

Strengthening the Role of Cluster 3 Elementary Schools in Rosario West Sub - Office on Developing Sustainable Disaster Preparedness

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Abstract — Natural disasters often strike suddenly, emphasizing the crucial need for effective preparedness, particularly in key activity centers like elementary schools in the Rosario West Sub-Office. These schools bear the responsibility of ensuring safety during emergencies. Given the susceptibility of the Rosario West Sub-Office to various natural and man-made disasters, it's imperative to bolster the involvement of public schools in fostering preparedness to mitigate potential catastrophes. This basic research aims to strengthen the role of public schools in establishing sustainable disaster preparedness measures.

The study focused on five elementary schools within Cluster 3 (PEN Mabunga, Bayawang IS, Mayuro ES, Cahigam ES and Tubahan ES) of the Rosario West Sub-Office, involving 54 teachers and 5 school heads. It assessed the respondents' competencies in disaster preparedness across three phases: Before, During, and After a disaster.

For the second problem, the research utilized frequency distribution, weighted mean, and percentage to provide additional support for the findings.

The review underscores several key areas for improving the role of public elementary schools, including: (1) Manifestation of competencies in disaster preparedness before, during and after phases. (2) The schools' initiatives undertaken to strengthen disaster preparedness. (3) The disaster risk reduction management action plan.

To further enhance the role of public schools, it is suggested to empower school heads and teachers, implement strong disaster risk reduction management strategies, elevate the involvement of schools in critical situations, and conduct mapping exercises to identify optimal evacuation locations.

Keywords — *Disaster Preparedness, Disaster Emergencies, Disaster Risk Reduction*

I. Introduction

In recent years, there has been a growing societal demand to strengthen and ensure the safety of schools due to the increasing frequency and severity of natural calamities and other hazards. Schools are highly vulnerable to both external threats, such as typhoons and earthquakes, and internal risks, including accidents and infrastructure failures. These events highlight the urgent need for comprehensive and sustainable disaster preparedness strategies in the education sector. Sustainable preparedness involves precautionary measures, effective response systems, and rehabilitation programs that aim to minimize harm to life, property, and the learning environment.

Disaster preparedness in schools is influenced by multiple factors, including economic resources, social awareness, geographic location, and past experiences with disasters. While the principles of disaster management—protecting life, property, and the environment—are universal, some regions are more capable than others in implementing effective measures due to differences in governance, resources, and community participation. In the Philippine context, the challenge is magnified by the country’s geographical location in the Pacific Ring of Fire and typhoon belt, exposing it to frequent natural calamities such as earthquakes, floods, volcanic eruptions, and tropical cyclones.

Rosario, Batangas, a first-class municipality with a population of 128,352 as of the 2020 census, is one such community prone to multiple hazards. It is composed of 48 barangays, each with schools that face distinct risks depending on their location and infrastructure. Schools in the Rosario West Sub-Office, in particular, require disaster preparedness programs tailored to their specific vulnerabilities. Factors such as school location, enrollment size, and previous disaster experiences play a key role in determining the level of readiness and the type of interventions needed.

Given this context, the study aims to examine the role of Cluster 3 elementary schools in Rosario West Sub-Office in developing sustainable disaster preparedness programs. By assessing the preparedness level of schools, the effectiveness of current training and plans, and the perceptions of school administrators regarding various hazards, this research seeks to identify practical and sustainable strategies for disaster risk reduction. The findings are expected to guide school leaders and stakeholders in formulating more responsive and location-specific preparedness initiatives, ensuring the safety and resilience of the school community.

Review of Literature

Disasters have impacted millions of lives worldwide, with factors such as population growth, climate change, and urbanization intensifying the vulnerabilities of at-risk communities. These hazards exacerbate poverty and inequality, eroding years of development gains, particularly in developing countries where 85% of those affected reside (UNDP, 2013). Preventing the exposure of lives, infrastructure, and resources to natural hazards, along with implementing effective mitigation strategies, is essential to reducing the devastating impacts of disasters. In recent years, advancements in hazard and risk assessment have provided decision-makers with more accurate information, emphasizing the importance of proactive disaster management and preparedness.

The Philippines remains one of the most disaster-prone nations in the world, ranking third among 173 countries in vulnerability to disaster risks (IBRD, 2014). Its location in the Pacific Ring of Fire exposes it to geological hazards such as earthquakes and volcanic eruptions, while its position along the typhoon belt subjects it to frequent meteorological threats, including an average of 20 tropical cyclones annually (PAGASA). Climate change further heightens these risks, leading

to greater damage to infrastructure, property, human lives, and overall welfare. Recognizing these threats, the Philippine government has implemented policies and programs to strengthen resilience, particularly in the education sector where schools serve as both learning centers and safe havens during emergencies.

In line with these initiatives, the Department of Education has institutionalized school-based disaster preparedness measures through directives such as DepEd Order No. 33, s. 2021, which mandates the establishment and enhancement of systems to anticipate, prepare for, and respond to hazards. These policies build upon earlier directives like DO No. 83, s. 2011, and DO No. 21, s. 2015, which outline the roles of schools and DepEd offices in safeguarding learners, personnel, and educational resources. Disaster preparedness, as defined by Tierney (2001), involves proactive measures such as the development and regular testing of early warning systems, all aimed at reducing physical damage and loss of life. For schools, this translates into comprehensive planning, regular drills, stakeholder coordination, and sustainable strategies to protect both the school community and its facilities.

Research Questions

The primary purpose of this study was to determine and to strengthen the Role of Cluster 3 Elementary Schools in Rosario West Sub - Office on Developing Sustainable Disaster Preparedness.

Specifically, it sought to answer the following:

1. To what extent do the respondents' manifest competencies in disaster preparedness along the following phases:
 - 1.1 Before.
 - 1.2 During.
 - 1.3 After.
2. What are the schools' initiatives undertaken to strengthen disaster preparedness?
3. Based on analysis, what plan of action may be proposed?

Scope and Limitation

The scope of the study encompasses the examination of disaster preparedness among selected public elementary schools in the Rosario West Sub-Office. Specifically, it focuses on describing the phenomenon of disaster preparedness and its characteristics within these schools. The study aims to investigate various aspects related to disaster preparedness, including prior disaster experience, perceived preparedness, actual emergency preparedness, and stakeholder

involvement. It also seeks to assess the competencies of elementary school teachers and school heads across different phases of disaster preparedness: Before, During, and After a disaster.

The study is limited to five elementary schools within the Rosario West Sub-Office, which may restrict the generalizability of the findings to other schools or regions. Data are primarily collected through survey questionnaires and observations, which may be subject to respondent bias or inaccuracies in self-reporting. The study's timeframe for data collection and analysis may limit the depth of investigation or the ability to capture long-term trends in disaster preparedness. Limited resources, such as funding and personnel, may impact the comprehensiveness of the research methodology or the scope of data analysis. External factors, such as changes in government policies or natural disasters occurring during the study period, may influence the study's findings.

Despite these limitations, the study provides valuable insights into the current state of disaster preparedness among public elementary schools in the Rosario West Sub-Office and offers recommendations for enhancing preparedness efforts in the future.

II. Methodology

This study utilized a descriptive research design to examine the phenomenon of disaster preparedness and its defining characteristics, integrating elements of correlational research to address the study's objectives. The focus was on determining the role of selected public elementary schools in the Rosario West Sub-Office in developing sustainable disaster preparedness. Data were gathered through survey questionnaires and direct observations, allowing for both quantitative and qualitative insights. The survey instrument was designed to assess prior disaster experiences, perceived preparedness, actual emergency measures, and stakeholder involvement in preparedness initiatives.

The research was conducted in five elementary schools—PEN Mabunga, Bayawang IS, Mayuro ES, Cahigam ES, and Tubahan ES—participated in by fifty-four elementary school teachers and five school heads. Respondents completed the questionnaires via a Google Form, ensuring efficiency and accuracy in data collection. The gathered data were classified, organized, and tallied to evaluate competencies in disaster preparedness across three critical phases: before, during, and after a disaster. Statistical tools such as frequency distribution, weighted mean, and percentage were applied to analyze the results, particularly in addressing the study's second research question.

III. Results and Discussion

1. Extent of the Respondents' Manifestation of Competencies in Disaster Preparedness along the three phases

As depicted in the table, it is evident that school head respondents highly emphasize the importance of informing local government units (LGUs) about the necessity for appropriate and sufficient resources to manage various types of disasters, as indicated by the highest weighted mean of 4.00. The composite mean also indicates that school heads assess teachers' competencies in natural disaster preparedness during the before phase to a great extent.

As leaders of their respective schools, school heads bear the responsibility of ensuring the safety of both their personnel and students. One crucial aspect of this responsibility involves the development of a contingency plan, which is a vital component of the broader Disaster Risk Reduction and Management (DRRM) plan. A school contingency plan, devised by the school's DRRM committee, outlines specific objectives and actions to be taken by all members to enhance preparedness for emergency situations and minimize the adverse effects of disasters.

As emphasized by F. G. D. Streeter (2021), school heads and disaster preparedness teams must actively engage in planning, resource identification, warning system implementation, training exercises, simulations, and other proactive measures aimed at improving the safety and effectiveness of school responses to disasters. Despite its recognized significance, there has been insufficient attention given to clarifying the conceptualization and enhancing the measurement of preparedness.

Table 1.1. Extent of Manifestation of Competencies in Disaster Preparedness (Before)

	School Head		Teacher	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Collaborate with local government agencies to assess local risk profiles.	3.60	Great Extent	3.27	Great Extent
Support in conducting risk assessments.	3.80	Great Extent	3.25	Moderate Extent
Mobilize local resources to aid in disaster mitigation efforts.	3.80	Great Extent	3.25	Moderate Extent
Advise LGUs on the necessity for appropriate and ample resources to address various types of disasters.	4.00	Great Extent	3.27	Great Extent
Strengthen hazard mapping initiatives within schools.	3.80	Great Extent	3.25	Moderate Extent
Spread awareness about disaster mitigation programs.	3.80	Great Extent	3.39	Great Extent
Establish an emergency task force dedicated to addressing earthquakes and other calamities.	3.80	Great Extent	3.31	Great Extent
Enhance community resilience to disasters by enforcing building codes.	3.80	Great Extent	3.33	Great Extent

Foster an environment conducive to managing natural calamities.	3.80	Great Extent	3.31	Great Extent
Develop a disaster mitigation plan aimed at enhancing coping mechanisms during disasters.	3.80	Great Extent	3.24	Moderate Extent
Composite Mean	3.80	Great Extent	3.29	Great Extent

Legend: 3.26-4.00 Great Extent
 2.51-3.25 Moderate Extent
 1.76-2.50 Slightly Extent
 1.00-1.75 Low Extent

The table also indicates that teacher respondents actively disseminate information on disaster mitigation awareness programs, with a weighted mean of 3.39, reflecting a great extent of engagement in this activity. Furthermore, in terms of demonstrating competencies in disaster preparedness during the before phase, teacher respondents exhibit a great extent of involvement, as evidenced by a composite mean of 3.29.

Enhancing the role of teachers in schools during the before phase requires specific competencies such as risk profiling and support for disaster mitigation. It is crucial to conduct proper profiling of school personnel and students and provide support for the mobilization of disaster mitigation efforts before disaster strikes. Teachers play a pivotal role in accepting responsibility and safeguarding vulnerable individuals, particularly within the school setting.

As highlighted by Lopez (2018), risk reduction is essential for creating a more equitable future and minimizing losses during disasters. Effective risk reduction hinges on cooperation across various sectors of society and the implementation of comprehensive disaster preparedness programs. Response capacity, which encompasses knowledge, procedures, skills, and provisions, is vital. Organizing and mobilizing existing skills and resources are crucial components of response capacity.

Table 1.2. Extent of Manifestation of Competencies in Disaster Preparedness (During)

	School Head		Teacher	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Implement straightforward measures for risk reduction.	3.80	Great Extent	3.41	Great Extent
Secure rooms by blocking outside air infiltration and, if appropriate, disabling heating, ventilation, or cooling systems.	3.60	Great Extent	3.27	Great Extent
Activate radios/televisions to monitor for additional information or instructions.	4.00	Great Extent	3.49	Great Extent
Coordinate roles and responsibilities within the school during a disaster.	3.80	Great Extent	3.45	Great Extent
Utilize various communication methods such as cell phone messages, walkie-talkies, messengers, etc., to communicate between the school, emergency services, and district office as necessary.	4.00	Great Extent	3.57	Great Extent

Build capacities for handling multiple hazards and integrate local needs.	3.80	Great Extent	3.39	Great Extent
Aid in containing incidents and minimizing damage.	3.60	Great Extent	3.39	Great Extent
Lead the implementation of the school preparedness guide.	3.80	Great Extent	3.37	Great Extent
Coordinate personnel to fulfill their roles and duties within the school during a disaster.	3.80	Great Extent	3.43	Great Extent
Engage school staff in addressing potential challenges during disasters.	3.80	Great Extent	3.47	Great Extent
Composite Mean	3.80	Great Extent	3.42	Great Extent

Legend: 3.26-4.00 Great Extent
 2.51-3.25 Moderate Extent
 1.76-2.50 Slightly Extent
 1.00-1.75 Low Extent

As indicated in the table for school head respondents, the highest weighted mean of 4.00 was observed for the statement: "Utilize cell phone short messages, walkie-talkies, messengers, and any other means necessary to communicate between the school, emergency services, and district office as needed." Additionally, it was noted that school head respondents demonstrated a great extent of competencies during the natural disaster during phase. School heads bear the responsibility and authority to disseminate the roles of school personnel during disasters. Tizon's study (2020) emphasized that the effectiveness of the School Disaster Risk Reduction and Management (SDRRM) hinges on the performance of its functions and mandates, with a focus on prioritizing thematic areas such as prevention, mitigation, and disaster preparedness in accordance with RA 10121. Effective communication during disasters is vital for organizing and ensuring the safety of personnel.

Similarly, the table for teacher respondents revealed a weighted mean of 3.57 for the statement: "Utilize cell phone short messages, walkie-talkies, messengers, and any other means necessary to communicate between the school, emergency services, and district office as needed." Teacher respondents also demonstrated a great extent of competencies during the during phase of disaster preparedness. The Department of Education's provision of Subscriber Identity Module (SIM) cards and connectivity load programs further facilitates communication among DepEd personnel. School heads and other officials typically receive communication allowances included in the School Maintenance and Other Operating Expenses, highlighting the common use of cell phones as a communication tool among teacher.

Table 1.3. Extent of Manifestation of Competencies in Disaster Preparedness (After)

	School Head		Teacher	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Record any accidents involving students and staff within the school to enhance preventive and mitigation measures.	3.80	Great Extent	3.45	Great Extent
Coordinate and promptly report any observed untoward incidents to facilitate timely support.	3.80	Great Extent	3.51	Great Extent
Conduct rapid damage assessments following each hazard event using RADAR (Rapid Assessment of Damages Report) within 72 hours via SMS/text.	4.00	Great Extent	3.45	Great Extent
Ensure the implementation of recovery and rehabilitation interventions in the school and regularly monitor their progress.	3.80	Great Extent	3.39	Great Extent
Prepare classrooms for potential use as evacuation canthers.	3.80	Great Extent	3.45	Great Extent
Assess school buildings to determine their safety for repair and reconstruction purposes.	3.80	Great Extent	3.37	Great Extent
Provide interventions to support the well-being of affected personnel and students, assisting them in coping with disasters.	3.60	Great Extent	3.43	Great Extent
Offer support and assistance to schools, facilitating their early return to normal operations and fostering resilient development.	3.80	Great Extent	3.39	Great Extent
Coordinate with organized volunteer groups and businesses to assist in emergency operations, such as providing medical and feeding services to victims.	3.60	Great Extent	3.43	Great Extent
Establish temporary learning spaces and alternative education delivery methods.	3.60	Great Extent	3.43	Great Extent
Composite Mean	3.76	Great Extent	3.43	Great Extent

Legend: 3.26-4.00 Great Extent
 2.51-3.25 Moderate Extent
 1.76-2.50 Slightly Extent
 1.00-1.75 Low Extent

For the after phase of disaster preparedness, school head respondents exhibited the highest competency with a weighted mean of 4.00 for conducting rapid damage assessments within 72 hours via RADAR, highlighting their critical role in ensuring schools serve as safe and functional evacuation centers. Their readiness is reinforced through continuous training, drills, and the integration of technology to enhance communication and coordination during emergencies,

aligning with Esguerra’s (2011) emphasis on regular drills for preparedness. Similarly, teacher respondents demonstrated a high level of competency, with the highest weighted mean of 3.51 for coordinating and reporting untoward incidents, and an overall composite mean of 3.43, underscoring their vital contribution to post-disaster recovery. As Natividad (2019) notes, disaster preparedness relies on the collective knowledge, skills, and capacities of all stakeholders to effectively anticipate, respond to, and recover from hazard impacts—an approach clearly reflected in the practices of both school heads and teachers in the Rosario West Sub-Office.

2. Schools’ Initiatives Undertaken to Strengthen Disaster Preparedness

The school head serves as the primary decision-maker in formulating and implementing policies within the school, a role that becomes even more critical in disaster-prone areas where responsibilities include establishing and enforcing disaster management policies, ensuring compliance with safety and health regulations, overseeing emergency responsiveness, managing school infrastructure, and optimizing the use of resources and facilities. As Vicario (2012) notes in the context of Catalan, Spain, school principals are charged with safeguarding all members of the school community from risks and hazards, a duty that in the Philippine context extends to fostering a safe learning environment, encouraging stakeholder participation in risk prevention strategies, and integrating safety and health into the curriculum. To effectively fulfill these multifaceted responsibilities, school heads must receive continuous and specialized training in disaster management, enabling them to collaborate effectively with teachers in implementing disaster response and recovery measures—an imperative particularly relevant to the needs of school heads in the Rosario West Sub-Office.

Table 2. Schools’ Initiatives to Strengthen Disaster Preparedness

	School Head		Teachers	
	Weighted Mean	Verbal Interpretation	Weighted Mean	Verbal Interpretation
Implementing revised/updated contingency plans for the school.	4.00	Strongly Agree	3.63	Strongly Agree
Conducting orientation programs for all community members.	3.80	Strongly Agree	3.53	Strongly Agree
Arranging presentations by guest speakers to discuss disaster preparedness.	3.40	Strongly Agree	3.49	Strongly Agree
Installing signage, DRRM (Disaster Risk Reduction and Management) infographics, and emergency hotlines.	3.60	Strongly Agree	3.63	Strongly Agree
Performing disaster preparedness drills such	3.60	Strongly Agree	3.67	Strongly Agree

as earthquake and fire drills.				
Optimizing local and community resources for resilience against disasters.	3.60	Strongly Agree	3.51	Strongly Agree
Establishing a responsive DRRM team with defined tasks and responsibilities.	3.80	Strongly Agree	3.59	Strongly Agree
Monitoring and issuing updates and instructions regarding disaster preparedness and management.	3.80	Strongly Agree	3,59	Strongly Agree
Fostering collaboration and teamwork during natural and human-induced hazards.	3.80	Strongly Agree	3.57	Strongly Agree
Adhering to all disaster preparedness documents mandated by DepEd (Department of Education) and other relevant authorities.	3.80	Strongly Agree	3.55	Strongly Agree
Composite Mean	3.34	Strongly Agree	3.58	Strongly Agree

Legend: 3.26-4.00 Strongly Agree
 2.51-3.25 Agree
 1.76-2.50 Disagree
 1.00-1.75 Strongly Disagree

In response to the survey, teachers indicated a strong agreement with a weighted mean of 4.00 for the statement: "Implementing updated contingency planning of the school." Additionally, the composite mean of 3.58 suggests that teachers are highly supportive of the school's initiatives aimed at strengthening disaster preparedness.

As highlighted by Lindell, Prater, and Perry (2006), individuals tend to act in what they perceive to be their best interest, particularly in situations where they have limited understanding. During disasters, individuals who are unsure of what actions to take may react with panic, leading to aimless wandering or inability to protect themselves and their belongings from potential damage.

3. Pan of Action

In line with these findings, Project A- CARES – Advocacy Campaign for Awareness Relative to Education and Safety aspires to educate both internal and external stakeholders on DRRM and to promote disaster preparedness, prevention, and rehabilitation. It also intends to provide the community with an innovative and tool for risk management. This project also aims to establish a real and long lasting “culture prevention”, both through action and attitudes. Furthermore, it aims to train and enhance knowledge, skills and ability related to DRRM within

the school's internal and external stakeholders. It also intends to create and conduct innovations related to DRRM to strengthen disaster awareness for the school and wider community at large more prepared for a potential disaster.

Concepts to be Applied/ Shared	Activities or Projects & Objectives	Date and Duration	Human Resources Needed	Financial Resources Needed	Material & other Resources Needed	Indicators of Success
Planning for a More Resilient School (Disaster Risk Reduction Management System Activities)	To inform and conduct a meeting/orientation to all appointed school DRRM team and other key personnel on the school's DRRM action plan, with a focus on preparation and response activities for natural and man-made disasters. To encourage the stakeholders to contribute to the development of the school resiliency plan.	August 2024	School Head, Teachers, PTA Officers, School DRRM team, Parents, Pupils	Php 2,000	bond papers, ballpens, projector/LED TV	All key individuals / stakeholders are well informed and oriented on the school's DRRM plan of action, particularly on the preparation and response activities for natural and man-made disasters. At least 90% of stakeholders expressed commitment to support the identified projects.
Student-led School/Home Watching Hazard and Risk Assessment	To organize School Watching Team (SWT) To identify the hazardous areas and objects present in the school and home and assess the probability of translating into a disaster.	October 2024	School Head, Teachers, School DRRM team, Parents, Pupils	Php 1,000	bond papers, ballpens,	School Disaster Action Team were organized and composed. Hazard and Risk conducted school emergency risk profile prepared.

Concepts to be Applied/ Shared	Activities or Projects & Objectives	Date and Duration	Human Resources Needed	Financial Resources Needed	Material & other Resources Needed	Indicators of Success
Minimum Standards for Education in Emergencies (Training, Curriculum, Instruction and Assessment)	To enhance the response capability of the school through transfer of knowledge, attitude and skills in first aid management and basic life support. In lesson activities, there are themes /Lessons about how to prepare for disasters or how to respond before, during, and after a disaster.	November 2024 – May 2025	School Head, Teachers, PTA Officers, School DRRM team, Parents, Pupils	Php 3,000	bond papers, ink, ballpens, projector/LED TV	Specialized skills trainings conducted as per scheduled school responds capability developed and enhanced. All pupils demonstrate disaster preparedness expertise by successfully completing drills such as earthquake and fire drills.

	Conduct a drill and stage a real-life disaster scenario, such as an earthquake drill. Conduct a film screening on floods, typhoons, earthquakes, and fires, for example.					
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IV. Conclusion

The analysis and interpretation of the data findings lead to the following conclusions:

1. Teachers and School Heads have demonstrated significant competencies in disaster preparedness.
2. Schools have implemented various initiatives aimed at enhancing disaster preparedness.
3. An action plan has been developed to enhance the disaster resilience of both teachers and school heads.

V. Recommendations

Based on the outcomes and findings of the research, the researcher recommends the following:

1. Review and refine the proposed action plan before implementation.
2. Allocate additional funds to schools to acquire materials and equipment for disaster risk reduction management, thereby enhancing the safety and protection of school personnel.
3. Encourage the replication of the study by researchers from other locations outside the Rosario West Sub-Office locale.

Timetable/Gantt Chart

Activity/ies	Expected Outputs	Date (SY: 2024 - 2025)
1. Create structural organizations for the School Disaster Risk Reduction and Management Team	Organized School Disaster Risk Reduction and Management Team	BOSY
2. Promote and advocate Disaster Risk Reduction Management Awareness in school and community	Conducted Seminars and Symposia Disseminated/Posted updated DRRM - related concepts in conspicuous places	Quarterly
3. Train and involve internal and external stakeholders on disaster preparedness and prevention	Conducted Disaster Drill	Year Round
4. Conduct Student – Led School/Home Watching Hazard and Risk Assessment	Identified the hazardous points and areas/objects in the school/home	Quarterly
5. Keep updated records and reports on SDRRM in school and community	Conducted inspection on school buildings/premises	Quarterly
6. Create strong linkages with the Barangay officials and LGU	Generated funds for SDRRM activities, supplies and to support victims during disaster	Year Round
7. Integrate DRRM concepts in all subject areas	Lesson Integration	Year Round

Cost Estimate

In order to realize the purpose of the proposed project, budget and fund will be utilized. The table shows the cost estimate of the budget to be allocated for this research.

Source of Fund: School Fund

ACTIVITIES	Amount to be used
1. Food Expenses (series of meetings)	Php 3,000.00
2. Communication Expenses	Php 3,000.00
Total	Php 6,000.00

Plans for Dissemination and Utilization

The dissemination and utilization of the research findings will be prioritized to maximize their impact on improving disaster preparedness in schools. Findings will be shared with key stakeholders—school administrators, teachers, local government officials, and community members—through presentations, workshops, and meetings designed to foster dialogue and collaborative planning. Policy briefs summarizing the study’s key results and recommendations will be prepared and distributed to policymakers and education authorities to inform decision-making. Additionally, training sessions and capacity-building workshops will be organized for school personnel, equipping them with updated strategies and contingency planning tools to strengthen preparedness measures.

Digital platforms will also play a central role in dissemination, with online resources, webinars, and social media channels providing accessible and timely information to a wider

audience. Collaboration with NGOs and community organizations in disaster management will help amplify these efforts and enable joint initiatives for school safety. Feedback mechanisms will be established to collect stakeholder input on the usefulness and application of the findings, ensuring continuous improvement in both dissemination strategies and preparedness interventions. Through these multi-channel efforts, the study aims to contribute meaningfully to sustainable disaster preparedness and the protection of students and school personnel.

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