



**IMPACT OF PROJECT SAFETY (SECURE AND ACHIEVE FULL PROTECTION
TO ENSURE TEACHERS AND YOUTH WELFARE) IN DISASTER RISK
REDUCTION MANAGEMENT OF MIRANDA
ELEMENTARY SCHOOL**

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ABSTRACT

The researchers aimed to identify the impact of **Impact of PROJECT SAFETY** (Secure and **Achieve Full protection to Ensure Teachers and Youth welfare**) in Disaster Risk Reduction Management of Miranda Elementary School

The researcher made use of the descriptive method of research which involved collecting data in order to answer questions concerning the level of awareness of teachers, learners and parents on the multi-hazard drills conducted in school, extent of support given by the stakeholders in the implementation of the Project SAFETY and current status of SDRRM Supplies upon the implementation of Project Safety. A total of 12 teachers, 111 learners, 50 parents and 6 stakeholders or other agencies were the respondents of the study.

According to the study's findings, teachers, students, and parents are all fully aware of multi-hazard drills in schools, and the specified stakeholders and other agencies have provided a significant amount of support. Meanwhile, there is a need to address the gaps in the current status of SDRMM Supplies.

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CONTENT AND RATIONALE

The process of getting schools and other learning institutions ready to prevent, respond to, and recover from natural or man-made catastrophes is known as school disaster risk reduction management, or DRRM. To provide a secure and resilient learning environment for learners, teachers and school community as well, it entails incorporating disaster risk reduction (DRR) techniques into school policies, curricula, infrastructure, and community activities.

R.A. No. 10121 acknowledged then the need to “adopt a disaster risk reduction and management approach that is holistic, comprehensive, integrated and proactive in lessening the socio-economic and environmental impacts of disasters including climate change, and promote the involvement and participation of all sectors and all stakeholders concerned, at all levels, especially the local community.” Disaster preparedness, being a multilevel system (global, regional, national, community, individual), became also multi-relational (physical, social, economic, environmental). Within the social system of the community, there are still various subsystems interdependent with each other.

In schools where learners need more care and attention during catastrophe scenarios because they are more susceptible to illness and trauma. Schools provide displaced learners with shelters during these difficult times. But schools ought to provide more than just shelter in times of emergency. It is important for teachers, administrators, and learners to be aware of fundamental lifesaving techniques. Schools’ ought to serve as role models for the communities they serve and a beacon of safety.

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Therefore, the awareness of learners, teachers, parents and other stakeholders must be raised to increase knowledge on disaster risk reduction management specifically in prevention and mitigation, preparedness, response and Early Recovery and recovery and rehabilitation. In order to better achieve these goals, schools must be as prepared as possible for emergencies.

Though SDRRM has been practice in all schools as mandated by the Department of Education, there is a need for a special project/innovation to support or will push through the success implementation of school disaster risk reduction management.

Thus, project SAFETY of Miranda Elementary School has been crafted, introduced and implemented. As the former DepEd Secretary Leonor Magtolis Briones quoted **“Education cannot wait, Education must continue even in the midst of the disasters”**.

Innovation, Intervention, and Strategy

To make this action research successful, the researchers find studies and literatures related to action research, made a questionnaire with 5-point Likert scale to be answered by the teachers, learners, parents and stakeholders. Conducted survey through googles forms among other respondents to identify the extent of support given on the Projects and programs being implemented.

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Research Questions:

This study attempted to determine the Impact of Project Safety Implementation on School Disaster Risk Reduction Management of Miranda Elementary School.

Specifically, it sought answers to the following questions:

1. What is the level of awareness of learners, teachers, parents and other stakeholders on multi hazard drills conducted through Project Safety in terms of:

- a. Earthquake Drill
- b. Fire Drill
- c. Volcanic Eruption

2. What is extent support of the stakeholders in terms of implementation of Project Safety?

3. What is the status of SDRRM Supplies of Miranda Elementary School upon implementation of Project Safety?

4. Based on the result, what recommendations can be suggested on the sustainable management program on Project SAFETY?

Research Methods

a. Participants and/or other Sources of Data and Information

This study took into consideration the four respondent categories in order to collect the necessary data. First among the responders are the learners (111), followed by the teachers (12), parents (50), and stakeholders—a group that includes various community agencies—(6). Techniques for random sampling were used to select the respondents.

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The questions in the questionnaire were made by the researchers then checked and validated. The result of this study was limited only to the respondents as to responses they made in the questionnaire.

b. Data Gathering Methods

A researcher's questionnaire was used in this study to collect data from the intended respondents. The questionnaire was divided into two parts. The first part is about the level of awareness of learners, teachers, parents and other stakeholders on multi hazard drills conducted through Project Safety. The second part is all about the level extent support of the stakeholders in terms of implementation of Project Safety. Each part of the questionnaire was answered by learners, teachers and parents while the other set of questionnaires was answered by the external stakeholder respondents/ other agencies in the community namely School PTA Officials, Sangguniang Barangay and Kabataan Officials, Talisay Municipal Police Station, Bureau of Fire Protection and Municipal Disaster Risk Reduction Management Office.

To obtain data on the status of SDRRM Supplies of Miranda Elementary School upon implementation of Project Safety, an Inventory of SDRRM resources was gathered.

c. Data Analysis Plan

The researchers distributed the questionnaire among the respondents. For each item, the respondents were asked to rate the level of level of awareness of learners, teachers, parents and other stakeholders on multi hazard drills conducted through Project Safety using the five-point Likert Scale anchored at (5) Fully Aware, (4) Aware, (3) Moderately Aware (2) Less Aware, and (1) Not Aware. Using a 5-point Likert scale, the researchers verified, summed up,

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totalled, and evaluated the parents' responses. The following statistical treatment will be used by the researcher to properly analyze the data.

1. Weighted mean

This was employed to determine the frequency, counts and percentage distribution of personal related variables of the respondents.

$$W = \frac{\sum_{i=1}^n w_i X_i}{\sum_{i=1}^n w_i}$$

W = weighted average
 n = number of terms to be averaged
 w_i = weights applied to x values
 X_i = data values to be averaged

Discussion of Results and Reflection

This chapter presents the data gathered, organized, and processed statistically, and then carefully interpreted to obtain information that would answer the problems Presented. For organization purposes, tables are arranged according to the statement of the problems. Each one is immediately followed by analysis, interpretation, and discussion.

Table 1

Level of awareness of TEACHERS on multi hazard drills conducted through Project Safety in terms of: Earthquake Drill, Fire Drill and Volcanic Eruption Drill.

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1.1 EARTHQUAKE DRILL

Before:	Weighted Mean	Verbal Interpretation
Secure space by identifying hazards and securing moveable objects. Siguraduhing ligtas ang lugar na kinatatayuan	5.00	Fully Aware
Secure any emergency supplies available Siguraduhin meroong first aid/emergency supplies	4.92	Fully Aware
During:		
Drop, Cover and Hold If you feel shaking or get an alert. Kumubli, Magtago at Humawak kapag naramdaman ang lindol	5.00	Fully Aware
Evacuate and assist learners in facilitation of evacuation. Lumikas at alalayan ang mga mga bata	5.00	Fully Aware
After		
Conduct Quick headcount of learners/advisory class in the evacuation area Bilangin ang mga mag-aaral kapag nasa evacuation area na.	5.00	Fully Aware
Checked yourself and learners for injuries Suriin kung may mga nasaktan	5.00	Fully Aware

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Composite Mean	4.99	Fully Aware
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1.2 FIRE DRILL

Indicators	Weighted Mean	Verbal Interpretation
Stay Calm and Evacuate immediately once the fire alarm rang Manatiling Mahinahon at agad lumikas kapag tumunog ang fire alarm (bell)	5.00	Fully Aware
If there is smoke, get down low and cover your mouth and nose with damp cloth. Kapag may makapal na usok, gumapang papuntang ligtas na lugar. Takpan ang bibig at ilong ng basang tela o damit.	5.00	Fully Aware
If your clothes catch fire, STOP running, DROP on the floor and ROLL to put out flames. Kapag umapoy ang damit na suot, tumigil sa pagtakbo, dumapa at magpagulong-gulong hanggang maapula ang apoy.	5.00	Fully Aware
If trapped, stay in the room and signal for help using bright – colored cloth or make noise using whistle.	5.00	Fully Aware

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Kapag hindi nakalabas manatili sa loob at humingi ng tulong gamit ang matingkad na tela o pito para makita o marinig ng mga rescuers.		
After the fire, do not return to classrooms unless authorities deemed safe. Huwag agad bumalik sa silid aralan hangat walang abiso ang awtoridad.	5.00	Fully Aware
Conduct head quick count of learners upon arrival on the evacuation area. Bilangin ang mga mag-aaral kapag nasa evacuation area na.	5.00	Fully Aware
Checked yourself and learners for injuries Suriin kung may mga nasaktan	5.00	Fully Aware
Composite Mean	5.00	Fully Aware

1. 3 Volcanic Eruption Drill

Indicators	Weighted Mean	Verbal Interpretation
Identify and let the learners know the location and routes going to evacuation area.	5.00	Fully Aware
Secure Go Bag containing supplies for survival	4.42	Fully Aware

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Immediately evacuate to safer grounds/Pick Up Point	5.00	Fully Aware
Assist learners during evacuation	5.00	Fully Aware
Cover mouth with wet cloth.	4.67	Fully Aware
Wear Facemask	4.67	Fully Aware
Wait until all learners are safe and rescued	5.00	Fully Aware
Composite Mean	4.82	Fully Aware

Table 2

Level of awareness of LEARNERS on multi hazard drills conducted through Project Safety in terms of: Earthquake Drill, Fire Drill and Volcanic Eruption Drill.

2. 1 EARTHQUAKE DRILL

Before:	Weighted Mean	Verbal Interpretation
Secure space by identifying hazards and securing moveable objects. Siguraduhing ligtas ang lugar na kinatatayuan	4.99	Fully Aware
Secure any emergency supplies available Siguraduhin meroong first aid/emergency supplies	4.71	Fully Aware
During:		
Drop, Cover and Hold If you feel shaking or get an alert.	4.87	Fully Aware

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Kumubli, Magtago at Humawak kapag naramdaman ang lindol		
Evacuate the classroom and follow teachers/response cluster instructions. Lumikas at making sa tagubilin ng mga guro	4.84	Fully Aware
After		
Ensure to locate appropriate Grade Level with the class adviser Siguraduhing mapabilang sa Pangkat na kinabibilangan kasama ang Gurong Tagapayo	4.81	Fully Aware
Checked yourself for injuries Suriin kung nasaktan.	4.77	Fully Aware
Composite Mean	4.83	Fully Aware

2.2 FIRE DRILL

Indicators	Weighted Mean	Verbal Interpretation
Stay Calm and Evacuate immediately once the fire alarm rang Manatiling Mahinahon at agad lumikas kapag tumunog ang fire alarm (bell)	4.86	Fully Aware

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<p>If there is smoke, get down low and cover your mouth and nose with damp cloth.</p> <p>Kapag may makapal na usok, gumapang papuntang ligtas na lugar. Takpan ang bibig at ilong ng basang tela o damit.</p>	4.50	Fully Aware
<p>If your clothes catch fire, STOP running, DROP on the floor and ROLL to put out flames.</p> <p>Kapag umapoy ang damit na suot, tumigil sa pagtakbo, dumapa at magpagulong-gulong hanggang maapula ang apoy.</p>	4.66	Fully Aware
<p>If trapped, stay in the room and signal for help using bright – colored cloth or make noise using whistle.</p> <p>Kapag hindi nakalabas manatili sa loob at humingi ng tulong gamit ang matingkad na tela o pito para makita o marinig ng mga rescuers.</p>	4.60	Fully Aware
<p>After the fire, do not return to classrooms unless authorities deemed safe.</p> <p>Huwag agad bumalik sa silid aralan hangat walang abiso ang awtoridad.</p>	4.74	Fully Aware
<p>Ensure to locate appropriate Grade Level with the class adviser</p>	4.75	Fully Aware

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Siguraduhing mapabilang sa Pangkat na kinabibilangan kasama ang Gurong Tagapayo		
Checked yourself for injuries Suriin kung nasaktan	4.77	Fully Aware
Composite Mean	4.70	Fully Aware

2.3 VOLCANIC ERUPTION DRILL

Indicators	Weighted Mean	Verbal Interpretation
Identify the location and routes going to evacuation area. Alamin ang lokasyon ng evacuation area.	4.77	Fully Aware
Secure Go Bag containing supplies for survival Siguraduhin na mayroong GO Bags na may lamang pangunahing pangangailangan	4.50	Fully Aware
Immediately evacuate to safer grounds/Pick Up Point Agad na lumikas at pumunta sa nakatakdang Pick-Up Point	4.63	Fully Aware
Cover mouth with wet cloth. Takpan ang bibig ng basang tela o damit	4.76	Fully Aware
Wear Facemask	4.89	Fully Aware

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Magsuot ng facemask		
Follow instructions of the response team Sumunod sa tagabulin ng mga rescuer.	4.76	Fully Aware
Composite Mean	4.72	Fully Aware

Table 3

Level of awareness of PARENTS on multi hazard drills conducted through Project Safety in terms of: Earthquake Drill, Fire Drill and Volcanic Eruption Drill.

3.1 EARTHQUAKE DRILL

Before:	Weighted Mean	Verbal Interpretation
Secure space by identifying hazards and securing moveable objects. Siguraduhing ligtas ang lugar na kinatatayuan	4.80	Fully Aware
Secure any emergency supplies available Siguraduhin meroong first aid/emergency supplies	4.00	Fully Aware
During:		
Drop, Cover and Hold If you feel shaking or get an alert.	5.00	Fully Aware

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Kumubli, Magtago at Humawak kapag naramdaman ang lindol		
Evacuate the classroom and follow teachers/response cluster instructions. Lumikas at making sa tagubilin ng mga guro	4.90	Fully Aware
After		
Checked yourself for injuries Suriin kung nasaktan.	5.00	Fully Aware
Composite Mean	4.74	Fully Aware

3.2 FIRE DRILL

Indicators	Weighted Mean	Verbal Interpretation
Stay Calm and Evacuate immediately once the fire alarm rang Manatiling Mahinahon at agad lumikas kapag tumunog ang fire alarm (bell)	4.92	Fully Aware
If there is smoke, get down low and cover your mouth and nose with damp cloth.	4.70	Fully Aware

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Kapag may makapal na usok, gumapang papuntang ligtas na lugar. Takpan ang bibig at ilong ng basang tela o damit.		
If your clothes catch fire, STOP running, DROP on the floor and ROLL to put out flames. Kapag umapoy ang damit na suot, tumigil sa pagtakbo, dumapa at magpagulong-gulong hanggang maapula ang apoy.	4.70	Fully Aware
If trapped, stay in the room and signal for help using bright – colored cloth or make noise using whistle. Kapag hindi nakalabas manatili sa loob at humingi ng tulong gamit ang matingkad na tela o pito para makita o marinig ng mga rescuers.	4.96	Fully Aware
After the fire, do not return to classrooms unless authorities deemed safe. Huwag agad bumalik sa silid aralan hangat walang abiso ang awtoridad.	4.88	Fully Aware
Checked yourself for injuries Suriin kung nasaktan	5.00	Fully Aware
Composite Mean	4.86	Fully Aware

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3.3 VOLCANIC ERUPTION DRILL

Indicators	Weighted Mean	Verbal Interpretation
Identify the location and routes going to evacuation area. Alamin ang lokasyon ng evacuation area.	5.00	Fully Aware
Secure Go Bag containing supplies for survival Siguraduhin na mayroong GO Bags na may lamang pangunahing pangangailangan	4.5	Fully Aware
Immediately evacuate to safer grounds/Pick Up Point Agad na lumikas at pumunta sa nakatakdang Pick-Up Point	5.00	Fully Aware
Cover mouth with wet cloth. Takpan ang bibig ng basang tela o damit	4.90	Fully Aware
Wear Facemask Magsuot ng facemask	5.00	Fully Aware
Follow instructions of the response team Sumunod sa tagabulin ng mga rescuer.	5.00	Fully Aware
Composite Mean	4.90	Fully Aware

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Table 4

SUMMARY on the Level of awareness of TEACHERS, LEARNERS and PARENTS on multi hazard drills conducted through Project Safety in terms of: Earthquake Drill, Fire Drill and Volcanic Eruption Drill.

RESPONDENTS	MULTI – HAZARD DRILLS		
	Earthquake Drill	Fire Drill	Volcanic Eruption Drill
Teachers	4.99 Fully Aware	5.00 Fully Aware	4.82 Fully Aware
Learners	4.83 Fully Aware	4.70 Fully Aware	4.72 Fully Aware
Parents	4.74 Fully Aware	4.86 Fully Aware	4.90 Fully Aware

Table 4 presents the level of awareness of teachers, learners and parents on multi-hazard drills conducted through Project SAFETY. With regards to Teachers, Fire Drill yielded with the highest means of 5.00 of Fully Aware while seconded by earthquake drill with 4.99 and Volcanic Eruption Drill with 4.82 which all falls in verbal interpretation of Fully Aware. For learners, Earthquake drill got the highest means, which is 4.83, seconded by Volcanic Eruption Drill with 4.72 and Fire Drill 4.70 also falls on Fully Aware interpretation. In terms of Parents level of awareness, Volcanic Eruption drill got the highest mean, which is 4.90, seconded by

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the Fire Drill which is 4.86 and Earthquake drill which is 4.74 all falls in Fully Aware level.

Results revealed that both teachers, learners and parents possess high level of awareness on multi-hazard drills conducted in the school which are vital components of disaster prevention in education. To provide the school with the necessary awareness of disaster prevention, their catastrophe

Prevention literacy must be developed first.

In the study of Mamhot (2019), as to disaster prevention literacy, it can be conceptualized as the development of the proactive attitude to apply disaster prevention knowledge to cope with the disasters and the capabilities to rehabilitate and improve life after the disasters. Disaster prevention literacy is also defined as the composite of multiple capabilities and skills, including cognition, skills, and emotion, which will enable an individual to respond, analyze, and reflect in the face of disasters for the well-being of his or her life.

Table 5

Extent support of the stakeholders in terms of implementation of Project Safety

Indicators/Support Given	WM	VI
1. I participated in Memorandum of Agreement signing containing duties and responsibilities of both parties in Project Safety Implementation	5.00	Very Great Extent
2. I participated in different activities of Project Safety specifically multi-hazard drills (earthquake drill, fire drill)	5.00	Very Great Extent

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3. I assist project implementers in evaluation School Safety Plan/Contingency Plan as an output of project Safety.	4.67	Very Great Extent
4. I assist/give assistance in terms of providing Safety (SDRRM) supplies for the school.	4.83	Very Great Extent
5. I served as resource/contact persons in times of events/disasters and other calamities.	4.67	Very Great Extent
6. I assist Project implementers in conducting DRRM awareness among learners, teachers and parents.	4.83	Very Great Extent
General Average	4.83	

Table 5 shows the extent of support provided by school stakeholders such as the School Parent-Teachers Association, Sangguninag Barangay and Kabataan Officials, Talisay Municipal Police Station, Municipal Disaster Risk Reduction Management Office, and Talisay Bureau of Fire. Indicator 1 and 2 which is the signing of MOA and participation on multi-hazard drills of the school got the highest mean of 5.00, followed by Assistance for SDRRM supplies and Conducting awareness in the school with 4.83 mean and the last indicators with 4.67 mean were served as resource speaker and technical assistance volunteers on the Project SAFETY output which all got a Very Great Extent verbal Interpretation. The results revealed that the selected school agencies that functioned as school partners in the execution of Project Safety have a Very Great Extent of Support, as seen by the overall average mean of 4.83.

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The results can be anchored in the statement in the School Disaster Risk Reduction Management Manual which states that involvement of community and other agencies is a must as well its integration into management strategies at each administrative level in the education sector. In addition the result can be supported by the Key Results area of DRRM in strengthening the Partnership to ensure Resilience with an objective of establishing a regular coordination mechanism, database, and protocol for organizing, sharing and tracking information, resources, expertise and best practices among external and internal partners.

Table 6

Status of SDRRM Supplies of Miranda Elementary School upon implementation of Project Safety

SDRRM Supplies	Quantity	Source	Remarks
First Aid Kits	10	Donation/MOOE	Sufficient
Go Bags	20	MOOE	Insufficient
Hard Hats	45	Donation/MOOE	Insufficient
Megaphone	1	MOOE	Sufficient
Bell	2	Donation	Sufficient
Flashlight	1	MOOE	Insufficient
Fire Extinguisher	6	Donation/MOOE	Insufficient
Handheld radio	0	-	Insufficient
Stretcher	0	-	Insufficient
Rope	0	-	Insufficient

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Table 4 presented the status of School Disaster Risk Reduction Management supplies of Miranda Elementary School upon implementation of Project SAFETY. Results revealed that only First Aid Kits, megaphone and bell fall under Sufficiency. While the school has a high level of awareness in the implementation of multi-hazard drills, results revealed that there is a need to procure or acquire other supplies for School Disaster Risk Reduction management in terms of Go Bags, Hard Hats, flashlights, fire extinguishers, handheld radio, stretcher and rope that are all essential in conducting multi-hazard drills and in case of events/disasters.

Conclusions:

The following are the conclusions of the study based from the findings:

1. On the level of awareness of teachers, learners and parents on conducting multi-hazard drills through Project SAFETY, both the teachers, learners and parents possess high level of awareness drills which is vital components of disaster prevention education.
2. The extent support given by school partners and other agencies has a Very Great Extent which implies that the effectiveness of the school's DRRM depends on the involvement of a wide range of external stakeholders, including parents' associations, brgy. Officials and other stakeholders who have an important role in disaster preparedness.
3. There is a need for procurement and acquiring additional SDRRM Supplies that are essential in conducting multi-hazard drills and in the events of disasters/calamities.

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Recommendations:

From the findings and conclusions of the study, the following recommendations are offered to sustain and improved Project SAFETY.

1. Continuous practice and implementation of multi-hazard drills to sustain or increase the level of awareness of the respondents more.
2. Additional sectors or agencies that will support the Project SAFETY Private sector can be included addressing the Gaps on the status of SDRMM Supplies in school.



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 - April 2020
 - International Journal of Science and Research (IJSR) 9(4):752
 - DOI:10.21275/SR20404215026

Published/Unpublished Materials/Thesis/Action Research

1. School Disaster Risk Reduction Management Manual
2. Strengthening Resilience in Basic Education
3. THE EFFECTIVENESS OF PADAYON (Promoting Awareness in Disasters and Alertness of YOUTH on Natural Catastrophes) COMICS ON GRADE FIVE PUPILS IN STO. TOMAS ELEMENTARY SCHOOL IN THE MIDST OF PANDEMIC (Ron ANGELO Arco Dona)

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