



**TEACHERS' AND LEARNERS' EXPERIENCES IN NATIONAL SIMULTANEOUS
EARTHQUAKE DRILL (NSED): BASES FOR CONTEXTUALIZED
IMPLEMENTATION GUIDELINES**

AIZA S. SUCALDITO

TEACHER I

Daga-Barasan Elementary School

aiza.savariz@deped.gov.ph

ABSTRACT

The purpose of the study was to ascertain the experiences of teachers and learners on National Simultaneous Earthquake Drill (NSED) in school as bases for contextualized implementing guidelines for disaster preparedness in the Schools District of Santa Barbara during the School Year 2025-2026. Employing qualitative research design, the participants of the study were purposively selected five (5) teachers and ten (10) learners. The results revealed teachers' experiences such as following safety protocols and strengthening disaster preparedness. Meanwhile, the challenges encountered by them were the need for additional training and familiarization of the program. To address the challenges, teachers employed capacity building and proper orientation of the program. Based on the results of the study, the experiences of learners included the proper execution of duck, cover, and hold, and maintenance of calmness. The challenges encountered were continuous training and consistent adherence to instructions. To cope with the challenges, they implement information and dissemination campaign and maintain calmness and carefulness.

Keywords: *Teachers, Learners, Experiences, National Simultaneous Earthquake Drill (NSED)*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

Background of the Study

A National Simultaneous Earthquake Drill (NSED) in school prepares teachers and learners by practicing responses such as evacuation, lockdown, shelter-in-place and refine response plans for the whole school community.

Learning and education are widely regarded as key foundations of a growing economy; however, the education system still needs substantial technological improvements and major reforms (Sadiq & Zamir, 2024).

According to CFE-DHMA (2021), the Philippines lies within the Pacific Ring of Fire and the Pacific typhoon belt, which makes it highly susceptible to various natural hazards such as landslides, fires, typhoons, earthquakes, floods, and volcanic eruptions. Despite considerable efforts and investments in raising public awareness about hazards, there remains a need to enhance disaster preparedness. As noted by Collin (2020), disasters may arise from both natural and human-induced causes, and education and health initiatives should work hand in hand.

Meanwhile, Kirschenbaum (2022) found that individuals' perceptions and responses to multi-hazard preparedness are shaped by several complex factors, including demographic characteristics, family dependents, prior disaster experiences, and trust in government programs.

The Department of Education has established guiding principles for disaster risk reduction and management. These are supported by Republic Act No. 10121 of 2010, which

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



promotes comprehensive, integrated, proactive, and holistic approaches to decision-making, education, and the implementation of policies and programs aimed at minimizing the socio-economic and environmental impacts of disasters.

In recent years, the National Disaster Risk Reduction and Management Framework has also integrated disaster risk management with climate change adaptation (Disaster Handbook, 2021).

Furthermore, the National Simultaneous Earthquake Drill (NSED) conducted in schools serves as a simulation of how institutions respond to multiple hazards. As an elementary school teacher, the researcher believes that implementing the school's disaster risk reduction plan is the most effective way to ensure the safety of teachers, learners, and parents, as it helps address potential risks through multi-hazard drills.

Moreover, the findings of this study are expected to motivate the researcher to develop contextualized guidelines for disaster preparedness that align with school operations and strengthen support for the school community.

There were studies conducted regarding NSED but they are conducted in a different setting. Thus, this study specifically explored the experiences of teachers and learners in NSED in the Schools District of Sta. Barbara during the School Year 2025-2026.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



MATERIALS AND METHODS

Research Methodology

This chapter outlines the research methodology, design, study participants, data collection methods, research instruments, and data analysis procedures employed in this study. The study aims to examine the experiences, challenges, and coping strategies in schools to develop a framework for a disaster preparedness plan for the school year 2025–2026.

Research Method

The research method used in the study was a descriptive approach employing in-depth interviews.

According to Hecker and Kalpokas (2024), an in-depth interview is a qualitative method. In-depth interviewing is a qualitative research technique that involves conducting interviews with a small number of participants to explore their perspectives on a particular idea, process, or situation.

During the interviews, the participants were allowed to sit and reflect on a series of questions related to specific issues. The goal was to capture the key or necessary viewpoints of the participants on the topic within a social context, based on their responses. The interview guide was specifically focused on this study.

Research Design

The study adopted a qualitative research design using phenomenology. According to McKoy and Boyd (2023), phenomenology is the study of the structures of consciousness as

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



experienced from the first-person perspective. The core structure of an experience is its intentionality — it's being directed toward something—as it is an experience of or about an object. An experience is directed toward an object through its content or meaning, along with the appropriate enabling conditions.

Phenomenology is considered a philosophical approach to conducting qualitative research. It is carried out by interviewing participants to understand their impressions and is commonly applied in fields such as psychology, sociology, and social work.

Qualitative analysis followed several steps, starting from data transcription, categorizing information using codes, generating themes or categories, describing themes, and interpreting the data (Creswell, 2019). These steps were essential for ensuring the accuracy and consistency of the findings. In this qualitative study, interviews allowed participants to share their perspectives, perceptions, and explanations without being influenced or predetermined by the researcher.

The findings were supported by the existing literature regarding the teachers' and learners' experiences, their involvement, and how the support extended to the success implementation of the program in the Schools District of Santa Barbara, Iloilo. Findings lead to implications for the discipline and future research.

Participants of the Study

The participants of the study were purposively selected five (5) teachers and ten (10) learners who are involved in the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



To maintain the integrity and academic rigor of the data collection process, specific eligibility requirements were established. The inclusion criteria required that all participants, teachers and learners have joined the National Simultaneous Earthquake Drill and localized its implementation strategies.

Participants must provide informed consent and are protected from harm throughout the research process.

Considering such inclusion criteria among participants made them good subjects for this specific study. Purposive sampling was used in the selection of the participants of the study (Akman, 2023).

Sampling Design

A purposive sampling design was employed in this study. Purposive sampling is a non-probability technique in which the researcher intentionally selected participants based on specific characteristics. It is also referred to as judgmental, selective, or subjective sampling (Nikolopoulou, 2023).

Also known as judgmental, selective, or subjective sampling, purposive sampling involved the researcher using their judgment to choose participants for the study. This approach allowed for the intentional selection of informants based on their ability to provide insight into a particular theme, concept, or phenomenon (Fraenkel & Wallen, as cited in Betito, 2024).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Research Instrument

The research instrument used in the study was a researcher-made interview schedule. This schedule aimed to collect relevant information regarding teachers' and learners' experiences with multi-hazard drills in schools. Open-ended questions were employed during the interviews. The researcher asked the participants the prepared questions and followed up with additional questions that arose based on their responses.

Voice and video recorders were used for data collection and documentation, depending on the participants' consent.

A thematic analysis was conducted to summarize and interpret the results of the study.

Validity of the Research Instrument

Before determining the validity of the researcher-made interview schedule, the adviser, the Dean of the Graduate School, and a panel of jurors—selected for their expertise in research, testing and assessment, and English—were asked to review and validate each question for possible revision and improvement.

Validity referred to the appropriateness, meaningfulness, accuracy, and usefulness of the inferences made by the researcher. In terms of content-related evidence of validity, the content and format needed to align with the definition of the variables and the sample of subjects being measured. This process also helped in validating the items included in the questionnaire (Creswell & Creswell, 2022).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The comments, corrections, and suggestions from the panel of validators regarding the interview schedule were incorporated using the appropriate form developed by Good and Scates, as cited in Betito (2024).

Data Gathering Procedures

The researcher obtained permits from the adviser, the Dean of the Graduate School, the Office of the Schools Division Superintendent, the Office of the District Supervisors, school heads, and the individual participants to conduct the study. The researcher personally visited the schools or community locations most convenient for the participants to carry out the interviews.

Before conducting the survey, the researcher ensured that participants signed a waiver or gave permission to participate. After completing the series of surveys, the researcher consolidated all collected data.

The researcher maintained the confidentiality of participants' personal information. All data gathered during the study were treated with the highest level of confidentiality and used solely for the purposes of this research.

Data Analysis

The data collected in this study were carefully analyzed using a thematic approach.

Thematic analysis is a technique for examining qualitative data, often applied to texts such as interview transcripts. The researcher thoroughly reviewed the data to identify recurring topics, ideas, and patterns of meaning (Braun & Clarke, 2023).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Braun & Clark (2023) discussed that thematic analysis involves six steps to find patterns in qualitative data: 1) familiarization (reading data thoroughly); 2) generating initial codes (labeling interesting features); 3) searching for themes (grouping codes into potential themes); 4) reviewing themes (checking themes against data); 5) defining & naming themes (clarifying theme meaning); and 6) writing up the analysis, creating a coherent narrative.

RESULTS AND DISCUSSIONS

Summary, Insights, and Recommendation

This chapter presents the summary, insights, and recommendations of the study on teachers and learners' experiences on National Simultaneous Earthquake Drill as bases for contextualized implementation guidelines during the school year 2025-2026.

Summary

The purpose of the study was to ascertain the experiences of teachers and learners on National Simultaneous Earthquake Drill in school as bases for contextualized implementing guidelines for disaster preparedness in the Schools District of Santa Barbara during the School Year 2025-2026.

The study employed a qualitative research design using phenomenology. This approach was considered appropriate because the researcher aimed to examine a group of people to gain a deeper understanding of the practices related to the National Simultaneous Earthquake Drill (NSED) in schools, which served as the basis for developing contextualized implementation guidelines.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The participants of the study were purposively selected five (5) teachers and ten (10) learners in the Schools District of Santa Barbara during the School Year 2025-2026.

To obtain the necessary data for the study, the researcher employed a digital voice recorder, a video recorder, and a researcher-developed interview guide. The instrument was subjected to face and content validation, as well as evaluation by a panel of experts. The descriptive data were then analyzed through thematic analysis.

The study employed in-depth interviews as part of its qualitative research design. During the interviews, the researcher conducted a series of questions on specific issues, allowing participants to respond freely. The goal was to capture the main ideas or core concepts from their responses. All the answers of the participants were kept confidential.

Based on the findings of the study, the experiences of teachers centered on following safety protocols and strengthening disaster preparedness. The challenges they encountered included the need for additional training and increased familiarization with the program. To address these challenges, their coping strategies focused on capacity building and proper orientation on the program.

In the case of the learners, their experiences highlighted the proper execution of duck, cover, and hold, as well as remaining calm during emergencies. The challenges they encountered included continuous training and consistent adherence to instructions. Nevertheless, their coping strategies emphasized the implementation of information dissemination campaigns and the maintenance of carefulness and calmness.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Insights

Teachers' and learners' experiences during earthquake drills are viewed as crucial, high-stakes, yet orderly learning opportunities that often begin with alarm-induced alertness, followed by the practiced execution of "Drop, Cover, and Hold On." Their experiences show that earthquake drills were generally carried out in an organized manner and in accordance with the guidelines for program implementation. Teachers served as guides by ensuring that learners followed safety protocols and became familiar with the procedures of the program. Through repeated simulations and drills, both teachers and learners developed an understanding of the importance of quick, organized actions in avoiding hazards.

The challenges encountered by teachers and learners during earthquake drills hinder the effective implementation of school-based disaster management and preparedness. Schools have been recognized as among the most vulnerable institutions during disasters. The difficulties experienced by teachers and learners highlight the urgent need for comprehensive and practical training programs to ensure not only their safety but also the safety of the wider community.

The coping strategies of teachers and learners emphasize the importance of prioritizing Disaster Risk Reduction (DRR) activities in schools and investing promptly in the preparedness of both teachers and students. By equipping them with the necessary skills and resources, schools can significantly improve their capacity to protect themselves and safeguard the well-being of others in the community during unexpected events.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The proposed contextualized implementation guidelines reflect the application of a proactive, integrated, holistic, and comprehensive approach to risk reduction and management. These guidelines are grounded in DRR observation and decision-making processes aimed at minimizing the socioeconomic and environmental impacts of disasters.

RECOMMENDATIONS

In the light of the findings and insights come through in this study, the following recommendations were forwarded:

Teachers and learners who are directly involved in the implementation of the National Simultaneous Earthquake Drill should be provided with highly motivating training to strengthen their understanding of and engagement in the program's implementation.

School heads, teachers, parents, learners, and other stakeholders should work collaboratively to ensure the successful implementation of the program. Each of them must actively and consistently fulfill their roles and responsibilities to contribute to the safety and well-being of the learners.

The school should revisit the proper implementation and execution of the National Simultaneous Earthquake Drill across all grade levels and provide additional instructional materials to support information dissemination efforts.

A copy of the proposed contextualized implementation guidelines should be shared with other schools and, if necessary, adopted in their respective institutions.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



A similar study is recommended for future research, taking into account additional variables that were not included in the present study. If feasible, a quantitative approach may also be employed to further examine the implementation of the National Simultaneous Earthquake Drill.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

- Benson, D. & Samarawickrema, G. (2022). Disasters and the Sequence Pattern Concept of Social Change. *American Journal of Sociology*, 38, Pp. 207-218.
- Betito, M.R.T. (2024). Teachers' Strategies During Catch up Fridays: Bases for Policy recommendatio. Published Thesis. Graduate School. PHINMA University of Iloilo, Iloilo City
- Braun V. & Clark, V. (2023). Using Thematic Analysis in Psychology. Volume 3, Issue 2. Retrieved on January 5, 2026, from <https://doi.otg.10/1191/14786qp0630>.
- Briones, L. (2021). Secretary of the Department of Education, Manila, Philippines.
- Castro, T. (2023). The Extent of School and Community Linkages in Public Elementary Schools. Unpublished master's thesis. Bukidnon State University, City of Malaybalay.
- CFE-DMHA Manual and Guidelines (2021). Philippine Disaster Management Reference Handbook.
- Collin, B. (2020). Environmental risk and hazards. New Jersey, Prentice Hall.
- Creswell, T. (2019). Going Hybrid: Online Course Components Increase Flexibility of On-campus Courses. Online Classroom.
- Creswell, J.W. & Creswell, J.D. (2022). Research design: qualitative, quantitative, and mixed methods approaches, 6th Edition. Thousand Oaks, CA: SAGE Publications.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Cresencio, M. & Yabut, E. (2020). Implementation of School Disaster Risk Reduction in Coastal Schools; Basis for Plan of Action. Retrieved on December 30, 2025 from <https://ideas.repec.org>.

Crozier, N. (2025). Designing Effective Online Orientation Programs for First Year Students. University of Minesota Twin cities. Retrieved on January 29, 2026, from <https://pubs.lib.umn.edu>.

Daen, M.H. (2020). Effectiveness of Information Dissemination of the Local Government Unit of Malipot. *ResearchGate*. Bicol University. DOI: 10.13140/RG.2.2.21482.44489.

David, A. & Pillora, K. (2025). Protecting Lives and Properties Against Calamities: The Experiences of Disaster Risk Reduction and Management Personnel.

DepEd Manual (2014). Disaster Risk Reduction Resource Manual.

Disaster Handbook, 2021. Handbook of Disaster and Emergency Policies and Institutions. Retrieved on January, 15, 2026, from <https://www.drrm.com>.

Dunnick, M. (2023). Decision Making Under Conditions of Uncertainty: Civil Disturbance and Organizational Change in Urban Police and Fire Departments. University of London.

Encarta Dictionary (2020). Encarta World English Dictionary. 4th Edition.

Galanes, E. (2023). Redefining of Property Norms in Community Emergencies. *International Journal of Mass Emergencies and Disasters*. 3(8).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Germany, P. (2022). Improving Coastal Resource Management Reduces Disaster Risk:

Germany replicates successful approach in the Philippines. *HOME*. Retrieved on January 3, 2026 from <https://undrr.org>.

Geskus, D. (2023). The Familiarization Program in Practice.

Learned. Retrieved on January 26, 2026, from <https://www.learned>.

Gorsky, S. & Caspi, R. (2019). The International Decade for Natural Disaster Reduction: Background and Objectives Disasters. 14(1), 1-6.

HSS TEam (2023). Conducting Effective Emergency Drills in Philippine Workplaces: From Planning to Execution.

Retrieved on February 12, 2025, from <https://hssphilippines.com>.

International Strategy for Disaster Reduction, (2024). What is disaster? Perspective on the question. London, Routledge.

Kirschenbaum, K.L. (2022). Organizing Behaviour in Disaster. Newark: Disaster Research Center. University of Delaware.

Malahay, N. (2020). Disaster Risk Reduction and Management. The Evolution of Emergency Management.

Matuga, M., Picciano, D. & Seaman, H. (2020). The Politics of Natural Disaster. The Case of the Sahel Drought. NY, Praeger.

Mckoy, S. & Boyd, N. (2023). Phenomenological Research Approach, Model, and Methods. Study.com. Retrieved on January 13, 2026 from <https://study.com/learn/com>.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



Merino, S.S. (2022). Capacity Building in Development Projects. *ScienceDirect.com*. Retrieved on January 26, 2026, from <https://www.sciencedirect.com>.

Merriam Webster Dictionary (2017). Merriam-Webster's collegiate dictionary. Eleventh Edition. America.

Mole, A. (2025). Continuous Disaster Management Training Conducted by OCD. Calamba City, Laguna, Philippines. Philippine Information Agency. Retrieved on February 26, 2026, from <https:pia.gov.ph/disaster>.

Moore, L. (2020). Natural Disasters Social Structures and Changes in Traditional Societes. *Journal of the Asian and American studies*. 13(1).

Nikolopoulou, K. (2023). What is Purposive Sampling? *Scribbr*. Retrieved on January 5, 2026.

OSHA (2026). A Safe Workplace is Sound Business. Recommended Practices for Safety and Health Programs. U.S. Department of Labor, USA.

Perez, C.M. (2024). Stakeholders' Practices on the Implementation of Solid Waste Management: Groundwork for Action Plan Formulation. Published Thesis. PHINMA University of Iloilo, Iloilo City.

Priest, K.L. (2026). Exploring Students' Experiences in First Year Learning in Communication. *International Society for Exploring Students' Experience*. Retrieved on January 10, 2026, from <https://isetl.org>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Raiza, B. (2025). Guardians of Safety: Assessing Awareness and Preparedness of Teachers Along with School Initiatives for Disaster Risk reduction. *International Journal of Disaster Risk Management (DRRM)* vol.7 No.1.

Rahman, J.L. (2026). Effectiveness of Information Dissemination of LGU Malilipot. *ResearchGate*. Retrieved on January 26, 2026, from <https://www.effectivenessininformationsystem.com>.

Rego, L. (2022). What are Major Challenges to Action on Disaster Risk Reduction and Building Resilience? How We Tackle Them?

Republic Act 10121 of 2010. Philippine Disaster Reduction and Management Act. Philippines 2010. Legislative.

Roger, D.S. (2020). Safety Guidelines: During and Earthquake. CDC. Michigan Technological University. United States of America. Retrieved on February 26, 2026, from <https://www.mtu.com>.

Togers, M.L. (2025). Working Memory and Following Instructions. National Library of Medicine. *National center for Biotechnology Information*, 1(2), 234-245.

Sadiq, A. & Zamin, M. (2024). Distance Education: A Review of the Literature. Washington D.C. Association for Educational Communications and Technology.

Safer School Manual (2024). Retrieved on January 5, 2026, from <https://www.safermanual.com>.

Stokes, L. et al (2020). Understanding School Context in Coastal Communities. Retrieved on January 10, 2026, from E-library.net.

Sullivan, M. (2020). The Impact of Disasters on Development. A global review.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



TechTarget (2024). Implementation of Disaster Risk Reduction and Management in Flood Prone Areas. *International Journal of Research and Innovations in Social Science*, 2(3), 123-230.

Tyas, R.A. (2025). A Review of Disaster Reduction Education Implementation: Integration, Trends, and Trajectories. *Social Sciences & Humanities Open*. Volume 12. no. 3.

UNDP (2020). Millennium Development Goals.

UN/ISDR (2019). Living with Risk. A Global Review of Disaster Reduction Initiatives. Geneva and New York: United Nations.

UN HRC (2021). UNICEF Philippines Typhoon Haiyan Humanitarian Situation Report #26, issued on 10 October.

UNESCO (2020). Scientific Literacy and Natural Disaster Preparedness: Reorienting Teacher Education to Address. Sustainable Development. Guidelines and tools.

UNESCO/UNICEF (2020). Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries. PARIS/Geneva.

Valentine, D. (2020). Response to Disaster in American Culture Groups. Symposium on Stress

Wisner, K. (2020). The Hazardousness of a Place: A Regional Ecology of Damaging Events. University of Toronto.

Zukowski, D. (2025). 7 Steps for Staying Calm in a Crises. Why does staying calm matter so much? Banner Health. Retrieved on January 26,2026, from <https://bannerhealth.com>.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
