with limited communication access. Through strengthened outreach programs, LGUs can enhance public awareness and reinforce the shared responsibility of fire prevention.

Teachers also benefit from the implications of this research, as the findings encourage the integration of fire safety awareness into student-centered activities. Organizing student-led fire safety clubs, conducting quizzes and awareness campaigns, and collaborating consistently with school administrators and BFP personnel can cultivate preparedness among learners. These initiatives help students internalize fire safety practices and extend awareness beyond the classroom setting.

At the community level, the study reinforces the importance of collective participation in fire prevention efforts. When the BFP, DepEd, school administrators, teachers, and LGUs work collaboratively, a more coordinated and responsive fire safety system can be achieved. This unified approach contributes to safer schools and communities, minimizing the risks of fire-related incidents and enhancing overall public safety.

The study also contributes to the professional development of the researchers by deepening their understanding of public safety programs, policy implementation, and inter-agency collaboration. It enhances their competencies in research analysis, critical thinking, and academic writing, while serving as a foundation for future studies related to school safety and disaster preparedness.

Lastly, this research provides a solid reference for future scholars who intend to explore related areas in fire safety awareness, educational governance, and community disaster risk reduction. By offering structured analysis and identifying areas for enhancement, the study lays groundwork for further research that may refine strategies, examine additional variables, or expand the scope of fire safety programs within the educational

sector.

Implications for Future Studies

This study provides meaningful insights into the implementation of the Bureau of Fire Protection's (BFP) fire safety awareness programs in schools, particularly from the perspectives of school administrators. While the findings highlight existing strengths in coordination and awareness efforts, they also reveal areas that warrant deeper scholarly exploration to further enhance sustainability, collaboration, and long-term preparedness within educational institutions and communities.

To build upon the results of this research, future scholars are encouraged to undertake comprehensive investigations in the following areas:

Future research may examine the long-term impact of the BFP's continuous presence in schools and communities beyond Fire Prevention Month. Studies may explore how regular visibility, consistent engagement, and sustained partnerships influence awareness retention, behavioral change, and overall preparedness levels among school personnel, students, and community members. A longitudinal approach may provide clearer insights into whether continuous exposure leads to measurable improvements in fire safety compliance and emergency responsiveness.

Further studies should investigate the role and effectiveness of school-based fire safety committees in strengthening coordination between educational institutions and the BFP. Research may focus on how these committees function, the challenges they encounter, and the extent to which they contribute to institutionalizing fire safety practices within school systems. Comparative studies between schools with active committees and those without structured coordination mechanisms may also determine best practices for implementation.

Future researchers may also explore the impact of direct, house-to-house fire safety programs conducted by Local Government Units (LGUs) on community participation and responsiveness. While traditional information dissemination methods such as posters and announcements remain common, empirical studies may assess whether personalized engagement strategies significantly improve residents' knowledge, preparedness, and willingness to comply with fire safety regulations. Such research could help identify the most effective communication approaches for diverse community settings.

Another important area for further inquiry involves examining the influence of student-led fire safety clubs, competitions, and awareness campaigns on learners' knowledge, attitudes, and behaviors toward fire prevention. Studies may measure changes in students' preparedness levels, participation in drills, and ability to apply fire safety protocols in simulated or real-life situations. Expanding this inquiry may also determine whether student-driven initiatives contribute to fostering a culture of safety not only within schools but also in their respective households.

Future studies may likewise assess the role of the Department of Education (DepEd) in institutionalizing fire safety awareness within the broader framework of disaster risk reduction and school safety policies. Researchers may explore how DepEd guidelines, monitoring systems, and training programs influence the consistency and quality of fire safety program implementation across public and private schools. Comparative analyses among different divisions or regions may further provide insights into policy effectiveness and administrative support mechanisms.

This study also serves as a valuable academic reference for future scholars seeking to expand research in the fields of school safety, public administration, and community-based fire prevention. By providing empirical data and identifying research gaps, it offers a foundation for adopting mixed-method approaches, incorporating quantitative measurements of preparedness, or conducting case studies on fire incidents within educational institutions.

By exploring these recommended areas, future research can contribute to a more comprehensive understanding

of fire safety awareness in schools, strengthen collaboration among the BFP, DepEd, LGUs, and educational institutions, and support the development of safer, more resilient learning environments and communities.

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APPENDIX A TRANSMITTAL LETTER



UNIVERSITY OF CEBU
MAIN CAMPUS

COLLEGE OF CRIMINAL JUSTICE
CENTER OF DEVELOPMENT IN CRIMINOLOGY



REY L. MANUSAY
PRINCIPAL I
MALABUYOC CENTRAL ELEMENTARY SCHOOL

Dear _____:

Greetings

The undersigned researchers are undertaking a research entitled **"Fire Safety Awareness Program of the Bureau of Fire Protection (BFP): Perspectives of the School Administrations in Ginatilan and Malabuyoc, Cebu"** as a partial requirements for the degree of Bachelor of Science in Criminology. One major purpose of this research is to know the views of the School Administration in Ginatilan and Malabuyoc, Cebu. The informants of this study are the school administrators, principals, and professionals who have knowledge on fire safety.

This study will be beneficial to the school administrators, BFP, DILG, LGUs since the research will present suggestions and recommendations to enhance fire awareness.

In this regard, we respectfully request from your good office to allow us to conduct an interview with target informants. We assure you that the identity of the informants will be treated with utmost confidentiality.

We are hoping for your kind approval. Thank you very much.

Very respectfully yours,

CRISSA GHEAL BULLAG
Handwritten Signature
HANZEL A. NAMORO
Handwritten Signature
TEODOLO SINADJAN JR.

Noted by:

DR. ANTHONY ALBOFERA
Adviser, College of Criminal Justice

ATTY. DODELON F. SABLON, RCrim, Ph.D Crim
Dean, College of Criminal Justice

RECEIVED

Date: 7/29/2025 10:24

Handwritten Signature

MAE ARANILLA ALLOSIDA
ADMINISTRATIVE OFFICER II

Appendix A1 Transmittal Letter



UNIVERSITY OF CEBU
MAIN CAMPUS

COLLEGE OF CRIMINAL JUSTICE
CENTER OF DEVELOPMENT IN CRIMINOLOGY



CTU- Ginatilan

Dear _____:

Greetings

The undersigned researchers are undertaking a research entitled "Fire Safety Awareness Program of the Bureau of Fire Protection (BFP): Perspectives of the School Administrations in Ginatilan and Malabuyoc, Cebu" as a partial requirements for the degree of Bachelor of Science in Criminology. One major purpose of this research is to know the views of the School Administration in Ginatilan and Malabuyoc, Cebu. The informants of this study are the school administrators, principals, and professionals who have knowledge on fire safety.

This study will be beneficial to the school administrators, BFP, DILG, LGUs since the research will present suggestions and recommendations to enhance fire awareness.

In this regard, we respectfully request from your good office to allow us to conduct an interview with target informants. We assure you that the identity of the informants will be treated with utmost confidentiality.

We are hoping for your kind approval. Thank you very much.

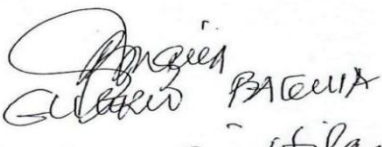
Very respectfully yours,

CRISSA GHEA L. BULLAG
HANZELA NAMORO
TEODOLO SINADJAN JR.

Noted by:

DR. ANTHONY ALBOFERA
Adviser, College of Criminal Justice

ATTY. DOBELYN R. SABIJON, R.Crim, Ph.D Crim
Dean, College of Criminal Justice


 CTU- Ginatilan
 "Direc Dior"

Appendix B Approval Letter



University of Cebu Research Ethics Committee



PROTOCOL APPROVAL

Form 2.7

August 20, 2025

Protocol Version Approved: One (1)
ICF Version Approved: One (1)

CRISSA GHEA L. BULLAG
University of Cebu
Main Campus

Re: **BSCRIM(1)-2025-08-028.**

**FIRE SAFETY AWARENESS
PROGRAM OF THE BUREAU OF
FIRE PROTECTION
(BFP): PERSPECTIVES OF THE
SCHOOL ADMINISTRATION IN
GINATILAN AND MALABUYOC,
CEBU**

Dear Sir/ Madam:

We wish to inform you that your study protocol under (expedited/full board review), is hereby granted approval for implementation by the UCREC. This ethical clearance is valid for one year from August 20, 2025 until expiration date August 20, 2026.

Investigator Responsibilities after Approval:

- Submit document amendments for REC approval before implementing them
- Submit RNE's reports to the REC within 14 days
- Submit progress report every 12 months
- Submit final report after completion of protocol procedures at the study site
- Report protocol deviation/ violation
- Comply with all relevant international and national guidelines and regulations
- Abide by the principles of good clinical practice and ethical research
- Apply for continuing review if conduct of study will last more than 1 year.
- Be prepared for a site visit by members of the UCAREC.
- Submit Continuing Review before expiration of approval

Very truly yours,


DR. JUANITO N. ZUASULA, JR. MD
Chair, UCREC

Appendix C Validation Sheet

**UNIVERSITY OF CEBU- MAIN
COLLEGE OF CRIMINAL JUSTICE**

VALIDATION SHEET FOR INTERVIEW GUIDE

Name of the Researcher Bullag, Crissa Ghea L.
Namoro, Hanzel A.
Sinadjan, Teodoro Jr.

Title of Research Fire Safety Awareness Program of the BFP: Perspectives of the
Name of the Evaluator _____ School Administration in
Signature of Evaluator _____ Ginatilan and
Date Evaluated _____ Malabuyoc,
Cebu

RATING: Number of YES marks

() 10 Very Good () 6-7 Fair
(/) 8-9 Good () 0-5 For Revalidation

To the Evaluator: Kindly check the column which fits your evaluation of the item

ITEMS	YES	NO
Ethics:		
1. Introduction (purpose, confidentiality, duration, way of conduct) and closing components (for additional comments) are provided	☒	
2. Informed consent is included		☒
Artistry:		
3. Script is included/ built in, so interviewer can introduce, guide and conclude the interview in a consistent manner	☒	
4. Questions are appropriate to the study, enhancing the possibility of storytelling and narratives	☒	
Rigor:		
5. Questions are open-ended to encourage in-depth responses: avoiding close-ended questions which are answerable by yes or no	☒	
6. Questions are stated in the affirmative	☒	
7. Probe questions are provided	☒	
8. Questions are logically ordered asking the highest priority questions first. Opinion questions follow information questions	☒	
9. Questions are stated in clear and simple terms		☒
10. Number of questions can be covered within 60 to 90 minutes. Not exceeding 15 open-ended items (probes excluded), for every research question, except for special cases	☒	

REMARKS:

Appendix D Informed Consent Form

University of Cebu Research Office

(032) 255 – 7777 local 183

Informed Consent for the Study on the FIRE SAFETY AWARENESS PROGRAM OF THE BUREAU OF FIRE PROTECTION (BFP): PERSPECTIVES OF THE SCHOOL ADMINISTRATION IN GINATILAN AND MALABUYOC, CEBU

Name of Principal Investigator: Crissa Ghea L. Bullag

Name of Organization: University of Cebu College of Criminal Justice

Name of Proposal: FIRE SAFETY AWARENESS PROGRAM OF THE BUREAU OF FIRE PROTECTION (BFP): PERSPECTIVES OF THE SCHOOL ADMINISTRATION IN GINATILAN AND MALABUYOC, CEBU

This Informed Consent Form has two parts:

- Information Sheet (to share information about the research with you).
- Certificate of Consent (for signatures if you agree to take part).

You will be given a copy of the full Informed Consent Form

PART I: Information Sheet. Introduction

We were student-researchers from the College of Criminal Justice of the University of Cebu Main Campus and would like to conduct research on the topic “Fire Safety Awareness Program of the Bureau of Fire Protection (BFP): Perspectives of the School Administration in Ginatilan and Malabuyoc, Cebu.” In line with this, we invited you to be informants in this study and requested that you give us a few minutes of your time to answer this interview honestly. We were grateful if you accepted our invitation to conduct the survey and the interview. If there were parts of the interview that you did not understand and found difficult to answer, then you were encouraged to ask the field researchers. Rest assured that all your answers were treated with the utmost confidentiality.

[Kami mga estudyante-researcher gikan sa College of Criminal Justice sa University of Cebu Main Campus ug gustong mohimo ug research sa ulohang “FIRE SAFETY AWARENESS PROGRAM OF THE BUREAU OF FIRE PROTECTION (BFP): PERSPECTIVES OF THE SCHOOL ADMINISTRATION IN GINATILAN AND MALABUYOC, CEBU”. Subay niini, kami nag-imbatar kanimo nga mahimong informant niining pagtuon ug hangyoon nga hatagan mo kami ug pipila ka minuto sa imong oras aron matubag kini nga matinud-anon nga interbyu. Mapasalamaton kami kung dawaton nimo ang among imbitasyon sa pagpahigayon sa survey ug interbyu. Kung adunay mga bahin sa interbyu nga dili nimo masabtan ug lisud tubagon, ayaw pagduhaduha sa pagpangutana sa mga tigdukiduki sa kapatagan. Makasalig ka nga ang tanan nimo nga mga tubag pagatagdon nga adunay labing kaayo nga kompidensyal.]

Purpose of the research

The purpose of this study was to collect information in order to determine what were the perspectives of the informants on the Fire Safety Awareness Program of the BFP, the impacts of the BFP’s Fire Safety Awareness Program on the work-life of the informants, and the aspirations of the informants to improve the implementation of the BFP’s program and practices.

[Ang katuyoan sa kini nga pagtuon mao ang pagkolekta sa kasayuran aron mahibal-an kung unsa ang mga panan-aw sa mga informant sa Fire Safety Awareness Program sa BFP, ang mga epekto sa Fire Safety Awareness Program sa BFP sa trabaho-kinabuhi sa mga informant, ug ang mga pangandoy sa mga informant nga mapauswag ang pagpatuman sa programa ug mga gawi sa BFP.]

Type of Research Intervention

This research involved answering the survey questionnaire provided by the researchers and a face-to-face interview which was recorded through a voice/audio recorder. The participant was consulted for a planned interview so they could have time to consider and formulate their answers. Follow-up questions were asked to clarify certain answers of the participants.

[Kini nga panukiduki naglakip sa pagtubag sa survey questionnaire nga gihatag sa mga tigdukiduki ug usa ka face-to-face nga interbyu nga irekord pinaagi sa voice/audio recorder. Ang partisipante konsultahon alang sa usa ka giplano nga interbyu aron sila adunay panahon sa pagkonsiderar ug paghimo sa ilang mga tubag. Ang mga follow-up nga pangutana ipangutana aron maklaro ang pipila ka mga tubag sa mga partisipante.]

Participant selection

The study interviewed twelve (12) informants from Ginatilan and Malabuyoc, Cebu, who were school administrators or other people that had knowledge on the fire safety program. These people answered regarding the fire safety awareness program of the BFP.

[Ang maong pagtuon makighinabi sa dose (12) ka impormante gikan sa Ginatilan ug Malabuyoc, Cebu, nga mga tagdumala sa eskwelaha, mga propesyonal o ubang tawo nga adunay kahibalo sa fire safety program sa ilang mga establimento. Kining mga tawhana motubag labot sa fire safety awareness program sa BFP.]

Voluntary Participation

We would like to inform you that your entire participation in this study was voluntary. Upon reading this consent, you had the chance to withdraw if you decided not to continue participating in our research study.

[Gusto namon nga ipahibalo kanimo nga ang imong tibuuk nga pag-apil sa kini nga pagtuon boluntaryo. Sa pagbasa niini nga pagtugot, ikaw adunay higayon sa pag-atras kung ikaw modesisyon nga dili magpadayon sa pag-apil sa among panukiduki nga pagtuon.]

Procedures and Protocol

The researchers first explained the objectives and contents of this interview. After ensuring that you fully understood the purpose of the study, the researchers asked you if you wished to participate in it. Once you agreed to participate in the interview, the researchers interviewed you. If you did not wish to answer some of the interview questions, you could skip them and move on to the next question. The researchers documented all your answers using the interview-made questionnaire.

[Una nga ipatin-aw sa mga tigdukiduki ang mga katuyoan ug sulud sa kini nga interbyu. Human maseguro nga bug-os nimong nasabtan ang katuyoan sa pagtuon, pangutan-on ka sa mga tigdukiduki kon gusto ka bang moapil niini. Kung mouyon ka nga moapil sa interbyu, interbyu ka sa mga tigdukiduki. Kung dili nimo gusto nga tubagon ang pipila sa mga pangutana sa interbyu, mahimo nimong laktawan kini ug magpadayon sa sunod nga pangutana. Idokumento sa mga tigdukiduki ang tanan nimong mga tubag gamit ang pangutana nga gihimo sa interbyu.]

Duration

The research took place over three to five months in total. During that time, we visited you only once for the interview at your convenient time and place. The interview lasted for 30 minutes to one (1) hour. In other words, we humbly asked an hour of your precious time so the researchers could acquire first-hand knowledge and data which served as reliable sources as we conducted the study.

[Ang panukiduki mahitabo sulod sa tulo ngadto sa lima ka bulan sa kinatibuk-an. Nianang panahona, kausa ra kami mobisita kanimo alang sa interbyu sa imong kombenyente nga oras ug lugar. Ang interbyu molungtad og 30-minutos ngadto sa usa (1) ka oras. Sa laing pagkasulti, mapaubsanon kaming nangayo ug usa ka oras sa imong bililhong panahon aron ang mga tigdukiduki makaangkon ug unang-kamot nga kahibalo ug datos nga magsilbing kasaligang tinubdan samtang nagpahigayon kami sa pagtuon.] **Risks**

If the discussion was on sensitive and personal issues, and you might have felt uncomfortable talking about some of the topics, you did not have to answer any questions or take part in the interview. If you did not wish to do so, it was fine with us. You did not have to give us any reason for not responding to any questions, or for refusing to take part in the interview.

[Kung ang diskusyon naa sa sensitibo ug personal nga mga isyu, ug tingali dili ka komportable nga maghisgot bahin sa pipila nga mga hilisgutan, dili nimo kinahanglan tubagon ang bisan unsang mga pangutana o moapil sa interbyu. Kung dili nimo gusto nga buhaton kini, maayo ra kanamo. Dili nimo kinahanglan nga hatagan kami bisan unsang hinungdan sa dili pagtubag sa bisan unsang mga pangutana, o sa pagdumili sa pag-apil sa interbyu.]

Benefits

The outcome of this study served as the basis for recommendations and suggestions that could have benefited and given advantage to the informants, especially the school administrators, Bureau of Fire Protection (BFP), Department of Interior and Local Government (DILG), Local Government Unit (LGUs), Researchers, and Future Researchers since the research presented information that was valuable and used as an instrument to help the community.

[Ang resulta sa maong pagtuon maoy magsilbi nga basehan sa mga rekomendasyon ug suhestyon nga makabenepisyo ug makahatag ug bintaha sa mga informant, ilabina sa mga tagdumala sa eskwelahan, Bureau of Fire Protection (BFP), Department of Interior and Local Government (DILG), Local Government Unit (LGUs), Researchers, ug Future Researchers tungod kay ang research magpresentar ug impormasyon nga mahimong bililhon ug magamit isip instrumento sa pagtabang sa komunidad.] **Reimbursements** You were not given any payment or monetary remuneration if you took part in this research.

[Dili ka hatagan og bisan unsang bayad o suhol nga kwarta kung moapil ka niini nga panukiduki.]

Confidentiality

The researchers showed the utmost respect for the personal information collected from the informants. It was handled with confidentiality. The researchers kept private and secure collected information, namely the names, contact numbers, documents, and notes through voice recording and photographs. Moreover, we assured that all of the data collected was kept private to the researchers' personal case and was not shared with or given to anyone.

[Ang mga tigdukiduki magpakita sa tumang pagtahod sa personal nga impormasyon nga nakolekta gikan sa mga impormante. Pagadumalahon kini nga adunay kompidensyal. Ang mga tigdukiduki magtipig nga pribado ug luwas nga nakolekta nga kasayuran, nga mao ang mga ngalan, mga numero sa kontak, mga dokumento, ug mga nota pinaagi sa pagrekord sa tingog ug mga litrato. Dugang pa, among siguruhon nga ang tanan nga mga datos nga nakolekta mahimong pribado sa personal nga kaso sa mga tigdukiduki ug dili ipaambit o ihatag ni bisan kinsa.]

Sharing the Results

After the study was conducted, the findings were presented and discussed at a research conference held at the University of Cebu-Main Campus. As such, everyone who took part in the research defense received a copy of the research paper containing the study's conclusions. It was published when needed to make it available to the academic community and the institution itself, allowing them to learn from it.

[Pagkahuman sa pagtuon, ang mga nahibal-an ipresentar ug hisgutan sa usa ka komperensya sa panukiduki nga gihimo sa Unibersidad sa Cebu- Main Campus. Ingon niana, ang tanan nga miapil sa depensa sa panukiduki makadawat usa ka kopya sa papel sa panukiduki nga adunay sulud nga mga konklusyon sa pagtuon. Ipatik kini kung gikinahanglan aron magamit kini sa akademikong komunidad ug sa institusyon mismo, nga gitugotan sila nga makakat-on gikan niini.]

Right to Refuse or Withdraw

You could have chosen not to participate in the study, or you could have withdrawn at any time in the study. Participation in this study was completely voluntary on your part.

[Mahimo nimong pilion nga dili moapil sa pagtuon, o mahimo kang mo-withdraw bisan unsang orasa sa pagtuon. Ang pag-apil niini nga pagtuon hingpit nga boluntaryo sa imong bahin.]

Who to Contact

If you had any questions, you could have asked us at that time or later, even if the study had already started. If you wished to ask questions later, you were asked to contact one of the following:

[Kon duna kay mga pangutana, mahimo nimong pangutan-on kami karon o sa ulahi, bisag nagsugod na ang pagtuon. Kung gusto nimo manguatana sa ulahi, palihug kontaka ang usa sa mga musunud:]

Crissa Ghea L. Bullag (Lead Researcher):	09471927097
Hanzel A. Namoro (Researcher):	09086744713
Teodolo Sinadjan Jr. (Researcher) :	09309542522
Dr. Anthony Albofera (Research Adviser)	09069375378

This research project had been reviewed and scrutinized by the technical panel of the University of Cebu Graduate School and the UC research office. If you had any questions, please contact the University of Cebu at 032-255-7777 or Dr. Juanito N. Zuasula, Jr. - MD - 233-5503 of UCAREC.

[Kini nga proyekto sa pagtuon girebyu og gituki tuki sa teknikal panel sa University of Cebu Graduate School og sa UC research office. Kung naa kay mga pangotana, palihog kontaka ang University of Cebu sa ilang landline, 032 255 7777 o si Dr. Juanito N. Zuasula, Jr. - MD - 233-5503 sa UCAREC.]

PART II: Certificate of Consent

I have read the foregoing information, or it has been read to me. I've had the opportunity to ask questions about it, and any inquiries I've asked have been addressed satisfactorily. I consent voluntarily to participate in this research.

[Nabasa ko na ang naunang impormasyon, o gibasa na kini kanako. Nakahigayon ko sa pagpangutana bahin niini, ug bisan unsang mga pangutana nga akong gipangutana natubag nga maayo. Ako mitugot nga boluntaryo nga moapil niini nga panukiduki.]

Print Name of Participant _____

Signature of Participant _____

Date _____

Day/Month/Year If Illiterate

A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Illiterate participants should include their thumbprints as well.

[Kinahanglang mopirma ang usa ka saksi nga makabasa (kung mahimo, kini nga tawo kinahanglan nga pilion sa partisipante ug kinahanglan nga walay koneksyon sa grupo sa panukiduki). Ang dili makabasa nga mga partisipante kinahanglan usab nga maglakip sa ilang mga thumbprints.]

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

[Akong nasaksihan ang tukma nga pagbasa sa porma sa pagtugot sa potensyal nga partisipante, ug ang indibidwal adunay higayon sa pagpangutana. Akong gikumpirma nga ang indibidwal naghatag ug pagtugot nga libre.]

Print Name of Witness _____ **AND Thumb Print of the Participants**

Signature of Witness _____

Date _____

Day/Month/Year

Statement by the researcher/person taking consent.

I have accurately read out the information sheet to the potential participant, and to the best of my ability, made sure that the participant understands that the following will be done:

1. Individual in-depth interview
2. Record the proceedings of the interview
3. Manually record other responses/ answers during the interview

I confirm that the participant was allowed to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant. Print Name of Researcher/Person Taking the Consent: Signature of Researcher /Person Taking the Consent: Date _

Day/Month/Year

Introduction:

Appendix E Interview Guide

University of Cebu Research Office

 (032) 255 - 7777 local 183

The purpose of this study was to explore the perspectives of school administrators in the implementation of fire safety awareness programs including the informants' experiences, strategies employed in the implementation of fire safety awareness programs, and their aspirations to improve the quality of their service. This was accomplished through Individual In-Depth Interview (IDI) within 60-90 minutes. Rest assured that the information that you gave was regarded with utmost confidentiality.

Quantitative Questions:

I. Level of awareness of the community on the fire safety program of the BFP

Scale: 5 – Very Aware 4 – Aware

3 – Moderately Aware 2 – Slightly Aware

1 – Not Aware

	5 Very Aware	4 Aware	3 Moderately Aware	2 Slightly Aware	1 Not Aware
1. Community members were aware of the fire safety program of the BFP.					
2. Residents understood the importance of fire prevention.					

3. People in the community knew how to respond during a fire emergency.					
4. The community knew the emergency hotline for reporting a fire.					
5. Residents were aware of the fire exit and evacuation procedures at home or public places.					
6. Community members were familiar with fire hazards and common fire causes.					
7. The public knew about the fire safety inspections conducted by the BFP.					
8. People attended or were informed about BFP fire safety seminars and drills.					
9. Fire safety tips from the BFP were visible in public areas or shared online.					
10. Overall, the community was well- informed about the fire safety initiatives of the BFP.					

II. Level of effectiveness of the fire safety program of the BFP

Scale: 5 – Very Effective 4 – Effective

3 – Moderately Effective 2 – Slightly Effective

1 – Not Effective

	5 Very Effective	4 Effective	3 Moderately Effective	2 Slightly Effective	1 Not Effective
1. The BFP conducted regular fire drills in our school.					
2. The fire safety seminars conducted by the BFP were informative and engaging.					
3. The BFP provided clear and useful fire					

evacuation procedures.					
4. The fire safety equipment in our school was regularly inspected with BFP.					
5. The BFP responded promptly to fire-related concerns raised by the school.					
6. The BFP educated students and staff on fire hazards and prevention.					
7. Coordination between the school and BFP was strong and consistent.					
8. BFP programs improved fire safety awareness in the school community.					
9. Fire safety posters and educational materials were provided by the BFP.					
10. Overall, the BFP fire safety program ensured school safety effectively.					

III. Level of community participation or engagement in the fire safety activities of the BFP

Scale: 5 – Very High 4 – High

3 – Moderate

2 – Low

1 – Very Low

	5Very High	4 High	3 Moderate	2 Low	1 Very Low
1. School administrators actively participated in BFP-organized fire safety seminars and drills.					
2. Teachers and staff were regularly involved in BFP fire prevention programs.					

3. Students actively participated in fire drills facilitated by the BFP.					
4. Parents and community members were invited to BFP fire safety awareness events.					
5. The school encouraged community- wide support and engagement with BFP fire safety campaigns.					
6. The school collaborated with the BFP in planning local fire safety activities.					
7. BFP fire safety programs were well-publicized and well- attended by community members.					
8. Community members contributed feedback or suggestions to improve BFP fire safety initiatives.					
9. The school community (including parents, students, and staff) was aware of upcoming BFP fire activities.					
10. Overall, community participation in BFP fire safety activities was active and meaningful.					

IV. Extent impact of fire safety initiatives in the BFP to the community Scale: 5 – Very High Impact

4 – High Impact

3 – Moderate Impact 2 – Low Impact

1 – No Impact

	5 Very High Impact	4 High Impact	3 Moderate Impact	2 Low Impact	1 No Impact
1. The BFP fire safety campaigns had increased fire awareness in the community.					
2. Community members now knew how to respond to fire incidents because of BFP initiatives.					
3. The BFP's barangay fire drills had helped residents understand					

evacuation procedures.					
4. Fire safety information materials (flyers, posters, social media posts) from BFP were effective.					
5. The BFP had built strong partnerships with community leaders and local officials.					
6. BFP outreach programs (house-to-house inspection, seminars) reached many community members.					
7. There had been a noticeable reduction in fire-related incidents in the community.					
8. BFP initiatives had empowered community members to identify and correct fire hazards.					
9. Community trust and cooperation with BFP had improved because of their fire safety efforts.					
10. Overall, the BFP's fire safety initiatives had a strong and positive impact on the community.					

Qualitative Questions:

1. What were the views of the informants on the fire safety program of the BFP?

(Unsa ang mga panglantaw sa mga impormante sa fire safety program sa BFP?)

1.1 Can you share with me your overall experience with the fire safety program of the BFP?

(Mahimo ba nimo ipaambit ang imong kinatibuk-ang kasinatian sa fire safety program sa BFP?)

1.2 What were the specific parts of the program that you found useful or beneficial to your school or community? (Unsa ang mga espesipikong bahin sa programa nga imong nakita nga mapuslanon sa inyong eskwelahan o komunidad?)

1.3 Were there any parts of the fire safety program that you thought needed to be improved or changed?

(Aduna bay bahin sa fire safety program nga sa imong tan-aw angay pa usbon o palamboon?)

2. How did the informants perceive the role of the BFP in preventing and responding to fire incidents?

(Giunsa pagtan-aw sa mga impormante ang papel sa BFP sa pagpugong ug pagtubag sa mga insidente sa sunog?)

2.1 In your opinion, how effective was the BFP in preventing fire incidents in your area?

(Sa imong hunahuna, unsa ka epektibo ang BFP sa pagpugong sa mga insidente sa sunog sa inyong lugar?)

2.2 Can you describe a situation where the BFP responded to a fire incident and how they handled it? (Mahimo ba nimo isaysay ang usa ka sitwasyon diin mitubag ang BFP sa usa ka insidente sa sunog ug giunsanila kini pag-atubang?)

2.3 What did you expect from the BFP during fire emergencies in your school or community?

(Unsa ang imong gilauman gikan sa BFP panahon sa emerhensya sa sunog sa inyong eskwelahan o komunidad?)

3. What were the views of the informants of communication and information dissemination strategies of the BFP on fire safety? (Unsa ang mga panglantaw sa mga impormante bahin sa pamaagi sa BFP sa pagpahibalo ug pagpakaylap sa impormasyon sa fire safety?)

3.1 What communication tools or methods had you seen the BFP use to share fire safety information?

(Unsa nga mga pamaagi o himan sa komunikasyon ang imong nakita nga gigamit sa BFP sa pagpakaylap sa impormasyon bahin sa fire safety?)

3.2 Were these communication strategies easy to understand and accessible to the community?

(Sayun ba sabton ug maabot ba sa katawhan ang ilang mga pamaagi sa komunikasyon?)

3.3 How did you suggest the BFP could improve the way they deliver fire safety messages?

(Unsa imong ikasugyot aron mapalambo pa sa BFP ang ilang pagpahat sa mga mensahe sa fire safety?)

4. In what ways had the fire safety program of the BFP influenced the community awareness and practices regarding fire prevention? (Sa unsang paagi nakaimpluwensya ang fire safety program sa BFP sa kahibalo ug pamatasan sa komunidad bahin sa pagpugong sa sunog?)

4.1 Can you tell me how the fire safety program had changed your daily habits or routines?

(Mahimo ba nimo isaysay kung giunsa kausaban sa fire safety program ang imong inadlaw-adlawnga mga binuhatan?)

4.2 Had you observed changes in your school or community's behavior towards fire safety since the program started?

(Nakapansin ba ka og kausaban sa pamatasan sa inyong eskwelahan o komunidad kabahin sa fire safety sukad gisugdan ang programa?)

4.3 What part of the program did you think had the strongest impact on people's awareness?

(Unsa nga bahin sa programa sa imong tan-aw ang adunay pinakadakong epekto sa kahibalo sa katawhan?)

5. What were the common challenges or barriers faced by the community in engaging with the BFP fire safety activity? (Unsa ang kasagarang mga hagit o babag nga nasinati sa komunidad sa ilang pakig-uban sa fire safety activity sa BFP?)

5.1 What difficulties had you or others experienced when trying to participate in fire safety activities of the BFP? (Unsa nga mga kalisdanan ang imong nasinati (o sa uban) sa pag-apil sa mga kalihokan sa BFP kabahin sa fire safety?)

5.2 What did you think prevented some community members from joining or attending fire safety seminars or drills?

(Sa imong tan-aw, unsay nakapugong sa ubang tawo sa komunidad sa pag-apil sa mga seminar o fire drills?)

5.3 How did you think these challenges could be addressed to improve participation?

(Sa imong hunahuna, giunsa nato masulbad ang mga hagit aron mas daghang tawo ang moapil?)

6. What were the recommendations or suggestions offered by the informants for sustainable community engagement with the BFP? (Unsa ang mga rekomendasyon o sugyot sa mga impormante aron magpadayon ang pakig-uban sa komunidad ug BFP?)

6.1 What ideas did you have that could help make the fire safety program of the BFP more active and ongoing in the community?

(Unsa imong mga ideya aron mapadayon ug mapalambu pa ang kalihokan sa fire safety program sa komunidad?)

6.2 What suggestions could you offer to strengthen the partnership between the BFP and the schools or barangays?

(Unsa imong ikasugyot aron mapalig-on ang pakig-alyansa sa BFP ug mga eskwelahan o barangay?)

6.3 Based on your experiences, what was the best way to keep the community involved and interested in fire safety education?

(Base sa imong kasinatian, unsa ang pinakamaayong paagi aron mapadayon ang interes sa katawhan sa edukasyon sa fire safety?)

Parting Statement:

Thank you for your participation in this interview for the accomplishment of this research. All the answers that have been given will be transcribed. If you wish to have a copy of the results, please don't hesitate to ask the researcher. Thank you and God Bless.

APPENDIX F

Sample Verification Form Of Transcription Individual In-Depth Interview

Informant	:	Informant 1	
Age	:	26 years old	
Civil Status	:	single	Educational Attainment : college graduate

Residence : Barangay Looc, Malabuyoc, Cebu

Session No. : 1

Date/ s : August 26, 2025

Time Started : 1:39 pm

Time Ended : 1:46 pm

Duration : 7 minutes and 21 seconds

Location : Poblacion 1, Malabuyoc, Cebu

Interviewed by : Teodolo Sinadjan Jr.

Transcribed by : Teodolo Sinadjan Jr.

Reviewed by : Dr. Anthony Albofera

Adviser : Dr. Anthony Albofera

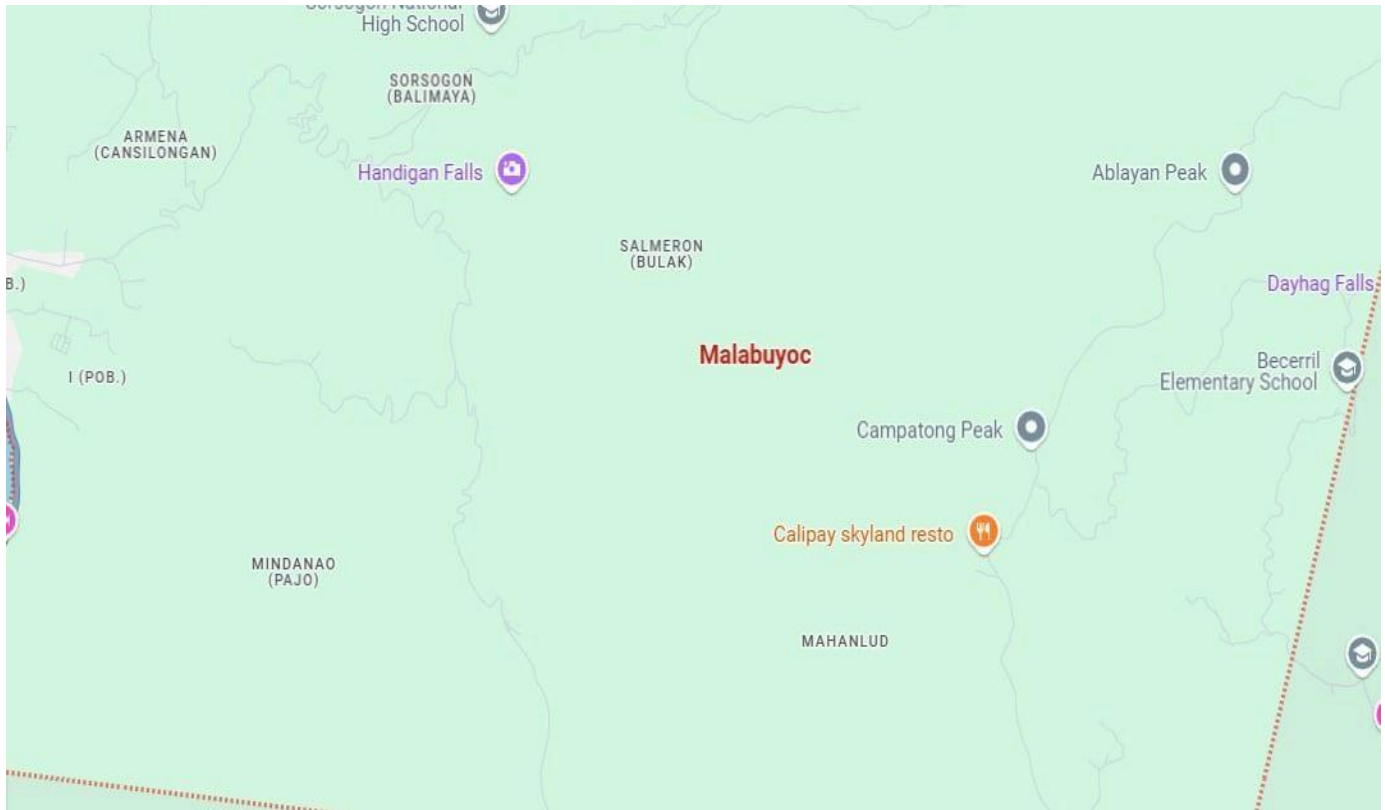
Line number	Responses	Code
1	<i>So for me noh is the BFS fire safety program is not just informative but also empowering because, it teaches our students and even us teachers to be proactive, so nakatabang sya kay mas ma prepared me and also nagpagamay siya sa kahadlok during emergencies kay kabalo nata unsay buhaton</i> (For me, the BFP's fire safety program is not just informative but also empowering because it teaches both students and teachers to be proactive. It really helps us become more prepared, and it also reduces our fear during emergencies since we already know what to do.)	I-1
2	<i>My experience so far with the program has been positive kay every nga mobisita ang BFP's mura gyud ug learning session ba because they explain things patiently and gina relate nila sa amoang situation as a rural school and dili lang sya theory kundi practical kaayo</i> (My experience with the program has been positive because every time the BFP visits, it feels like a learning session. They explain things patiently and relate them to our situation as a rural school. It's not just theoretical it's very practical)	I-1
3	<i>So I think the evacuation drills and hands on trainings are the parts I find most useful kay nindot mn gyud siya kay makita gyud ang mga estudyante ba nga maka practice, especially sa pag lineup pag adto sa safety safety zone ug paggamit ug basic equipment, and maka confident sd kay during real emergency they will know unsay buhaton</i> (I think the evacuation drills and hands-on training are the most useful parts because they allow students to actually practice what to do, like how to line up and go to the safety zone or use basic equipment. It also builds confidence	I-1

	because during real emergencies, they'll already know what to do.)	
4	<i>So I would love to see more focus on the psychological side of emergencies kay dapat tudluan pd ang mga teachers ug estudyante kung unsaon pag manage sa stress of panic noh kay dili raman gd ang body ang andamon apil pd ang mind</i> (I would love to see more focus on the psychological side of emergencies because both teachers and students should also be taught how to manage stress or panic. It's not just the body that should be prepared, but the mind as well.)	I-1
5	<i>So the BFP's role is like a guide and protector of our community. So mao na akoang ma ingun sa, dili lang sila pang fire out kundi para malikayon pd nga maabot pata sa ingun ana nga sitwasyon kay through inspections ug education ma guidan sila para malikayan ang disgrasya</i> (The BFP's role is like a guide and protector of our community. They don't only respond to fires but also help prevent them through inspections and education, guiding people so that accidents can be avoided.)	I-1
6	<i>In our area they're effective because of their consis constant reminders, even simple ra kaayo nga reminder about faulty wiring makatabang na kaayo aron malikayan ang sunog and gipahinomdoman gyud ta pirmi nila</i> (In our area, they're effective because of their consistent reminders. Even simple things, like reminding us about faulty wiring, really help prevent fires. They always make sure to remind us.)	I-1
7	<i>So during emergencies, I expect them to arrive fast and give clear instructions kay ilahang guidance makapugong sa chaos ug injuries, then mao gyud na ang pinakalisod nga kung walay klaro nga directions daghan jud nga mga disgrasya or casualty</i> (During emergencies, I expect them to arrive quickly and give clear instructions. Their guidance can prevent chaos and injuries because without clear directions, many accidents or casualties can happen.)	I-1
8	<i>I think kuan partnering with churches, community centers, and also using local radio would help gyud kay diri sa probinsya mn gd or diri sa Malabuyoc is daghan pa kaayo ang maminaw sa radio kaysa sa magbasa sa social media nga mga post ba, so mas personal ug mas masabot ra gyud siya dayon</i> (I think partnering with churches, community centers, and using local radio would really help, especially here in Malabuyoc where many people still listen to the radio more than reading social media posts. It's more personal and easier to understand.)	I-1
9	<i>Yeah, the program has raise awareness in our school so students are now more responsible with chargers and appliances, and also, ang parents mismo nag remind sa ilahang kids nga e unplug ang devices</i> (The program has really raised awareness in our school. Students are now more responsible when using chargers and appliances, and even parents remind their kids to unplug devices when not in use.)	I-1
10	<i>So mao na siya noh so the program raise awareness in our school and also the</i>	I-1

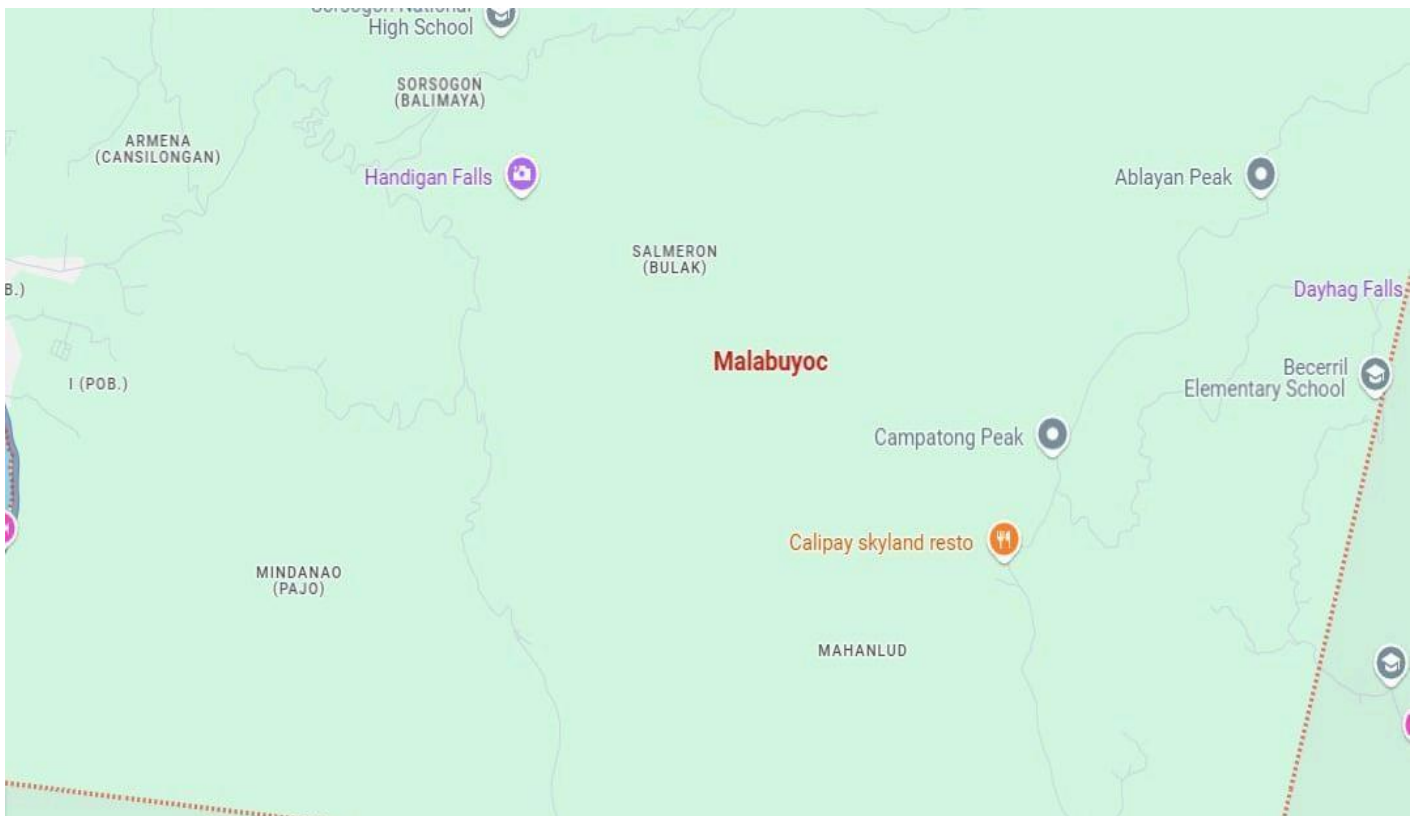
	<i>prevention is that kanang kuan na ba ang mga estudyante is kanang mas responsible na sila paggamit sa mga appliances nila and kuan pd through advice sa mga parents mas na guidan sila</i> (So overall, the program has raised awareness in our school, and prevention has improved because students have become more responsible in using appliances, and parents are also guiding them through constant reminders.)	
11	<i>Personally i've started to regularly check all the extension cords na simple ra na action pero makalikay sad ang kuan ang kadaot</i> (Personally, I've also started regularly checking all the extension cords. It's such a simple action, but it helps prevent damage and possible danger.)	I-1
12	<i>So kuan jud noh mga barriers gyud kay time and scheduling mao jud na ang biggest nga issues then kay daghan man gud gusto mo apil pero tungod sa trabaho ug school activities na usahay dili na sila makaattend</i> (The biggest barriers are time and scheduling. Many want to participate, but because of work and school activities, they sometimes can't attend.)	I-1
13	<i>So I have also missed some seminars myself kay kusog man gud magkaconflict sa schedule sa counseling sessions or big events sa school</i> (I've also missed some seminars myself because they often conflict with counseling sessions or big school events.)	I-1
14	<i>I think kuan to sustain engagement, the BFP should continue creating long-term partnerships kay dili lang man gud sya one time events usually kanang kuan gyud sya ba pirme gyud bitaw siya and kuan sad siya dapat padayon sad ang collaboration</i> (To sustain engagement, I think the BFP should continue building long-term partnerships. These programs shouldn't just be one-time events there should be continuous collaboration.)	I-1
15	<i>Kuan pwede pud sya mahimong peer-to-peer learning na dili lang gikan sa BFP bitaw mas alive man gud ang lesson kung mismo students ang mo lead.</i> (It can also be a peer-to-peer learning setup where students themselves lead some sessions. Lessons become livelier and more engaging when students are the ones leading.)	I-1

Appendix G Location Map

Ginatilan, Cebu



Malabuyoc, Cebu



Appendix H

Sample Development Of Coded Significant Statements

Significant Statement Number	Significant Statements	Line Number	Informant Number
1	<i>so for me noh is the BFS fire safety program is not just informative but also empowering because, it teaches our students and even us teachers to be proactive, so nakatabang sya kay mas ma prepared me and also nagpagamay siya sa kahadlok during emergencies kay kabalo nata unsay buhaton (IDIISSI).</i> (For me, the BFP's fire safety program isn't just informative, it's also empowering because it teaches both students and us teachers to be proactive. It really helps us become more prepared, and it lessens our fear during emergencies since we already know what to do.)	1	1
2	<i>I think the BFP fire safety program is very helpful and really needed to create a culture of awareness both in the school and the community para bitaw kanang ma kuan siya kanang makahibaw ug unsay mga basics nga kanang buhaton ba when it comes nga kanang bitaw naay padong pa mahitabo nga mga sunog or mga kuan sa eskwelahan ug community parehas sa balay mga ingana atleast naa silay knowledge gamay or basic knowledge and then it make us remember the fire safety is not only about putting fires but but preventing them before they happen which is very important especially students</i> (I think the BFP's fire safety program is really helpful and truly needed to build a culture of awareness both in schools and in the community. It helps people learn the basic things they should do in case a fire might happen, whether in school, at home, or around the community. At least they gain some basic knowledge. It also reminds us that fire safety isn't just about putting out fires, but preventing them before they even happen which is very important, especially for students.)	1	2
3	<i>I've seen the fire safety program of the BFP as very helpful and progressive and even though among town is small ra or gamay ra so their program gives us a sense of security and makes people more aware of the fire hazards so it is</i>	1	3

	<i>good for the students, the teachers, and also for the community because it teaches us to become careful and prepared</i> <i>(I see the BFP's fire safety program as very helpful and progressive. Even though our town is small, their program gives us a sense of security and makes people more aware of fire hazards. It's really good for students, teachers, and the whole community because it teaches us to be more careful and prepared.)</i>		
4	<i>they partner with. With us, particularly CTU-Ginatilan. They partner with us for fire and earthquake drills</i>	1	4
5	<i>the fire safety created by the BFP I think is a progressive view, progressive program at least keeps the percentage of casualty or in minimum level. I'm sure it also helps in creating more safety especially in my perspective safety for the students</i>	1	5
6	<i>for me, the bfp fire safety program is not just helpful but also essential and also it builds a lot of habit of awareness in both the school and the community</i>	1	6

Appendix I

Sample Development Formulation Of Core Meaning

I. Positive Views Of The Informants

SIGNIFICANT STATEMENT	FORMULATED MEANINGS
the BFS fire safety program is not just informative but also empowering because, it teaches our students and even us teachers to be proactive, so nakatabang sya kay mas ma prepared me and also nagpagamay siya sa kahadlok during emergencies,	The program builds preparedness and confidence among teachers and students, reducing fear during emergency situations.
<i>The BFP fire safety program is not only informative but also empowering because it teaches both students and teachers to be proactive. It helps us become more prepared and reduces fear during emergencies.</i>	
<i>II:SSI</i>	<i>FMI</i>

my experience so far with the program has been positive kay every nga mobisita ang BFP's mura gyud ug learning session ba because they explain things patiently and gina relate nila sa amoang situation as a rural school	The BFP provides relevant and understandable learning experiences that suit the needs of rural schools.
<i>My experience with the program has been positive because every time the BFP visits, it feels like a learning session. They explain things patiently and relate the lessons to our situation as a rural school.</i>	
<i>II:SS2</i>	<i>FM2</i>
the evacuation drills and hands on trainings are the parts I find most useful kay nindot mn gyud siya kay makita gyud ang mga estudyante ba nga maka practice, especially sa pag lineup pag adto sa safety safety zone ug paggamit ug basic equipment, and maka confident sd kay during real emergency they will know unsay buhaton	Practical drills and hands-on training help students develop confidence and readiness for real emergency situations.
<i>The evacuation drills and hands-on training are the most useful parts because students can practice lining up, going to the safety zone, and using basic equipment. It also builds their confidence so that during real emergencies, they will know what to do.</i>	
<i>II:SS3</i>	<i>FM3</i>
the program has raise awareness in our school so students are now more responsible with chargers and appliances	The program encourages responsible behavior and safer electrical practices among students.
<i>II:SS4</i>	<i>FM4</i>
the BFP fire safety program is very helpful and really needed to create a culture of awareness both in the school and the community	The program promotes a strong culture of fire safety awareness among schools and the wider community.
<i>I2:SS5</i>	<i>FM5</i>
my experience has been positive so far kay everytime nga mo visit ko sa kada eskwelahan or maka naa bitaw makahatag bitaw sila ug kanang any kanang bag o nga idea and then para maka para ma remind sa mga	The BFP's approachability and clear communication make learning about fire safety more engaging and effective for students and

estudyante and also they take time to explain safety measures to encourage us to ask questions it make us feel they are approachable dili sil dili bitaw sila kanang kuan dali ra sila mapangutana ba para bitaw kanang makabalo ta ug unsay angay gyud natong buhaton	teachers.
<i>My experience has been positive so far because every time I visit a school, they share new ideas and remind students about safety. They take time to explain the safety measures and encourage us to ask questions. They are approachable and easy to talk to, so we can clearly understand what we need to do.</i>	
I2:SS6	FM6
the fire safety program has made people more concious, I notice few overloading outlet and more fire extinguisher in small store. Parents also teach their kids about being careful with fire	The program successfully increases public awareness and encourages safer fire prevention practices in households and businesses.
I2:SS7	FM7
I've seen the fire safety program of the BFP as very helpful and progressive and even though among town is small ra or gamay ra so their program gives us a sense of security and makes people more aware of the fire hazards so it is good for the students, the teachers, and also for the community because it teaches us to become careful and prepared	The BFP program promotes community-wide preparedness and awareness, fostering a culture of safety and prevention even in small towns.
<i>I see the BFP's fire safety program as very helpful and progressive. Even though our town is small, their program gives us a sense of security and helps people become more aware of fire hazards. It benefits students, teachers, and the whole community by teaching everyone to be careful and prepared.</i>	
I3:SS8	FM8
the drills and inspections are the most useful for us and they let students taught practice what to do and what builds confidence in-case something happens	Practical drills and inspections help strengthen students' confidence and readiness during emergencies.
I3:SS9	FM9
quick response clear communication I think and	Effective coordination and communication

coordination with school and barangay officials	strengthen BFP's emergency response and community collaboration.
<i>I3:SS10</i>	<i>FM10</i>
I think the influence of BFP is that people here have become more careful you can see more household switching to safer lighting and unplugging appliances	The BFP's influence encourages the community to adopt safer daily practices to prevent fire hazards.
<i>I3:SS11</i>	<i>FM11</i>
there are big changes noh I observed because us especially in the way people handle candles, gas stoves, and electrical chords and they are more cautious now and that's a good change	The fire safety program brings positive behavioral changes that lead to safer habits and a more fire- conscious community.
<i>I3:SS12</i>	<i>FM12</i>
they partner with. With us, particularly CTU- Ginatilan. They partner with us for fire and earthquake drills	The BFP collaborates with educational institutions to conduct regular safety drills, promoting preparedness among students and staff.
<i>I4:SS13</i>	<i>FM13</i>
people already know who to call noh., people already know who to call unya you know facebook messages unya kanang numbers are already available	BFP's communication system ensures accessibility and quick response by making contact information visible and familiar to the public.
<i>People already know who to call. Through Facebook messages and the contact numbers provided, everyone knows how to reach the BFP.</i>	
<i>I4:SS14</i>	<i>FM14</i>
we are assured of the last Chief I talked, I spoke with was kung kinahanglan mig training ready ra gyud silanoh. Ma accommodate ra sila although gi encourage gani even noh gi encourage gyud nila nga mo partner gyud sa ilahang kuan noh	BFP's willingness and readiness to provide training strengthen partnerships and trust between institutions and the fire department.
<i>We are assured because the last Chief I spoke with said that if we need training, they are always ready to accommodate us. They even encourage us to partner</i>	

<i>with them.</i>	
<i>I4:SS15</i>	<i>FM15</i>
they have a hotline number they do programs every now and then I think that helps in disseminating that their services are always available	The presence of accessible communication lines and consistent programs enhances public awareness and trust in the availability of BFP's services.
<i>I5:SS16</i>	<i>FM16</i>
I think they're doing a good job because I've noticed our community is less likely to use things like candles, they tend to use rechargeable lights	BFP's fire safety education positively influences community behavior by encouraging safer practices and reducing fire hazards.
<i>I5:SS17</i>	<i>FM17</i>
the drills sand hands-on have been especially useful noh then they show us exactly how to use fire extinguisher and how to leads students during an evacuations and how to identify hazards in our classrooms and also these are like a real-skills life we can actually apply	Practical and hands-on training from BFP helps participants develop essential, applicable emergency response skills.
<i>I6:SS18</i>	<i>FM18</i>
the program has really raised awareness. I've seen fewer overloaded sockets, more fire extinguishers in a small stores, and even parents teaching kids about fire safety	The BFP's initiatives have successfully promoted behavioral change and community-wide fire safety practices.
<i>I6:SS19</i>	<i>FM19</i>
some students are also more serious now. They know where the exits are and teachers remind each other about safety procedures	The fire safety program has cultivated discipline and active participation among students and staff in maintaining fire preparedness.
<i>I6:SS20</i>	<i>FM20</i>
the fire safety program sa kaning of the BFP is very practical and necessary jud pero it's not just about rules but about teaching us also noh the students what to actually do in emergencies. It also creates a sense of kaning disiplina discipline and awareness bisan paman	The BFP program provides practical and meaningful lessons that promote discipline and awareness among students, preparing them for real-life emergency situations.

na even though walay kaning sunog <i>The fire safety program of the BFP is very practical and truly necessary. It's not only about rules but also about teaching us, the students, what to do in emergencies. It helps build discipline and awareness even when no fire incidents are happening.</i>	
I7:SS21	FM21
the drills and the orientations on how to utilize fire extinguishers because the aforementioned the priorities are the most helpful parts, it also builds confidence especially for the students	Practical drills and orientations provide students with essential skills and confidence to handle emergency situations effectively.
I7:SS22	FM22
I see the BFP as a strong partner in keeping our community safe so one of the stakeholders gyud siya, and they're not only first responders but also kaning mo educate and also advisers	The BFP is regarded as both a proactive educator and a reliable safety partner in the community.
<i>I see the BFP as a strong partner in maintaining community safety. They are not just first responders but also educators and advisers.</i>	
I7:SS23	FM23
their calmness their attitude also help in managing and mitigating the chaos	The composure and professionalism of BFP personnel contribute to effective crisis management and public reassurance.
I7:SS24	FM24
the disseminated instruction strategies are very understandable for both parents even for grandparents who are not online	The BFP's communication strategies are inclusive and accessible, ensuring that all age groups understand safety instructions.
I7:SS25	FM25
the fire safety program of the BFP as very helpful for us because it gives our school and the community a clear guide on what to do during emergencies, and also it helps us I mean our staff and students more aware and discipline about fire safety. You can really feel that	The BFP program effectively promotes awareness, discipline, and genuine education on fire safety, ensuring schools and communities are better prepared for

they are serious in educating us, not just checking compliance	emergencies.
<i>I8:SS26</i>	<i>FM26</i>
the fire and earthquake drills are very useful, also the seminar or orientations about evacuation and fire prevention tips, and this things really prepare our teachers and students to act properly in emergencies	The BFP's educational programs provide practical knowledge and readiness, helping both teachers and students respond effectively during emergencies.
<i>I8:SS27</i>	<i>FM27</i>
the BFP as our partner and guide, they're the authority on fire safety and they're the ones we rely on for training and emergency response	The BFP is regarded as a trusted and authoritative partner that leads and supports schools in fire safety and response.
<i>I8:SS28</i>	<i>FM28</i>
they're active in inspections, orientations, and reminding people about safety measures, it really helps lower the risk of fires	BFP's active engagement in preventive actions contributes significantly to lowering fire hazards and ensuring public safety.
<i>I8:SS29</i>	<i>FM29</i>
the language is simple, and almost everyone uses Facebook who are not ayy yeeahh almost everyone nag gamit ug Facebook so the message reach a lot of people even parents who are not in schools still makita nila ang mga kuan, mga balita through online	BFP's communication strategy is effective because it uses accessible language and social media, allowing a wider audience to stay informed.
<i>The language they use is simple, and almost everyone uses Facebook. Even parents who are not in school can still see updates and announcements online.</i>	
<i>I8:SS30</i>	<i>FM30</i>
people are more alert and mas organized during drills and also aware sila unsay buhaton during after sa emergency, and before there was confusion but now there's a system everyone follows	The program has instilled order and clarity in emergency responses, resulting in well-organized and coordinated fire safety practices.
<i>People are now more alert and organized during drills. They know what to do before, during, and after emergencies. Before, there was confusion, but now</i>	

<i>everyone follows a system.</i>	
<i>I8:SS31</i>	<i>FM31</i>
the fire safety program of the BFP is very important and very practical for schools like ours, it gives us clear guidance and reminders on what to do to prevent fires, i've also seen how the program helps as our staff and students understand fire safety better. It makes us feel more prepared and confident	The program empowers schools by providing practical guidance that enhances awareness, confidence, and preparedness in preventing fire incidents.
<i>I9:SS32</i>	<i>FM32</i>
every time BFP comes to our school, they are organized and approachable. They explain everything in a way that's easy to understand. We've done seminars and drills together, and I feel we're more alert and disciplined because of those activities	The BFP's organized and interactive approach encourages better understanding and discipline among students and staff in fire safety practices.
<i>I9:SS33</i>	<i>FM33</i>
the BFP is our main partner when it comes to fire safety. They're the authority, so we rely on them for accurate advice and fast response	The BFP is viewed as a trusted and leading institution that provides reliable guidance and immediate assistance during fire emergencies.
<i>I9:SS34</i>	<i>FM34</i>
our school now practices regular drills, and even in the barangay people talk about fire safety more often	The BFP's influence extends beyond schools, promoting a culture of preparedness and awareness in the broader community.
<i>I9:SS35</i>	<i>FM35</i>
the fire drills, the lectures on evacuation plans, the actual demonstration of using fire extinguishers are the parts I find most useful. These activities give our teachers and students practical skills that we can immediately apply in real life	Hands-on and experiential activities develop confidence and readiness, bridging theoretical learning with real-life emergency application.
<i>I10:SS36</i>	<i>FM36</i>
I think they're effective because since they started visiting, our fire safety awareness has clearly improved. People talk about safety more and take precautions	The consistent involvement of the BFP successfully increases awareness and fosters responsible behavior toward fire safety.

seriously	
<i>I10:SS37</i>	<i>FM37</i>
I've seen them use Facebook posts, printed flyers, tarpaulins, radio announcements, and also school assemblies to get the word out	The BFP employs diverse communication methods to effectively reach various audiences and strengthen fire safety awareness.
<i>I10:SS38</i>	<i>FM38</i>
the program has made our community more conscious about fire hazards. It's no longer just a school requirements, people now talk about safety at home too	The program successfully extends fire safety awareness beyond schools, influencing household and community behavior.
<i>I10:SS39</i>	<i>FM39</i>
I see the BFP as a strong partner and leader in fire prevention and response. They set the standards and help us improve our own safety practices so we can align with national standards	The BFP's leadership role in setting safety benchmarks helps institutions adopt standardized and effective fire prevention practices.
<i>I11:SS40</i>	<i>FM40</i>

their communication is good because they use the platforms where people are active <i>I11:SS41</i>	By using accessible communication channels, the BFP effectively reaches its audience and ensures timely dissemination of safety information. <i>FM41</i>
their materials are simple, clear, and easy to share, which helps even the younger people understand and remember <i>I11:SS42</i>	Simplified educational materials enhance inclusivity and comprehension across different age groups, promoting widespread fire safety awareness. <i>FM42</i>
the program made everyone more conscious about fire hazards. Even at home, I see people applying what they learned and checking their surroundings <i>I11:SS43</i>	The BFP's fire safety initiatives successfully instill lasting awareness and proactive behavior that extend beyond school boundaries into households. <i>FM43</i>
Yes, the behavior of students and staff improved.	The program positively changes behavior and

People now treat fire drills seriously and follow procedures better than before <i>I11:SS44</i>	discipline during fire drills, fostering a stronger culture of safety and cooperation. <i>FM44</i>
the BFP staff are approachable and patient. They don't just stand there and lecture they demonstrate, they explain clearly, and they let us participate <i>I12:SS45</i>	Through interactive and hands-on instruction, the BFP fosters effective learning and engagement, helping participants gain a deeper understanding and appreciation of fire safety practices. <i>FM145</i>
I see the BFP as a strong partner and leader in fire prevention. They're really setting the standards and helping schools like ours improve our safety measures to match national requirements <i>I12:SS46</i>	The BFP's leadership ensures that local institutions adopt standardized and effective fire safety measures, reinforcing a culture of accountability and preparedness consistent with national fire safety goals. <i>FM46</i>

Appendix J

Development Of Cluster Themes And Emergent Themes

I. Positive Views Of The Informants On The Fire Safety Program Of The Bfp

FORMULATED MEANINGS	CLUSTER THEMES	EMERGENT THEMES
FM-1- The program builds preparedness and confidence among teachers and students, reducing fear during emergency situations.	I. The BFP's programs instill discipline, awareness, and responsible fire safety behavior in Schools and communities, fostering a lasting culture of prevention.	I. Holistic and Empowering Approach Proactive
FM-2- The BFP provides relevant and understandable learning experiences that suit the needs of rural schools.	II. Covers dissemination of fire safety information through various channels and the challenges of reach, accessibility, and public attentiveness.	II. Leadership and Collaboration
FM-3- Practical drills and hands-on training help students develop confidence and readiness for real emergency situations.	III. Clear communication and diverse media channels ensure inclusive and effective dissemination of fire safety information.	III. Inclusive Fire Safety Communication Empowered Community Practices
FM-4- The program encourages responsible behavior and safer	IV. The BFP strengthens coordination with schools and communities, fostering	V. Limited Reach and Engagement

electrical practices among students.	cooperation and trust through	
FM-5- The program promotes a strong culture of fire safety awareness among schools and the wider community.	V. joint programs and outreach. V. The BFP provides leadership and sets clear safety standards, ensuring accountability and organized fire management practices.	VI. Strengthening Collaborative Engagement
FM-6- The BFP's approachability and clear communication make learning about fire safety more engaging and effective for students and teachers.	VI. Educational initiatives empower participants with knowledge and confidence to apply fire safety skills in real-life situations.	
FM-7- The program successfully increases public awareness and encourages safer fire prevention practices in households and businesses.		
FM-8- The BFP program promotes community-wide preparedness and awareness, fostering a culture of safety and prevention even in small towns.		
FM-9- Practical drills and inspections help strengthen students' confidence and readiness during emergencies.		
FM-10- Effective coordination and communication strengthen BFP's emergency response and community collaboration.		
FM-11- The BFP's influence encourages the community to adopt safer daily practices to prevent fire hazards.		
FM-12- The fire safety program brings positive behavioral changes that lead to safer habits and a more fire-conscious community.		
FM-13- The BFP collaborates with educational		

institutions to conduct regular safety drills, promoting preparedness among students and staff. FM-14-BFP's communicationsystem ensures accessibility and quick response by making contact information visible and familiar to the public. FM-15- BFP's willingness and readiness to provide training strengthen partnerships and trust between institutions and the fire department. FM-16- The presence of accessible communication lines and consistent programs enhances public awareness and trust in the availability of BFP's services. FM-17- BFP's fire safety education positively influences community behavior by encouraging safer practices and reducing fire hazards.		
FM-18- Practical and hands- on training from BFP helps participants develop essential, applicable emergency response skills. FM-19- The BFP's initiatives have successfully promoted behavioral change and community-wide fire safety practices. FM-20- The fire safety program has cultivated discipline and active participation among students and staff in maintaining fire preparedness. FM-21- The BFP program provides practical and meaningful lessons that promote discipline and awareness among students, preparing them for real-life emergency situations. FM-22- Practical drills and orientations provide students with essential skills and confidence to handle emergency situations effectively. FM-23- The BFP is regarded as both a proactive educator and a reliable		

safety partner in the community.		
FM-24- The composure and professionalism of BFP personnel contribute to effective crisis management and public reassurance. FM-25- The BFP's communication strategies are inclusive and accessible, ensuring that all age groups understand safety instructions. FM-26- The BFP program effectively promotes awareness, discipline, and genuine education on fire safety, ensuring schools and communities are better prepared for emergencies. FM-27- The BFP's educational programs provide practical knowledge and readiness, helping both teachers and students respond effectively during emergencies. FM-28- The BFP is regarded as a trusted and authoritative partner that leads and supports schools in fire safety and response. FM-29- BFP's active engagement in preventive actions contributes significantly to lowering fire hazards and ensuring public safety.		
FM-30- BFP's communication strategy is effective because it uses accessible language and social media, allowing a wider audience to stay informed. FM-31- The program has instilled order and clarity in emergency responses, resulting in well-organized and coordinated fire safety practices. FM-32- The program empowers schools by providing practical guidance that enhances awareness, confidence, and preparedness in preventing fire incidents. FM-33- The BFP's organized and interactive approach encourages better understanding and discipline		

among students and staff in fire safety practices. FM-34- The BFP is viewed as a trusted and leading institution that provides reliable guidance and immediate assistance during fire emergencies. FM-35- The BFP's influence extends beyond schools, promoting a culture of preparedness and awareness in the broader community.		
FM-36- Hands-on and experiential activities develop confidence and readiness, bridging theoretical learning with real-life emergency application. FM-37- The consistent involvement of the BFP successfully increases awareness and fosters responsible behavior toward fire safety. FM-38- The BFP employs diverse communication methods to effectively reach various audiences and strengthen fire safety awareness. FM-39- The program successfully extends fire safety awareness beyond schools, influencing household and community behavior. FM-40- The BFP's leadership role in setting safety benchmarks helps institutions adopt standardized and effective fire prevention practices		
FM-41- By using accessible communication channels, the BFP effectively reaches its audience and ensures timely dissemination of safety information. FM-42- Simplified educational materials enhance inclusivity and comprehension across different age groups, promoting widespread fire safety awareness. FM-43- The BFP's fire safety initiatives successfully instill lasting awareness and proactive behavior that		

extend beyond school boundaries into households. FM-44- The program positively changes behavior and discipline during fire drills, fostering a stronger culture of safety and cooperation. FM-45- Through interactive and hands-on instruction, the BFP fosters effective learning and engagement, helping participants gain a deeper understanding and appreciation of fire safety practices. FM-46- The BFP's leadership ensures that local institutions adopt standardized and effective fire safety measures, reinforcing a culture of accountability and preparedness consistent with national fire safety goals.		

II. Negative Views Of The Informants On The Fire Safety Program Of The Bfp

FORMULATED MEANINGS	CLUSTER THEMES	EMERGENT THEMES
FM-1- Lack of clear guidance or communication during emergencies can lead to confusion and increased risk of accidents or harm.	Despite the presence of communication initiatives, many communities still face information gaps due to limited access, uneven dissemination, and inadequate reach of safety messages.	I. Limited Reach and Engagement Gaps in Fire Prevention Role
FM-2- While communication initiatives exist, limited reach through digital and printed media prevents full public awareness of safety programs.	II. Timenconstraints, lack of interest, and repetitive content	III. Ineffective Communication Strategies IV. Minimal Community Impact
FM-3- Inconsistent dissemination of information results in unequal awareness and preparedness across different communities.	discourage participation, reducing community engagement in fire safety activities.	V. Participation Barriers VI. Enhancing Engagement And Collaboration
FM-4- Digital and printed announcements alone are		

insufficient to reach the entire community, especially those with limited access or interest.		
FM-5- Even with clear communication, personal time constraints and digital limitations hinder complete community participation. FM-6- Improved communication strategies are evident, yet the lack of inclusivity in outreach prevents full community awareness. FM-7- Low perceived value, shyness, and repetitive content discourage active involvement in fire safety awareness programs.		

III. Challenges Or Barriers Faced By The Communities In Engaging With The Bfp Fire Safety Activities

FORMULATED MEANINGS	CLUSTER THEMES	EMERGENT THEMES
FM-1- Scheduling conflicts due to work and academic commitments hinder active participation in BFP programs and drills.	I. Conflicting schedules, poor coordination, and competing activities hinder active participation in BFP programs. Time-related issues reduce attendance and overall engagement in fire safety initiatives.	I. Time and Motivation Constraints
FM-2- Poor schedule coordination and limited dissemination of information lead to low attendance in fire safety activities.	II. Low perceived fire risk, lack of motivation, and declining interest in repetitive activities lessen the community's Willingness to Engage in BFP programs.	II. Communicati On and Inclusivity Gaps
FM-3- The timing of activities during busy hours limits community and institutional engagement.	III. Insufficient communication and lack of direct coordination between the BFP and residents result in poor awareness And reduced participation in safety activities.	
FM-4- Distance barriers and low perceived fire risk reduce people's motivation to join fire safety activities.		

FM-5- Competing community programs reduce available time and resources for BFP fire safety initiatives.		
FM-6- Lack of direct communication between the BFP and residents weakens engagement and awareness in fire safety programs.		
FM-7- Low perceived risk and interest result in reduced participation in repeated fire safety sessions.		
FM-8- Misconceptions about fire safety training limit community inclusivity and participation.		
FM-9- Low attendance due to time conflict and hesitation to engage reduces the effectiveness of safety programs.		