

The Implementation of Disaster Risk Reduction and Management Service (DRRMS) Program and the Impact on Learners and Teachers in Public Elementary Schools

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ABSTRACT

The increasing frequency of natural and human-induced hazards underscores the need to strengthen disaster preparedness and educational resilience in educational institutions. Schools serve a crucial role in safeguarding learners and teachers by promoting a culture of preparedness through the effective implementation of Disaster Risk Reduction and Management Service (DRRMS) programs. This study assessed the program implementation of the DRRMS Program and its impact on learners and teachers in selected public elementary schools in one of the divisions of the Negros Island Region. Specifically, it examined the level of program implementation in terms of policy awareness, training participation, preparedness activities, and resource utilization, as well as its impact on learners' preparedness, knowledge, and resilience and teachers' awareness, training, and response behavior. A descriptive-correlational research design was utilized involving 160 Grade 6 learners and 106 public elementary school teachers. Data were collected through researcher-developed questionnaires that underwent validity and reliability testing. Descriptive statistics and correlational analyses were employed to analyze the data. The findings revealed that the overall implementation of the DRRMS Program was rated very high. The program's impact on learners was assessed as high, with knowledge obtaining the highest rating among the measured dimensions. Similarly, the impact on teachers was rated very high, with awareness emerging as the highest-rated indicator. Furthermore, significant positive relationships were found between the level of DRRMS Program implementation and its impact on both learners and teachers. These findings indicate that effective DRRMS implementation contributes substantially to enhancing disaster preparedness, resilience, awareness, and response capabilities within the school community. The study concludes that sustained and strengthened DRRMS initiatives are essential in promoting safer learning environments and fostering a culture of preparedness and resilience in public elementary schools.

Keywords: Disaster Risk Reduction and Management Service (DRRMS), Disaster Preparedness, Educational Resilience, Program Implementation, Public Elementary Schools.

INTRODUCTION

The increasing occurrence of natural and human-induced hazards has made disaster preparedness a significant concern for educational institutions worldwide. Schools are among the most vulnerable environments during emergencies because they accommodate large numbers of learners, teachers, and other stakeholders whose safety and well-being must be protected. In countries such as the Philippines, where typhoons, earthquakes, floods, volcanic eruptions, and other hazards frequently occur, disaster risk reduction and management have become critical components of the education system. As centers of learning and community engagement, schools play an essential role in fostering a culture of safety, preparedness, and resilience among learners and educators.

Recognizing the importance of disaster preparedness, the Department of Education (DepEd) has strengthened the implementation of the Disaster Risk Reduction and Management Service (DRRMS) Program across public schools. The program is designed to promote awareness, preparedness, prevention, mitigation, response, and recovery measures that help safeguard school communities from the adverse effects of disasters. Through policy dissemination, capacity-building activities, emergency drills, and resource mobilization, the DRRMS Program

aims to equip learners and teachers with the knowledge and skills necessary to respond effectively during emergencies.

Previous studies have highlighted the importance of disaster risk reduction initiatives in improving preparedness levels and enhancing resilience among school stakeholders. Effective implementation of disaster preparedness programs contributes to increased awareness, strengthened response capabilities, and improved safety outcomes. However, the extent to which DRRMS programs influence learners and teachers may vary depending on how consistently and effectively these initiatives are implemented within schools. Assessing implementation and its corresponding impact is therefore necessary to determine whether program objectives are being achieved and to identify areas for further improvement.

In one of the divisions of the Negros Island Region, public elementary schools continuously implement various DRRMS activities to ensure school safety and disaster readiness. Despite these efforts, there remains a need to evaluate the effectiveness of program implementation and examine its influence on learners and teachers. Understanding this relationship can provide valuable information for school administrators, policymakers, and education stakeholders in developing evidence-based strategies that strengthen disaster preparedness and resilience within the educational setting.

Hence, this study assessed the implementation of the Disaster Risk Reduction and Management Service (DRRMS) Program in selected public elementary schools in one of the divisions of the Negros Island Region. Specifically, it examined the level of implementation in terms of policy awareness, training participation, preparedness activities, and resource utilization, and determined its impact on learners' preparedness, knowledge, and resilience as well as teachers' awareness, training, and response behavior. Furthermore, the study investigated the relationship between the level of DRRMS Program implementation and its impact on both learners and teachers. The findings of this study are expected to contribute to the continuous enhancement of DRRMS initiatives and support the development of safer, more resilient, and disaster-ready school communities.

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to examine the implementation of the Disaster Risk Reduction and Management Service (DRRMS) Program and its impact on learners and teachers in selected public elementary schools in one of the divisions of the Negros Island Region. The descriptive component was utilized to determine the level of DRRMS Program implementation in terms of policy awareness, training participation, preparedness activities, and resource utilization. The correlational aspect was used to ascertain the relationship between the level of program implementation and its impact on learners and teachers. This design was deemed appropriate because it enabled the researcher to describe existing conditions and determine whether significant relationships existed among the variables under investigation.

Research Respondents

The respondents of the study consisted of 160 Grade 6 pupils for School Year 2026-2027 and 106 public elementary school teachers from selected schools in one of the divisions of the Negros Island Region. The learners and teachers were chosen because they directly participated in and experienced the implementation of DRRMS activities within their respective schools. Their responses provided valuable insights into the extent of program implementation and its impact on the school community.

Research Instrument

Data were gathered using researcher-developed questionnaires designed to measure the level of DRRMS Program implementation and its impact on learners and teachers. The instrument for program implementation covered four dimensions: policy awareness, training participation, preparedness activities, and resource utilization. The learners' questionnaire measured preparedness, knowledge, and resilience, while the teachers'

questionnaire assessed awareness, training, and response behavior. Prior to data collection, the questionnaires underwent content validation by experts and reliability testing to ensure their validity, clarity, and consistency.

Data Gathering Procedure

The researcher-developed questionnaires used in this study were carefully constructed based on relevant literature, policies, and frameworks related to the implementation of the Disaster Risk Reduction and Management Service (DRRMS) Program and its impact on learners and teachers. The initial draft of the instruments consisted of items that measured the dimensions of DRRMS implementation, namely policy awareness, training participation, preparedness activities, and resource utilization, as well as the impact dimensions for learners and teachers.

To establish content validity, the questionnaires were submitted to a panel of experts composed of specialists in educational management, disaster risk reduction and management, research, and measurement and evaluation. Their comments and recommendations regarding item relevance, clarity, organization, and appropriateness were incorporated into the final version of the instruments. Prior to the actual data collection, pilot testing was conducted among respondents who possessed similar characteristics to the target participants but were not included in the final sample. The reliability of the instruments was assessed using Cronbach's alpha coefficient, and the results indicated that the questionnaires demonstrated acceptable to excellent internal consistency, making them suitable for the conduct of the study.

The instruments utilized a five-point Likert scale to measure respondents' perceptions. The following scale ranges were used for interpretation: 4.21–5.00 (Very High), 3.41–4.20 (High), 2.61–3.40 (Moderate), 1.81–2.60 (Low), and 1.00–1.80 (Very Low). Responses were scored accordingly, and weighted mean values were computed to determine the level of DRRMS Program implementation and its impact on learners and teachers.

After securing the necessary approvals from the concerned authorities, the researcher coordinated with the school heads of the participating schools to facilitate the conduct of the study. The questionnaires were personally administered to the identified respondents in accordance with established ethical standards. Participants were informed of the purpose of the study and were assured that their participation was voluntary. Confidentiality, anonymity, and data privacy were strictly observed throughout the research process. Upon completion, the questionnaires were retrieved, checked for completeness and accuracy, coded, and prepared for statistical analysis.

Data Analysis

The collected data were carefully encoded, organized, tabulated, and analyzed using appropriate statistical tools. Frequency counts and percentages were employed to describe the demographic profile of the respondents. Descriptive statistics, particularly the mean and standard deviation, were utilized to determine the level of DRRMS Program implementation in terms of policy awareness, training participation, preparedness activities, and resource utilization, as well as its impact on learners' preparedness, knowledge, and resilience and teachers' awareness, training, and response behavior. To determine the relationship between the level of DRRMS Program implementation and its impact on learners and teachers, Pearson Product-Moment Correlation Coefficient (r) was employed. The corresponding p-values were examined to determine the statistical significance of the relationships. All statistical analyses were performed using a 0.05 level of significance, providing a basis for accepting or rejecting the null hypothesis and ensuring the reliability and validity of the study findings.

Ethical Considerations

The study strictly adhered to ethical principles throughout the research process. Approval from the appropriate authorities and ethics requirements was secured before data collection. Respondents were informed about the objectives of the study and were assured that participation was voluntary. All information gathered was treated with confidentiality and used solely for academic and research purposes. The identities of the respondents and participating schools were protected to maintain privacy and uphold ethical research standards.

RESULTS

This section presents the findings of the study on the implementation of the Disaster Risk Reduction and Management Service (DRRMS) Program and its impact on learners and teachers in selected public elementary schools in one of the divisions of the Negros Island Region. The results are discussed in relation to the study objectives and the existing context of disaster preparedness and resilience in schools.

Level of DRRMS Program Implementation

The findings revealed that the overall implementation of the Disaster Risk Reduction and Management Service (DRRMS) Program was high ($M = 4.33$, $SD = 0.53$), indicating that schools consistently carried out disaster risk reduction and management initiatives. Among the dimensions, Policy Awareness obtained the highest mean score ($M = 4.37$, $SD = 0.65$), followed by Preparedness Activities ($M = 4.33$, $SD = 0.63$), Training Participation ($M = 4.30$, $SD = 0.65$), and Resource Utilization ($M = 4.29$, $SD = 0.55$). Although all dimensions were rated very high, Resource Utilization registered the lowest mean, suggesting an area for further improvement.

The results indicate that respondents were highly aware of DRRM policies, with the item on discussing DepEd DRRM policies during meetings and orientations obtaining the highest rating ($M = 4.55$, $SD = 0.74$). Training Participation was likewise rated very high, with regular disaster drills receiving the highest score ($M = 4.50$, $SD = 0.77$), while participation in DRRM-related trainings received the lowest ($M = 4.15$, $SD = 0.93$). Preparedness Activities also received a very high rating, particularly in the prompt dissemination of early warning information ($M = 4.43$, $SD = 0.79$), whereas the consistent practice of emergency procedures obtained the lowest rating ($M = 4.14$, $SD = 1.01$). Resource Utilization, though very high, was the lowest-performing dimension. The effective use of available resources during drills obtained the highest rating ($M = 4.44$, $SD = 0.72$), while the proper allocation of DRRM funds ($M = 4.17$, $SD = 0.83$) and support from school facilities ($M = 4.20$, $SD = 0.84$) received relatively lower ratings. These findings suggest that strengthening resource management and infrastructure support may further enhance DRRMS implementation.

Table 1. Level of DRRM Program Implementation as a Whole and In Terms of Policy Awareness, Training Participation, Preparedness Activities and Resource Utilization.

Statements	Mean	Standard Deviation	Interpretation
Policy Awareness	4.37	0.65	Very High
1. I am aware of the school's Disaster Risk Reduction and Management (DRRM) policies."	4.29	0.97	Very High
2. Disaster preparedness policies are clearly explained to school stakeholders."	4.38	0.86	Very High
3. I understand my role during disaster situations."	4.5	0.73	Very High
4. DepEd DRRM policies are discussed during school meetings or orientations.	4.55	0.74	Very High
5. Class suspension policies during disasters are clearly communicated.	4.32	0.91	Very High
6. Updates on disaster-related policies are provided regularly.	4.28	0.98	Very High
7. School policies help ensure safety during disasters.	4.31	0.97	Very High
8. DRRM guidelines are easy to understand.	4.39	0.84	Very High
9. School leaders ensure everyone follows DRRM policies.	4.32	0.93	Very High
10. DRRM policies guide proper action during emergencies.	4.4	0.87	Very High
Training Participation	4.3	0.65	Very High
1. I have attended DRRM-related trainings conducted by the school.	4.15	0.93	High

2. Disaster drills are conducted regularly in the school.	4.5	0.77	Very High
3. Trainings improve my disaster response skills.	4.41	0.75	Very High
4. I am encouraged to participate in DRRM trainings.	4.38	0.82	Very High
5. Trainings are relevant to the hazards affecting the school.	4.43	0.76	Very High
6. Training activities increase my confidence during emergencies.	4.31	0.95	Very High
7. DRRM trainings are organized and well-managed.	4.1	1	High
8. I apply what I learn from emergency drills during actual situations.	4.3	0.83	Very High
9. Training sessions clarify correct disaster response procedures.	4.17	0.97	High
10. DRRM trainings strengthen overall school preparedness.	4.3	0.95	Very High
Preparedness Activities	4.33	0.63	Very High
1. The school conducts regular preparedness activities.	4.37	0.86	High
2. Evacuation routes and plans are clearly posted.	4.43	0.83	Very High
3. Disaster drills simulate real emergency situations.	4.42	0.78	Very High
4. Early warning information is shared promptly.	4.43	0.79	Very High
5. Preparedness activities involve learners and teachers.	4.32	0.92	High
6. The school reviews preparedness plans after drills.	4.2	0.93	High
7. Emergency procedures are practiced consistently.	4.14	1.01	High
8. Preparedness activities reduce confusion during emergencies.	4.32	0.89	High
9. I actively participate in preparedness activities.	4.28	0.99	High
10. Preparedness activities help ensure everyone's safety.	4.43	0.89	High
Resource Utilization	4.29	0.55	Very High
1. Emergency supplies are available in the school.	4.32	0.81	Very High
2. Emergency equipment is properly maintained.	4.33	0.73	Very High
3. The school has sufficient DRRM materials.	4.29	0.72	Very High
4. Available resources are used effectively during drills.	4.44	0.72	Very High
5. School facilities support disaster preparedness efforts.	4.2	0.84	High
6. DRRM funds are properly allocated.	4.17	0.83	High
7. External support is used for disaster preparedness.	4.22	0.78	High
8. Resources are accessible during emergencies.	4.32	0.78	Very High
9. DRRM materials are accessible to all stakeholders.	4.21	0.87	Very High
10. Resource availability improves disaster preparedness.	4.42	0.78	Very High
DRRMS Program Implementation as a Whole	4.33	0.53	High

Impact of DRRMS Program on Learners

The findings revealed that the overall impact of the DRRMS Program on learners was high ($M = 4.12$, $SD = 0.55$). Among the dimensions assessed, Knowledge obtained the highest mean score ($M = 4.27$, $SD = 0.58$), followed by Preparedness ($M = 4.22$, $SD = 0.60$), while Resilience received the lowest rating ($M = 3.88$, $SD = 0.71$). These results indicate that learners have developed a strong understanding of disaster-related concepts and safety procedures through DRRMS activities.

Among the preparedness indicators, participation in school drills received the highest rating ($M = 4.55$, $SD = 0.78$), while feeling ready to face disaster situations obtained the lowest ($M = 3.91$, $SD = 1.09$). In terms of knowledge, teachers' clear explanation of disaster topics recorded the highest mean ($M = 4.54$, $SD = 0.76$),

whereas awareness of emergency warning signals received the lowest rating ($M = 4.08$, $SD = 0.91$). For resilience, school support in coping after emergencies received the highest rating ($M = 4.25$, $SD = 0.84$), while the ability to return to learning after disasters obtained the lowest mean ($M = 3.41$, $SD = 1.29$).

The findings suggest that while learners demonstrate high levels of preparedness and knowledge, resilience remains the comparatively weakest dimension. This indicates the need for continued efforts to strengthen learners' emotional readiness, coping abilities, and capacity to recover and adapt following disaster-related events.

Table 2. Level of Impact on Learners in terms of Preparedness, Knowledge and Resilience.

Statements	Mean	Standard Deviation	Interpretation
Preparedness	4.22	0.6	Very High
1. I know what to do during disaster emergencies.	4.24	0.88	Very High
2. School drills prepare me for real disasters.	4.55	0.78	Very High
3. I can follow evacuation procedures correctly.	4.26	0.78	Very High
4. I know where safe areas in the school are.	4.3	0.95	Very High
5. I respond calmly during emergency drills.	3.99	1.04	High
6. I know how to protect myself during disasters.	4.29	0.95	Very High
7. Preparedness activities make me confident.	4.24	0.95	Very High
8. I listen carefully during disaster instructions.	4.42	0.77	Very High
9. I can help others during emergencies.	4.02	1.04	High
10. I feel ready to face disaster situations.	3.91	1.09	High
Knowledge	4.27	0.58	Very High
1. I understand common disasters affecting our school.	4.13	0.91	High
2. I know safety rules during disasters.	4.34	0.8	Very High
3. I understand the purpose of disaster drills.	4.45	0.77	Very High
4. Teachers explain disaster topics clearly.	4.54	0.76	Very High
5. I know emergency warning signals.	4.08	0.91	High
6. I recognize evacuation signs in school.	4.12	0.91	High
7. I understand disaster-related instructions.	4.08	0.86	High
8. I know who to ask for help during emergencies.	4.28	0.88	Very High
9. I understand how disasters affect learning.	4.24	0.89	Very High
10. Disaster lessons increase my awareness.	4.44	0.81	Very High
Resilience	3.88	0.71	High
1. I feel safe in school during disasters.	3.79	1.13	High
2. I recover quickly after disaster events.	3.81	0.99	High
3. School support helps me cope after emergencies.	4.25	0.84	Very High
4. I feel encouraged after disaster drills.	4.14	0.87	High
5. I feel emotionally supported by teachers.	4.23	0.86	Very High
6. I am not easily afraid during disasters.	3.67	1.19	High
7. I can return to learning after disasters.	3.41	1.29	High
8. School activities help reduce stress after disasters.	3.89	1.12	High

9. I feel strong when facing emergencies.	3.61	1.15	High
10. I feel ready to face future disasters.	4.01	1.05	High
Impact on Learners	4.12	0.55	High

Impact of DRRMS Program on Teachers

The findings revealed that the overall impact of the DRRMS Program on teachers was very high ($M = 4.52$, $SD = 0.43$). Among the dimensions, Awareness obtained the highest mean score ($M = 4.66$, $SD = 0.39$), followed by Response Behavior ($M = 4.53$, $SD = 0.45$) and Training ($M = 4.37$, $SD = 0.66$). These results indicate that teachers possess a high level of understanding of DRRMS policies, emergency procedures, and disaster preparedness practices.

Among the awareness indicators, understanding disaster risks affecting the school obtained the highest rating ($M = 4.81$, $SD = 0.39$), reflecting teachers' strong knowledge of disaster-related concerns. In terms of training, support for professional growth received the highest rating ($M = 4.56$, $SD = 0.71$), while receiving adequate DRRM training obtained the lowest mean score ($M = 3.82$, $SD = 0.90$). For response behavior, effective coordination with colleagues during disasters registered the highest rating ($M = 4.66$, $SD = 0.48$), while remaining calm during emergencies received the lowest rating ($M = 4.36$, $SD = 0.61$).

Although all dimensions were rated very high, Training emerged as the lowest-performing dimension. This finding suggests the need to provide teachers with additional and more specialized DRRM training opportunities to further strengthen their preparedness, confidence, and capacity to respond effectively during emergencies.

Table 3. Level of Impact on Teachers in terms of Awareness, Training and Response Behavior.

Statements	Mean	Standard Deviation	Interpretation
Awareness	4.66	0.39	Very High
1. I understand disaster risks affecting the school.	4.81	0.39	Very High
2. I am aware of disaster response protocols.	4.68	0.49	Very High
3. I know my responsibilities during disasters.	4.77	0.42	Very High
4. I am familiar with DepEd DRRM policies.	4.64	0.5	Very High
5. I stay informed about disaster preparedness updates.	4.62	0.51	Very High
6. I understand evacuation procedures.	4.71	0.45	Very High
7. I know emergency communication protocols.	4.58	0.5	Very High
8. I understand hazard-specific procedures.	4.54	0.52	Very High
9. School discussions increase my disaster awareness.	4.74	0.44	Very High
10. I am prepared to act during emergencies.	4.54	0.52	Very High
Training	4.37	0.66	Very High
1. I receive adequate DRRM training.	3.82	0.9	High
2. Trainings enhance my emergency response skills.	4.35	0.81	Very High
3. DRRM training boosts my confidence.	4.31	0.79	Very High
4. Trainings prepare me to guide learners.	4.48	0.79	Very High
5. Trainings address hazards common in our area.	4.39	0.79	Very High
6. I apply training knowledge in actual situations.	4.3	0.77	Very High
7. Trainings support my professional growth.	4.56	0.71	Very High
8. DRRM trainings are relevant to my role.	4.5	0.68	Very High

9. Training sessions are practical and effective.	4.47	0.69	Very High
10. Training improves my disaster readiness.	4.53	0.71	Very High
Response Behavior	4.53	0.45	Very High
1. I remain calm during emergencies.	4.36	0.61	Very High
2. I can lead learners safely during disasters.	4.54	0.56	Very High
3. I follow disaster protocols correctly.	4.65	0.5	Very High
4. I help learners during emergencies.	4.64	0.61	Very High
5. I coordinate with colleagues effectively.	4.66	0.48	Very High
6. I make quick decisions during disasters.	4.44	0.55	Very High
7. I adapt teaching strategies during disruptions.	4.59	0.51	Very High
8. I manage stress during disaster situations.	4.38	0.63	Very High
9. I act responsibly during emergencies.	4.5	0.57	Very High
10. DRRMS improves my response behavior.	4.57	0.55	Very High
Impact on teachers	4.52	0.43	Very High

Relationship Between DRRMS Program Implementation and Impact on Learners

The analysis revealed a significant positive relationship between the level of DRRMS Program implementation and its impact on learners ($r = .946$, $p < .001$). This indicates that schools with stronger implementation of DRRMS initiatives tend to have learners with higher levels of preparedness, knowledge, and resilience. The very strong correlation coefficient suggests that effective implementation of disaster risk reduction activities plays a substantial role in enhancing learner outcomes. Consequently, the null hypothesis was rejected, confirming a significant relationship between DRRMS Program implementation and its impact on learners. These findings underscore the importance of sustaining and strengthening DRRMS initiatives to further improve learners' disaster preparedness and resilience.

Table 4 shows that the relationship between DRRMS Program implementation and learner impact was statistically significant ($r = .946$, $p < .001$). This very strong positive relationship suggests that improvements in policy awareness, training participation, preparedness activities, and resource utilization are associated with corresponding increases in learners' preparedness, knowledge, and resilience. As such, consistent and effective implementation of DRRMS programs is essential in fostering disaster-ready and resilient learners.

Table 4. Relationship Between the Level of DRRMS Program Implementation and the impact of DRRMS on learners

Variable	Test Statistics	P-value	Decision for Ho	Interpretation
DRRMS program implementation Vs Impact on Learners	0.946**	<.001	Reject Ho	Significant

Relationship Between DRRMS Program Implementation and Impact on Teachers

The results revealed a significant positive relationship between the level of DRRMS Program implementation and its impact on teachers ($r = .602$, $p < .001$). This indicates that schools with stronger implementation of DRRMS initiatives tend to have teachers with higher levels of awareness, training, and response behavior. The moderate positive correlation suggests that effective implementation of disaster risk reduction measures contributes to improving teachers' preparedness and competence in managing disaster-related situations. Consequently, the null hypothesis was rejected, confirming a significant relationship between DRRMS Program implementation and its impact on teachers.

Table 5 shows that the relationship between DRRMS Program implementation and teacher impact was statistically significant ($r = .602$, $p < .001$). This finding implies that improvements in policy awareness, training participation, preparedness activities, and resource utilization are associated with corresponding improvements in teachers' awareness, training experiences, and response behavior. The result highlights the importance of continuous professional development, capacity-building activities, and institutional support in strengthening disaster preparedness among educators.

Table 5. Relationship Between the Level of DRRMS Program Implementation and the Impact of DRRMS on Teacher

Variable	Test Statistics	P-value	Decision for Ho	Interpretation
DRRMS program implementation Vs Impact on Teachers	0.602**	<.001	Reject Ho	Significant

SUMMARY OF KEY FINDINGS

The study found that the implementation of the Disaster Risk Reduction and Management Service (DRRMS) Program in selected public elementary schools was high ($M = 4.33$, $SD = 0.53$). Among the implementation dimensions, Policy Awareness obtained the highest rating, while Resource Utilization received the lowest mean score. The impact of the DRRMS Program on learners was likewise high ($M = 4.12$, $SD = 0.55$), with Knowledge emerging as the highest-rated dimension and Resilience as the lowest. Similarly, the impact on teachers was very high ($M = 4.52$, $SD = 0.43$), with Awareness obtaining the highest rating and Training receiving the lowest mean score. Furthermore, significant positive relationships were found between DRRMS Program implementation and its impact on learners ($r = .946$, $p < .001$) and teachers ($r = .602$, $p < .001$). These findings indicate that effective implementation of DRRMS initiatives contributes substantially to enhancing disaster preparedness, resilience, awareness, training, and response capabilities among members of the school community.

DISCUSSION

The findings revealed that the implementation of the Disaster Risk Reduction and Management Service (DRRMS) Program in the participating public elementary schools was at a very high level. This result supports the view that schools have increasingly recognized disaster preparedness as an essential component of educational management and school safety. The finding is consistent with the Department of Education's continuing efforts to institutionalize disaster risk reduction initiatives through policy implementation, capacity-building activities, and preparedness programs (Department of Education, 2023; Department of Education Disaster Risk Reduction and Management Service, 2026). Likewise, it affirms the Comprehensive School Safety Framework, which emphasizes the integration of disaster risk reduction into educational systems to promote safer and more resilient learning environments (Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, 2022; UNESCO, 2021). The present result also aligns with the findings of Dela Cruz (2022), who reported that schools with strong disaster preparedness programs demonstrated higher levels of institutional readiness and resilience.

The study further found that the DRRMS Program had a high impact on learners, with knowledge obtaining the highest rating among the dimensions assessed. This finding suggests that school-based disaster risk reduction initiatives have been effective in increasing learners' understanding of disaster-related concepts and appropriate emergency responses. The result supports the work of Shaw et al. (2021), who emphasized that disaster education enhances learners' awareness and preparedness by providing practical knowledge and opportunities for participation in preparedness activities. Similarly, UNICEF (2021) highlighted that disaster risk reduction education strengthens learners' ability to recognize risks and respond appropriately during emergencies. The prominence of knowledge in the present study indicates that information dissemination, classroom integration, and disaster drills may have contributed positively to learners' disaster-related competencies.

In terms of teachers, the findings showed that the impact of the DRRMS Program was very high, with awareness receiving the highest mean rating. This result is consistent with the study of Garcia and Lee (2021), which found that teachers who regularly participate in disaster preparedness activities and professional development programs demonstrate higher levels of awareness and readiness. Likewise, Kim and Park (2022) argued that organizational support and a strong culture of preparedness significantly influence educators' understanding of disaster management policies and procedures. The high awareness level observed among teachers in this study may therefore be attributed to the systematic dissemination of DRRMS policies and the continuous conduct of disaster-related training activities within schools.

A significant positive relationship was identified between the level of DRRMS Program implementation and its impact on learners. This finding supports Social Cognitive Theory (Bandura, 2021), which posits that learning occurs through observation, participation, and interaction within one's environment. When schools consistently implement disaster preparedness activities, learners are provided with opportunities to acquire knowledge, develop appropriate behaviors, and strengthen resilience. The result is likewise consistent with the findings of Shaw et al. (2021) and UNICEF (2023), which emphasized that sustained disaster preparedness programs contribute to improved learner preparedness and adaptive capacity. The significant relationship observed in this study therefore suggests that effective implementation of DRRMS initiatives extends beyond compliance with policies and contributes directly to positive learner outcomes.

Similarly, the study established a significant positive relationship between DRRMS Program implementation and its impact on teachers. This finding corroborates the work of Garcia and Lee (2021), who reported that increased participation in disaster preparedness initiatives was associated with stronger response behavior and professional readiness among teachers. Furthermore, the findings support the position of the United Nations Office for Disaster Risk Reduction (2022), which emphasized that institutional commitment to disaster risk reduction plays a critical role in enhancing the competence of school personnel. As schools strengthen the implementation of DRRMS programs, teachers gain greater exposure to training, simulations, and preparedness activities that improve their capacity to respond effectively during emergencies.

Overall, the findings of the study are consistent with both national and international literature emphasizing the importance of disaster risk reduction programs in schools. The results provide empirical support for the assertion that effective DRRMS implementation contributes significantly to disaster preparedness, awareness, knowledge development, response capability, and educational resilience among both learners and teachers. Consistent with the recommendations of UNESCO (2022), UNICEF (2023), and the United Nations Office for Disaster Risk Reduction (2021), the findings highlight the need for sustained capacity-building initiatives, continuous policy implementation, and collaborative stakeholder engagement to further strengthen disaster resilience within educational institutions. By maintaining and enhancing these initiatives, schools can continue to foster safe, resilient, and disaster-ready learning communities.

CONCLUSION

This study concludes that the Disaster Risk Reduction and Management Service (DRRMS) Program was effectively implemented in the selected public elementary schools, as evidenced by its high overall implementation level ($M = 4.33$, $SD = 0.53$). Among the implementation dimensions, Policy Awareness obtained the highest rating, while Resource Utilization received the lowest, indicating an area for further enhancement.

The findings further revealed that the DRRMS Program had a positive impact on both learners and teachers. Among learners, Knowledge emerged as the strongest dimension, whereas Resilience obtained the lowest rating. Among teachers, Awareness received the highest rating, while Training registered the lowest mean score. These results suggest that the program effectively promotes disaster preparedness and awareness, although additional efforts are needed to strengthen learner resilience and expand teacher training opportunities.

Moreover, significant positive relationships were found between DRRMS Program implementation and its impact on learners ($r = .946$, $p < .001$) and teachers ($r = .602$, $p < .001$). These findings confirm that effective implementation of DRRMS initiatives contributes substantially to enhancing preparedness, resilience, awareness, training, and response behavior within the school community.

Overall, the study affirms that sustained implementation of DRRMS programs plays a vital role in developing safer, more resilient, and disaster-ready schools. Continued attention to resource utilization, learner resilience, and teacher training can further strengthen the effectiveness of DRRMS initiatives in public elementary schools.

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