

# Examining Disaster Reduction Practices in School: Voices of School Coordinators

Melchor Bitalla Sacay

**Abstract.** The Department of Education has implemented Disaster Risk Reduction Management (DRRM) programs that ensure learners and teachers are prepared for disasters and hazards, integrating DRRM into the school curriculum and practices. This study aimed to examine the disaster risk reduction practices in schools through the experiences of school coordinators. Ten (10) teachers of Laak South District, Division of Davao De Oro, participated in the study. This study used a phenomenological approach to extract the participants' ideas. An in-depth interview gathered information about their experiences, coping mechanisms, and insights. Using the thematic analysis, the following themes of their experiences emerged: being prepared, overcoming emergencies, and prioritizing health and safety. Three themes were identified to cope with the challenges: implementing rules, promoting discipline, and applying knowledge and skills. The insights drawn from the study's findings captured the importance of preparedness, communication and coordination, flexibility, and adaptability. It could be noted that school disaster risk reduction practices are valuable in promoting health and safety. Results also revealed that coordinators have varied positive practices in overcoming emergencies and challenges. To make this study meaningful, publication in a reputable journal was essential.

## KEY WORDS

1. disaster risk reduction
2. voices of school coordinators
3. Laak South district

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## 1. Introduction

In recent years, the world has witnessed an increase in the frequency and intensity of natural disasters, including earthquakes, hurricanes, floods, and wildfires. These events significantly threaten the safety and well-being of individuals, communities, and educational institutions. Schools are pivotal in disaster risk reduction as places of education and shelter during emergencies. School coordinators are key personnel responsible for planning, implementing, and coordinating disaster reduction measures within educational environments. Moreover, it is important to teach the students about the way to handle disasters because the natural calamity of manmade can happen or take place in a surprise event. Numerous examples across the globe show that children are more vulnerable to disasters. However, they can also be influential and effective communicators about disasters. Often, lessons learned at school are later transmitted to the home. Disasters, both natural and artificial, can strike at any time, leaving in their wake a

trail of destruction and despair. Schools are not immune to such calamities as centers of learning and community hubs. It is imperative to examine and understand the disaster reduction practices in schools, with a particular focus on the insights and experiences of school coordinators. According to Nathe, S. et al. (2009), these dedicated individuals play a pivotal role in ensuring the safety and well-being of students and staff during and after disasters. School coordinators are the linchpins of disaster reduction efforts in educational settings. They act as the primary point of contact between the school, local authorities, and the community. Their roles encompass various responsibilities, including developing emergency plans, conducting drills, and ensuring necessary resources are in place. Australia, known for its diverse landscapes and climates, faces unique challenges in disaster reduction practices within its school system. The vast continent is susceptible to various natural disasters, from bushfires and floods to cyclones and heatwaves. Australia is no stranger to devastating bushfires, and the changing climate is making these events more frequent and severe. The 2019-2020 bushfire season, often called "Black Summer," highlighted the urgent need for effective disaster reduction strategies, as stated by Waugh (2019). Disaster reduction practices in Australian schools are vital due to the unique and diverse challenges of the continent's geography and climate. The voices of school coordinators are instrumental in addressing these issues. To create a safer and more resilient educational environment, it is essential to recognize and support the work of school coordinators, address the specific challenges they face, and foster collaboration between schools, communities, and government agencies. In doing so, Australia can better prepare its schools for the ever-present threat of disasters and ensure the well-being of its students and staff. The Philippines, a nation prone to many natural disasters such as typhoons, earthquakes,

and volcanic eruptions, faces unique challenges in disaster reduction practices within its school system. This essay explores the pressing issues surrounding disaster reduction practices in Filipino schools, emphasizing the invaluable perspectives of school coordinators at the forefront of disaster preparedness. The Philippines experiences an average of 20 typhoons annually, often leading to severe flooding and landslides, disrupting school operations, and posing a significant threat to students and staff. School coordinators must develop robust evacuation plans, invest in flood-resistant infrastructure, and coordinate closely with local authorities to ensure timely and effective response during typhoons. The country lies on the Pacific Ring of Fire, making it susceptible to earthquakes and tsunamis, devastatingly affecting school buildings and communities. School coordinators need to focus on earthquake preparedness, including regular drills and the retrofitting of older school structures to withstand seismic activity, according to Espina (2020). The voices of school coordinators are essential in addressing these issues and fostering a culture of preparedness. It is imperative to recognize and support the critical work of school coordinators, address the unique challenges they face, and promote collaboration among schools, communities, and governmental bodies. By doing so, the Philippines can enhance the resilience of its schools and ensure the safety and well-being of its students and staff in the face of recurring disasters. Davao de Oro, a province in the southern Philippines, is prone to various natural disasters, including typhoons, landslides, and earthquakes. Understanding disaster reduction practices in this region is essential for safeguarding the safety and well-being of students and school staff. This essay delves into the specific issues surrounding disaster reduction practices in Davao de Oro's schools, emphasizing the perspectives of school coordinators who play a critical role in disaster preparedness. Davao de Oro

is exposed to typhoons during certain times of the year, leading to flooding, landslides, and disruptions in school operations. School coordinators must develop robust typhoon preparedness plans, including early warning systems, safe evacuation routes, and communication strategies. The province's mountainous terrain makes it susceptible to landslides, impacting school infrastructure and student safety. School coordinators must prioritize earthquake drills and ensure school buildings meet safety standards to withstand tremors. According to a study by Tamayo, A. (2020), many schools in Davao de Oro may face resource constraints, hampering their ability to implement effective disaster reduction measures. This research helps examine the disaster reduction practices in schools, mainly through the voices of school coordinators, which was a crucial endeavor. It brings to light the intricacies and challenges of preparing for disasters in the school setting. The dedication and insights of school coordinators, who work tirelessly to safeguard the well-being of students and staff, deserve our recognition and support. As we continue to learn from their experiences, we can work towards safer and more resilient educational environments better equipped to face the unpredictable nature of disasters.

*1.1. Purpose of the Study*—This study, which employed a phenomenological inquiry approach in "Examining Disaster Risk Reduction Practices in School: Voices of School Coordinators," explored and understood the lived experiences, perspectives, and the essence of the roles and challenges faced by school coordinators in the context of disaster risk reduction within educational institutions. By employing phenomenological inquiry, the research delved into the subjective experiences of school coordinators. It aimed to uncover the fundamental nature of their roles, perceptions, and emotions when dealing with disaster risk reduction practices. The study aimed to provide a profound and comprehensive understanding of school coordinators' complex and multifaceted roles in disaster risk reduction. It illuminated their day-to-day challenges, decision-making processes, and the impact of these practices on the school community. By focusing on the voices of school coordinators, this research was intended to provide a platform for these individuals to express their unique perspectives and insights. It recognized the importance of their firsthand knowledge and experiences in shaping effective disaster risk reduction strategies. The findings from this study may serve as valuable input for policymakers, educational institutions, and disaster management agencies. Gaining a deeper understanding of the challenges and successes faced by school coordinators could inform the development of more effective disaster risk reduction policies and practices in schools. Ultimately, the study aimed to contribute to the safety and preparedness of schools and their communities. Comprehensively understanding the roles of school coordinators can facilitate the development of better strategies and resources for disaster risk reduction within the school environment. In summary, the purpose of this phenomenological inquiry study was to illuminate the experiences and perspectives of school coordinators engaged in disaster risk reduction practices within schools. By profoundly exploring their experiences, the study was intended to provide insights that can enhance educational institutions' preparedness and safety in the face of disasters.

*1.2. Research Questions*—The study was intended to gain insights into the experiences of the school coordinators in examining disaster risk reduction practices in school. Specifically, the study sought answers to the following questions:

- (1) What are the experiences of school coordinators on their disaster risk reduction practices?

- (2) How do school coordinators cope with the challenges of disaster risk reduction?
- (3) What are the insights gained from the findings of this study?

*1.3. Definition of Terms*—The following term is operationally defined to make this study more comprehensive. Disaster Risk Reduction Practices in School. These practices refer to the strategies, policies, procedures, and activities implemented within educational institutions to minimize the impact of natural and man-made disasters on the safety and well-being of students, staff, and the school community. These practices aim to enhance preparedness, response, recovery, and resilience in the face of various hazards, including but not limited to earthquakes, floods, wildfires, typhoons, pandemics, and other emergencies.

*1.4. Significant of the Study*—The highlights of this study are significant to the following: This study may give policymakers the responsibility to set the framework and guidelines for disaster risk reduction in schools. Develop and update policies and regulations related to disaster preparedness in schools. Allocate resources and funding for disaster risk reduction initiatives. Collaborate with relevant agencies and stakeholders to create a coordinated approach. Monitor and evaluate the implementation of policies and make necessary adjustments; School heads provide leadership within their respective institutions and are responsible for implementing policies and procedures. Develop and implement school-specific disaster preparedness plans and protocols. Ensure the allocation of resources for emergency supplies and training. Oversee drills and exercises to prepare students and staff for disasters. Communicate with teachers, students, and parents regarding disaster preparedness; Teachers are on the front lines of disaster risk reduction efforts within schools, directly interacting with students. Educate students about disaster preparedness and safety measures. Conduct regular drills and training exercises to ensure students know how to respond to emergencies. Provide emotional support to students during and after disasters. Communicate with school heads and policymakers regarding any issues or needs related to disaster preparedness; Learners are both participants in and beneficiaries of disaster risk reduction practices in schools. Follow instructions and participate actively in disaster preparedness drills. Learn about emergency procedures and how to protect themselves and others. Report safety concerns or hazards to teachers and school authorities. Help create a culture of preparedness by sharing knowledge and experiences with peers and family; Research enthusiasts, including academics, researchers, and students, contribute to improving disaster risk reduction practices through research and innovation. They conduct research to identify best practices in disaster risk reduction within educational institutions. They develop and test new technologies or methods for disaster preparedness. They collaborate with schools to provide data and insights for evidence-based decision-making. They disseminate research findings to inform policymakers, school heads, teachers, and learners about effective strategies and areas for improvement.

*1.5. Theoretical Lens*—This study is anchored on the Theory of Planned Behavior (Ajzen, 1991). The TPB is an efficacious framework for investigating antecedents of behavior. A central factor in the TPB is the individual's intention to perform a given behavior. Intentions are assumed to capture the motivational factors that influence a behavior. Three preced-

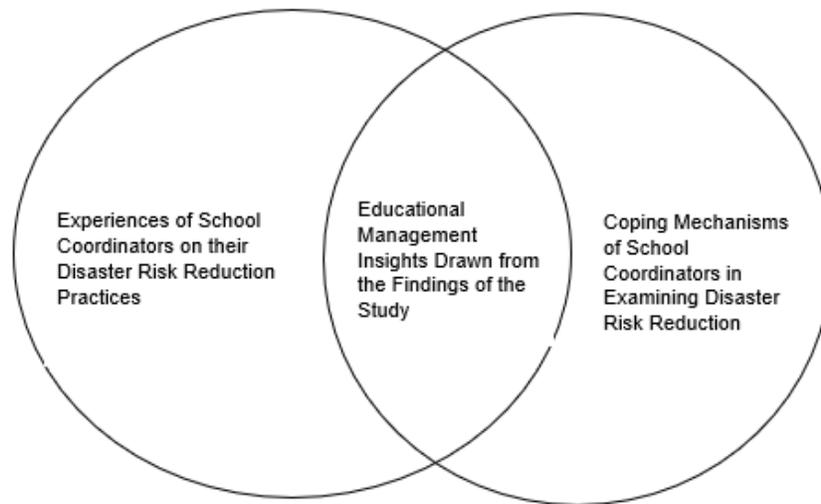


Fig. 1. The Conceptual Framework of the Study

ing motivational factors determine intentions. The first is the attitude toward the behavior and refers to the degree to which the individual has a favorable or an unfavorable evaluation of the behavior. The second predictor is a social factor termed subjective norm; it refers to the perceived social pressure to do or not to do the behavior. The third predictor of intention is the degree of perceived behavioral control which refers to the perceived ease or difficulty of performing the behavior. As a general rule, the more favorable the attitude and subjective norm toward a behavior and the greater the perceived behavioral control, the stronger a person’s intention to perform the behavior under consideration. Intention, in turn, is viewed as one direct antecedent of actual behavior. However, the level of success will depend not only on one’s intention, but also on such partly non-motivational factors as availability of requisite opportunities and resources that represent people’s actual control over the behavior. Further,

this is supported by goal setting and progress monitoring of Social Capital Theory. Social capital theory emphasizes the importance of social networks, trust, and social cohesion in facilitating disaster resilience (Aldrich, 2019). Schools leverage social capital within their communities to foster collaboration, information sharing, and mutual assistance during emergencies. Social capital theory posits that community relationships, networks, and trust are valuable resources for disaster resilience. In schools, leveraging social capital involves tapping into existing connections and fostering collaboration among various stakeholders to enhance disaster resilience. Figure 1 shows the Venn diagram of the working themes: the first circle, Experiences of School Coordinators on their Disaster Risk Reduction Practices; the second circle, Coping Mechanisms of School Coordinators in Examining Disaster Risk Reduction; and their interconnection, Educational Management Insights Drawn from the Findings of the Study.

## 2. Methodology

This chapter presents the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. The explored facts and

knowledge in this study necessitate the consequent design and implementation, as elaborated in this chapter.

*2.1. Philosophical Assumptions*—The philosophical assumption was a framework used to collect, analyze, and interpret the data collected in a specific field of study. It establishes the background used for the following conclusions and decisions. Typical philosophical assumptions have different types and are elaborated below. *Ontology*. This part of the research pertains to how the issue relates to the nature of reality. According to Creswell (2012), reality is subjective and multiple, as seen by the study participants. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the researcher relied on voices and interpretations of the participants through extensive quotes, themes that reflected their words and provided evidence of different perspectives. The answers of the participants to the study were coded and analyzed to build and construct for the commonality and discreteness of responses. The researcher made sure that the participants' responses were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal bias as the study progressed. *Epistemology*. This refers to the awareness of how knowledge claims are justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln, as cited by Creswell (2012), state that, on the epistemological assumption, the researcher will attempt to lessen the distance between themselves and the participants. It is suggested that being a researcher, it is expected that time is spent in the field with participants, and the researcher becomes an 'insider'. It is assumed that the researcher established a close interaction with the participants to gain direct information that shed light on the knowledge behind the inquiry. *Axiology* refers to the role of values in research. Creswell (2012) states that the role of values in a study is significant. *Axiology* suggests that the researcher openly discuss values that shape the narrative and include their interpretation in conjunction with the interpretation of participants. The researcher upheld the dignity and value of every piece of information obtained from the participants. The researcher understood the personal and value-laden nature of the information gathered from the study. The researcher preserved the merit of the participants' answers and carefully understood the answers in light of the participants' interpretation. *Rhetoric* meant reporting reality through the eyes of my research participants. The researcher used personal voice and qualitative terms such as credibility, transferability, dependability, and conformability instead of internal and external validity and objectivity. Patton (2000) defined phenomenology as an inquiry that asks, "What is the structure and essence of the experience of his phenomenon for these people?" The goal of this research study worked well with this definition in trying to understand coordinators' experiences with disaster risk reduction practices. Guba (2007) pointed out that the researcher needs to prepare for an investigation greater in depth and breadth than the offered description implied. He suggested that the information be viewed as "the tip of the iceberg." The researcher implemented the qualitative research method of phenomenology to explore the coordinators' experiences, particularly those related to examining disaster risk reduction practices in school. Burns and Grove (2003) stated that phenomenology was

a philosophy, an approach or perspective to living, learning and doing research.” The goal of phenomenological research was to capture lived experiences, find meaning that may or may not be known to the person who experienced them,

2.2. *Qualitative Assumptions*—A phenomenological approach was chosen for this study, using qualitative methodology. This study used an in-depth interview. I conducted the interview using an interview guide, which the participants answered based on their experiences and practices related to this study. An in-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce Neale,

2.3. *Design and Procedure*—The study utilized a qualitative research method employing a phenomenological qualitative design. According to Lester, phenomenological research involves studying experiences from the individual’s perspective, “bracketing” taken-for-granted assumptions and usual ways of perceiving. The phenomenological approach is based on a paradigm of personal knowledge and subjectivity. It emphasized the importance of personal perspective and interpretation. Thus, it was powerful for understanding subjective experiences, gaining insights into participants’ motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. Qualitative research was mostly associated with words, language, and experiences rather than measurements, statistics, and numerical figures. Qualitative research refers to the inductive, holistic, epic, subjective, and process-oriented methods used to understand, interpret, describe, and develop a theory on phenomena or settings. It is a systematic,

and describe the phenomenon through a composite narrative. For the qualitative researcher, the only reality is the reality of the participants involved in the research situations constructed.

2006). Interviews were primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. A phenomenological approach was used to gain a broader insight. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach was to arrive at a description of the nature of the particular phenomenon for investigatory inquiry. (Creswell, 2013).

subjective approach used to describe life experiences and give them meaning (Burns Grove, 2003). The phenomenological research design was selected in this study to collect data on the experiences and challenges of school disaster risk reduction coordinators. This research approach deepened the understanding of nature and the meaning of everyday experiences. According to Corbetta (2003), the phenomenological research design is a qualitative type of research for which interviews provide an in-depth method that can grant access to deep knowledge and explanations and help to grasp the subject’s perspective. Bryman (2012) posited that personal and detailed stories could be told through interviews or face-to-face discussions, focusing on how the interviewee understands and explains different phenomena. The researcher aimed to draw an in-depth study on the experiences and challenges of school DRRM coordinators. Qualitative research was interested in understanding how people interpret their experiences, how they construct their worlds, and

what meaning they attribute to their experiences” (Merriam, 2009). This form of research provided a deep understanding of the subject and results in enhanced explanatory power. The researcher becomes “a part of the world they study; the knower and the known are taken to be inseparable” (Hatch, 2002). Because of the researcher’s involvement, however, “much qualitative research is subjective” (Wrench et al., 2008). Bloomberg and Volpe (2008) described qualitative research as “idea generation.” Its design was proposed up front, but it is open and emergent rather than rigid and fixed to permit exploration. It uses small samples purposefully. It takes place within natural contexts, and real-world situations are studied as they unfold. Its framework allows for flexibility and creativity. The qualitative research explored and described coordinators’ experiences with disaster risk reduction practices. The research technique used was a modified van Kaam method described by Moustakas (2000) based on recorded and transcribed interviews using semi-structured questions to capture the coordinators’ experiences and challenges with these practices. Specifically, phenomenology was the study of the subjective experiences of others. It researched the world through another person’s eyes by discovering how they interpret their experiences. It describes the meaning of the lived experiences of several individuals about a concept or a phenomenon. Phenomenology explores the structures of consciousness in human experiences, as Polkinghorne (2000) noted. This involved procedures which the qualitative researchers should follow. First, the researcher wrote research questions that would explore the meaning of life experiences for individuals and asked individuals to describe these experiences. The researcher collected data from individuals who had experienced the phenomenon under investigation, typically via lengthy interviews. Next, the data analysis involved horizontalization, which extracted significant statements from transcribed interviews. The significant statements were transformed into clusters of meanings according to how each would fall under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience – both the textual description of what was experienced and the structural description of how it was experienced. The researcher incorporated the meaning of the experience here. Finally, the report was written so that readers could better understand the essential, invariant structure of the essence of the experience. Conversely, several challenges have been pointed out. The researcher required a solid grounding in the philosophical guidelines of phenomenology. The subjects selected in the study were individuals who had experienced the phenomenon. The researcher needed to bracket their experiences and observations, which was difficult. The researcher also needed to decide how and when their observations were incorporated into the study. Accordingly, Hycner, (2008) phenomenology in business research studies ideas were generated from the abundant amount of data using induction and human interests, as well as stakeholder perspective may have their reflection on the study. A study examining coordinators’ experiences in disaster risk reduction practices via in-depth interviews with coordinators is a relevant example of research with a phenomenology philosophy. Advantages associated with phenomenology include a better understanding of meanings attached by people and its contribution to developing new theories. Its disadvantages include difficulties with analysis and interpretation, usually lower levels of validity and reliability compared to positivism, and more time and other resources required for data collection (Hycner, 2008). Similarly, Schutz (2010) stressed that the purpose of the phenomenological approach is to illuminate the specific and identify phenomena through how the actors perceive them in a situation. In

the human sphere, this translates typically into gathering ‘deep’ information and perceptions through inductive, qualitative methods such as interviews, discussions, and participant observation and representing it from the perspective of the research participant(s). Phenomenology is concerned with studying experience from the individual’s perspective, ‘bracketing’ taken-for-granted assumptions, and usual ways of perceiving. Epistemologically, phenomenological approaches were based on the paradigm of personal knowledge and subjectivity, emphasizing

*2.4. Research Participants*—The key informants of this study were the selected school DRRM Coordinators of Laak South District, Division of Davao De Oro. The researcher utilized ten (10) teachers for qualitative participants in an in-depth interview (IDI) who were randomly selected. The informants should have been teaching three years or more years with their permanent appointment regardless of sex and

*2.5. Ethical Considerations*—The ethical considerations were of paramount importance in the design of this research study. The researcher needed to consider several ethical issues about the research participant groups addressed in this fieldwork. Ethical considerations were specified as one of the most critical parts of the research. The researcher adhered to promoting the research aims, imparting factual knowledge, truth, and error prevention. Social Value. Research was essential to society. This study’s social value focused on the experiences and challenges of coordinators in their disaster risk reduction practices. Thus, the social problem that pushed the researcher’s interest was the challenges the teacher encountered in disaster risk reduction practices. This study could serve as a basis for higher authorities to create more

the importance of personal perspective and interpretation. As such, they were dominant in understanding the subjective experience, gaining insights into people’s motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. The researcher’s purpose was to employ phenomenology as a qualitative method since the focal point of this study was to investigate and explore the coordinators’ experiences with disaster risk reduction practices.

marital status. Data will be collected through the one-on-one interview process and qualitative survey instruments. The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study. It was also known as judgmental, selective or subjective sampling. The selection of the participants will be purposefully done to ensure that the findings will be authentic (Marshall, 1996).

programs and resolutions where learners could benefit. Informed Consent. Gaining the trust and support of research participants is critical to informed and ethical academic inquiry and phenomenological research (Walker, 2007, as cited by Pellerin, 2012). All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide a signed personal acknowledgment, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter was to introduce the research effort, provide contact information, articulate the study’s intent, request voluntary participation by the recipients, and identify the anticipated information that the informants were expected to provide. All par-

participants were then required to sign and return the consent letter to the researcher before participating. In the conduct and practice of this study, the Treaty Principle of Participation, as cited by McLeod (2009), was adhered to. The invitation to participate ensured that participation in the research was entirely voluntary and based on understanding adequate information. The recruitment and selection of participants were lodged in the appendices of this study.

**The Vulnerability of Research Participants.** The participants of this study were deemed capable of answering the research instrument, for they served as the first-hand source of information. Thus, the researcher assured the participants that they could easily be reached through their contact number and address if there were clarifications or questions about the study.

**Risks, Benefits, and Safety.** The recruitment of the respondents was free of coercion, undue influence, or inducement. Moreover, respondents were provided with the contact numbers of the panel chair or panel members if they had queries related to the study. This was done to answer the respondents' possible questions. Furthermore, if respondents experienced possible discomfort and inconvenience while answering the questions, they were not compelled to participate in any manner. Further, the researcher had to ensure the respondents were safe during the survey and interview. Thus, the questionnaire was distributed in a safe venue and administered conveniently. The dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality and the minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized by taking all reasonable steps to guarantee participant confidentiality.

**Privacy and Confidentiality of Information.** This study observed the Data Privacy Act of 2002 to ensure that the data could not be traced back to

their real sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed outputs that were carried out from this study were kept in anonymity. Furthermore, all the issues were considered so that there was no conflict of interest among the researcher and the respondents. Any misleading information and representation of primary data findings in a biased way were avoided.

**Justice.** The respondents informed the researcher's role and their corresponding role during data gathering. They were then briefed that they had to give their full honesty in answering the survey questions and additionally, any type of communication about the research was done with honesty. Similarly, they were informed that they were the ones to benefit first with the results of the study.

**Transparency.** The results of the study could then be accessed by the respondents and heads of the participating schools because the information was available and placed in CD or other storage devices, which could be requested from the researcher to provide. Also, by learning about the results of the study, classroom teachers would be aware of the significance of the study and its contribution to their well-being. Further, each of the participants was advised that they had the right to withdraw their information at any time up to the completion of the data collection process and that they could request to be allowed to verify their transcript after the interview was carried out. The participants were provided with the opportunity to amend or remove any information which they felt might identify them.

The researcher reserved the right to employ the use of pseudonyms, and changing names and/or non-significant dates in the interest of the protection of the identity of the participant in all subsequent data analysis and reporting.

**Qualification of the Researcher.** The researcher ensured the possession of the needed qualification to conduct the study. The researcher had completed the academic requirements, passed the

comprehensive examination before thesis writing which was the last requirement to obtain the researcher's master's degree, and that they were qualified to conduct the study physically, mentally, emotionally and financially. Also, the advisee-adviser tandem was ensured that the study would reach its completion. Adequacy of Facilities. The researcher strived that the study would be completed successfully on the specified time and that they were equipped with the necessary resources. Likewise, the technical committee would be of help in the enhancement of the paper by giving the needed suggestions and recommendations for the improvement of the study. The researcher also had to ensure that they had enough funds to continue and finish the research. Community Involvement. The researcher showed respect for the local traditions, culture, and views of the respondents in this study. Moreover, this study would not involve

any use of deceit in any stage of its implementation, and specifically, in the recruitment of the participants, or methods of data collection. Furthermore, the researcher deemed it necessary to express their great pleasure for their wholehearted participation in the conduct of this study. Plagiarism and Fabrication as the researcher. The researcher respected other works by adequately citing the author and rewriting what someone else had said in their own way. He also understood the context of the study and, avoided copying–pasting the text verbatim from the reference paper and using quotes to indicate that the text had been taken from another paper. Similarly, they would assure them of honesty in working on the manuscript and that there was no intentional misrepresentation in the study and making up of data and/or results or purposefully putting forward conclusions that were not accurate.

2.6. *Role of the Researcher*—Qualitative analysis was employed to establish the study's credibility, transferability, and dependability. The participant's experiences were captured through audiotaped one-on-one, non-structured interviews, peer debriefing, and field notes. Each participant completed the audio tape one-on-one, structured interview, peer debriefing, and field notes within four days, each lasting 1 hour and 15 minutes. Interview Guide. The researcher prepared five open-ended questions in the unstructured interview to gather additional information and supporting answers to validate the findings of the study. The interview questions are parallel to the components contained in the questionnaire. The phenomenological research design was selected in this study to collect data on the life experiences of the participants. The research approach deepens the understanding of nature and the meaning of everyday experiences. According to Corbetta (2003), the phenomenological research design is a qual-

itative type of research for which interviews provide an in-depth method that can grant access to deep knowledge and explanations and help to grasp the subject's perspective. Bryman (2008) posits that through interviews or face-to-face discussions, personal and detailed stories can be told, with a focus on how the interviewee understands and explains different phenomena. The researcher in this study aimed to draw an in-depth study on teachers' experiences in their continuing professional development. A questionnaire was a set of carefully designed, written down, and tested questions that were asked of individual respondents to gather information in research (Enon, 2008). These structured questionnaires, with some open-ended questions included, were prepared to cater to the subjects that are too busy and difficult to trace. It is also a valuable instrument for the researcher to use for the teachers whose number is too significant to be covered by the researcher personally. The questionnaires will also be appropriate

for quickly collecting massive amounts of data. The open-ended questions will allow the respondents to give a further opinion by qualifying or substantiating their answers. They also are intended to tap as much information as possible from the different categories of respondents.

**2.7. Data Collection**—The following was the step-by-step process of gathering the data needed. Asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study in the identified school. The researcher sent a letter addressed to the Schools Division Superintendent with Chapters 1 and 2 attached, together with the research instrument explaining the study's objectives and the participants' identification. The researcher waited for the response of the SDS before conducting the study. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in their schools. Obtaining consent from the participants. The researcher asked permission from the participants. They were formally oriented about the study and the process they would undergo as participants. Conducting the interview. The researcher conducted the in-depth interview using the interview questionnaire. The profile of the participants was taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. The researcher transcribed the interviewees' responses precisely by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it to English. Data Coding and thematizing. After the transcription, the data were categorized and coded. Then, themes were extracted, and individual data within the participants were compared and contrasted. The researcher then conducted a second round of interviews (FGD) to corroborate any data that needed further explanation and input from the participants. Additional information gathered was examined thoroughly and integrated into the existing body of data. After this, data were compared and contrasted between the participants to develop patterns and trends.

**2.8. Data Analysis**—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted interviews using Creswell's Model, specifically the identifying of themes approach. According to Creswell (2012), themes in qualitative research are similar codes aggregated together to form a major idea in the database. Familiarization with the data is common to all forms of qualitative analysis. The researcher immersed herself in and became intimately familiar with their data, reading and re-reading it and noting any initial analytic observations. Coding is also a common element of many approaches to qualitative analysis. It involves generating pithy labels for important features of the data relevant to the (broad) research question guiding the analysis. Coding is not simply a data reduction method; it is also an analytic process, so codes capture both a semantic and conceptual reading of the data. The researcher would code every data item and end this phase by collating all their codes and relevant data extracts. Searching for themes was a coherent and meaningful pattern in the data relevant to the research question. The researcher will end this phase by collating all the coded data relevant to each theme. Reviewing

themes. The researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each theme and the relationship between the themes. Defining and naming themes: The researcher prepared a detailed analysis of each theme, identifying the ‘essence’ of each

theme and constructing a concise, punchy, and informative name for each theme. Writing-up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data, and contextualizing it in relation to existing literature.

*2.9. Framework of Analysis*—This study employed a qualitative research method. Rigorous and systematic steps were observed in analyzing the information gathered from the teacher-participants. Data were analyzed following the steps outlined by O’Connor and Gibson (2003) on qualitative data analysis: Organizing the Data. The data were organized in a way that was easy to look at, allowing the researcher to go through each topic to pick out concepts and themes. Finding and Organizing Ideas and Concepts. Look for specific words or ideas that keep coming up, then organize these ideas into codes or categories. Building Over-Arching Themes in the Data. Each response category

had one or more associated themes that gave a deeper meaning to the data. Different categories could be collapsed under one main over-arching theme. Ensuring Reliability and Validity in the Data Analysis and the Findings.

Findings were more dependable when they could be confirmed from several independent sources. Their validity was enhanced when they were confirmed by more than one “instrument” measuring the same thing. The researcher also completed the two other steps in this study: writing, which was drafting the output of the data analysis by weaving stories from narratives and literature and presenting them; and thematic and comprehensive presentation of the output in artistic graphs and illustrations.

*2.10. Trustworthiness of the Study*—The concepts of validity and reliability are relatively foreign to the field of qualitative research. Qualitative researchers substitute data trustworthiness instead of focusing on reliability and validity. Trustworthiness consists of components such as credibility, transferability, dependability, and conformability (Harts, 2016). Credibility refers to the extent to which a research account is believable and appropriate, particularly regarding the level of agreement between participants and the researcher. Credibility is most often associated with the framework Yvonna Lincoln and Egon Guba presented. Transferability is the degree to which the results of qualitative research can be transferred to other contexts or settings

with other respondents. The researcher facilitated the transferability judgment by a potential user through thick description. Dependability is the extent to which other researchers could repeat the study and ensure consistent findings. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. Conformability refers to the objectivity of research during data collection and data analysis. There needs to be congruency between two or more independent persons about the data’s accuracy, relevance, or meaning (Polit Beck, 2012). Conformability also indicates a means to demonstrate quality.

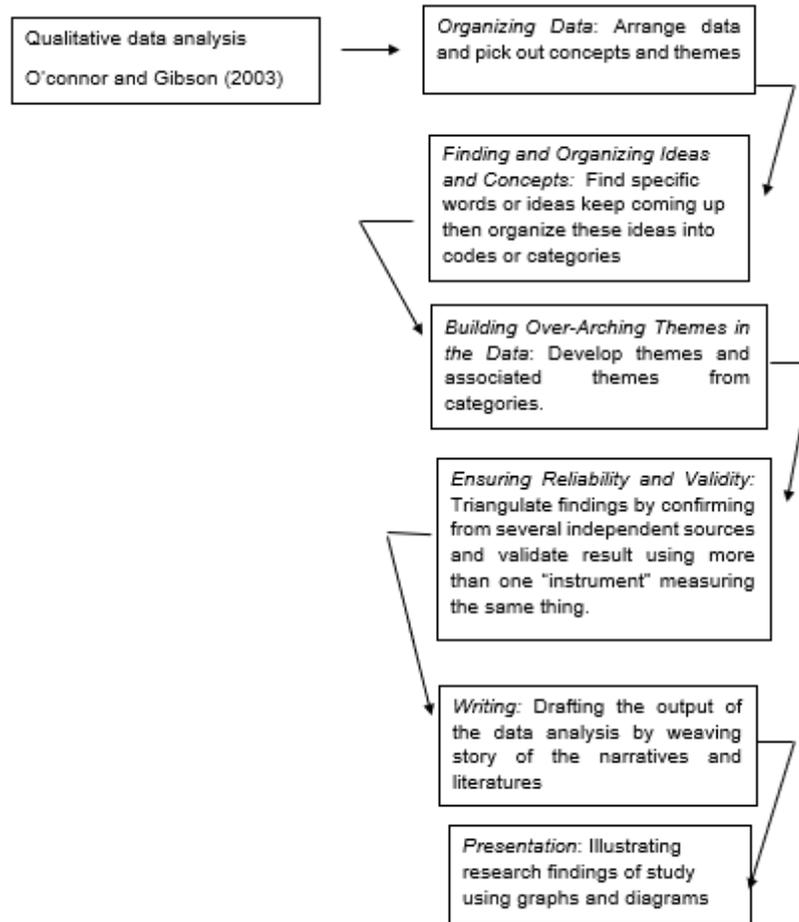


Fig. 2. Analytical Framework of the Study

### 3. Results and Discussion

This part of the study dealt with the research questions and their answers based on the responses of the participants. The participants unfolded their experiences and challenges as they engaged in disaster reduction practices in school.

*3.1. Experiences of School Coordinators on their Disaster Risk Reduction Practices*—School coordinators are pivotal in implementing disaster risk reduction (DRR) practices within educational institutions. Drawing from their experiences, coordinators often encounter various challenges and successes in ensuring the safety and preparedness of schools for potential disasters. One common experience among school coordinators is balancing DRR measures with other educational priorities. Coordinators must navigate limited resources and competing demands to implement DRR practices while effectively maintaining the quality of education. Additionally, coordinating with diverse stakeholders, including teachers, students, parents, and local authorities, can be complex. Coordinators often find that effective communication and collaboration are essential for garnering support and ensuring the success of DRR initiatives.

*3.1.1. State of Being Prepared*—The state of being prepared to examine disaster reduction practices in schools involves conducting comprehensive risk assessments to identify vulnerabilities, developing clear and actionable emergency response plans, and regularly practicing drills with students and staff. This ensures readiness to mitigate potential disasters such as earthquakes, fires, or severe weather events. Ongoing evaluation and updates to these plans based on lessons learned are crucial for effective disaster reduction practices in schools. Examining disaster reduction strategies in the classroom with readiness offers many advantages. It makes it possible to incorporate disaster risk reduction (DRR) strategies into the curriculum, guaranteeing that pupils have the information and abilities needed to react to emergencies successfully, as stated by study findings of Loise (2022), Cresencio and Cabuga, (2023). Additionally, since school-age children can serve as “agents” in spreading knowledge and fostering disaster resilience, being prepared aids in developing a disaster awareness culture within the school and the community (Ferani Puji, 2022). These statements underscore the dynamic and proactive approach school coordinators take in disaster risk reduction (DRR) practices. Statement P1 highlights the importance of conducting thorough risk assessments to understand the school’s specific risks, enabling the development of targeted preparedness measures. Statement P4 emphasizes the role of awareness and education in promoting disaster preparedness within the school community. By organizing workshops and seminars, coordinators empower students, teachers, and parents with the knowledge and skills to respond effectively to potential risks. Statements P8 and P10 underscore the necessity of adaptability in responding to evolving threats and unforeseen circumstances. Coordinators must be agile and responsive, adjusting preparedness plans to ensure the school remains resilient and well-prepared. These findings were consistent with the results of the study of Yana et al. (2023). Being prepared helps schools implement efficient disaster mitigation strategies, like providing training to teachers and other staff members and organizing events that boost students’ first aid, safety, and rescue expertise. Hence, being prepared allows schools to take steps like constructing in safe areas and working with appropriate disaster management organizations to guarantee the safety of staff and students during emergencies (Dhi and Ade, 2022).

*3.1.2. Overcoming emergencies*—Examining disaster reduction practices in schools involves fostering a culture of preparedness through education and training for both students and staff. Implementing clear communication protocols and designated emergency roles helps ensure an efficient response during crises. Collaborating with local emergency services and regularly reviewing and updating emergency plans are essential steps in overcoming emergencies effectively. Examining disaster reduction strategies in schools offers various advantages beyond overcoming emergencies. First, it aids in comprehending how disasters affect students' ability to learn and the physical settings in which they are taught, as well as how educators adjust to help students heal and process the experience (Warlim et al., 2022). It can be gleaned from the responses of the participants that they collectively underscore the importance of communication, collaboration, and adaptability in managing emergencies within a school environment. Statement P2 emphasizes the critical role of clear and timely communication during emergencies. It highlights how effective communication channels are essential for coordinating response efforts and ensuring that crucial information reaches all stakeholders promptly. Statement P3 further emphasizes

*3.1.3. Prioritizing Health and Safety*—Prioritizing health and safety in examining disaster reduction practices in schools entails implementing measures such as regular safety inspections and maintenance of facilities. Educating students and staff on health and safety procedures, including first aid and evacuation drills, is crucial for preparedness. Establishing partnerships with health professionals and local agencies can further enhance the school's ability to prioritize health and safety during emergencies. Examining disaster reduction strategies in schools focusing on health and safety has several advantages. It guarantees that schools

the importance of collaboration by highlighting the close working relationship between school coordinators and various stakeholders, including administrators, teachers, support staff, and local authorities. Finally, statement P9 emphasizes the necessity of adaptability in overcoming emergencies. It underscores the importance of quick thinking, task prioritization, and flexibility in responding effectively to unforeseen circumstances. The study's foregoing results were consistent with the findings made by Ajayi and Grupper (2022). They shed light on the steps educators and educational institutions take to handle crises and guarantee students' safety in learning environments. They also emphasize how schools can help mitigate disasters and how crucial it is to include disaster risk reduction in the curriculum (Ferani Puji, 2022). The study findings were also supported by Monique and Fiona (2022), who highlight the importance of training educators and giving them the tools and psychological support they need to carry on with their work in the classroom after a disaster. In order to guarantee the safety of students and instructors in the event of a disaster, it also urges the creation of emergency plans, cooperation with neighborhood institutions and disaster response groups, and renovation of school buildings (Ashfaq et al., 2020).

have resilient architecture and construction, safe learning environments, and the ability to shield pupils from harm in the event of a disaster (Mark, 2019). Furthermore, by making health and safety a top priority in schools, disaster risk reduction education can be incorporated into the curriculum, giving students the knowledge and abilities to lower their risk of disaster (Vipul et al., 2022, Aiko, 2021). The above responses explained the comprehensive approach taken by school coordinators to prioritize health and safety within their schools. Statement P5 underscores the importance of conducting regular safety inspections to identify and address

potential hazards within school facilities and grounds. This proactive measure helps mitigate risks and create a safer environment for students, staff, and visitors. Statement P6 emphasizes the role of education and training in preparing individuals to respond effectively to emergencies. Statement P7 highlights the importance of developing robust emergency preparedness plans and protocols. This involves establishing clear communication channels, evacuation procedures, and emergency response teams to facilitate a coordinated and effective response in the event of a crisis. These findings were consistent with the results of the study of Sun et al. (2020), which indicated that sharing strategies and resources in Learning Action Cells leads to innovative practices like leveled lesson plans, individualized learning activities, and technology-supported differentiation. Further, the results were consistent with the major findings made by Ferani and Puji (2022), which encourage the use of disaster risk management techniques that can aid schools in effectively responding to emergencies, such as emergency planning, first aid kits, and evacuation plans. Based on Figure 3, three themes emerged from the responses of the participants which were state of being prepared, overcoming emergencies and prioritizing health and safety. State of being prepared, this theme likely encompasses responses related to the im-

portance of proactive planning and readiness for potential emergencies or disasters. Participants may have emphasized the significance of having well-developed disaster management plans, adequate resources, and regular training drills to ensure preparedness. Key aspects under this theme may include the identification of potential risks, the establishment of protocols and procedures, and the allocation of resources for emergency preparedness. Overcoming emergencies, this theme likely focuses on the actions and strategies employed by participants to effectively respond to and manage emergencies when they occur. Responses under this theme may highlight the need for quick decision-making, clear communication, and coordinated efforts among stakeholders during crises. Participants may have shared insights into specific challenges faced during emergencies and how they were addressed, as well as lessons learned from past experiences. Prioritizing health and safety, this theme likely underscores the paramount importance of safeguarding the health and safety of individuals within the school community during disasters or emergencies. Responses may emphasize measures taken to minimize risks to physical and mental well-being, such as evacuation procedures, medical assistance, and psychosocial support services.

*3.2. Coping Mechanisms of School Coordinators in Examining Disaster Risk Reduction—*Coping mechanisms for school coordinators examining disaster risk reduction (DRR) involve strategies to manage stress and challenges effectively while maintaining productivity and well-being. These mechanisms include seeking support from peers, engaging in professional devel-

opment, utilizing resources, collaborating with stakeholders, practicing self-care, and reflecting on experiences to enhance learning and adaptation. By employing these coping mechanisms, school coordinators can navigate the complexities of DRR examination while ensuring the safety and resilience of their school communities.

*3.2.1. Implementing Rules—*Implementing rules in examining school disaster reduc-

tion practices involves creating and enforcing policies that outline specific actions to take be-

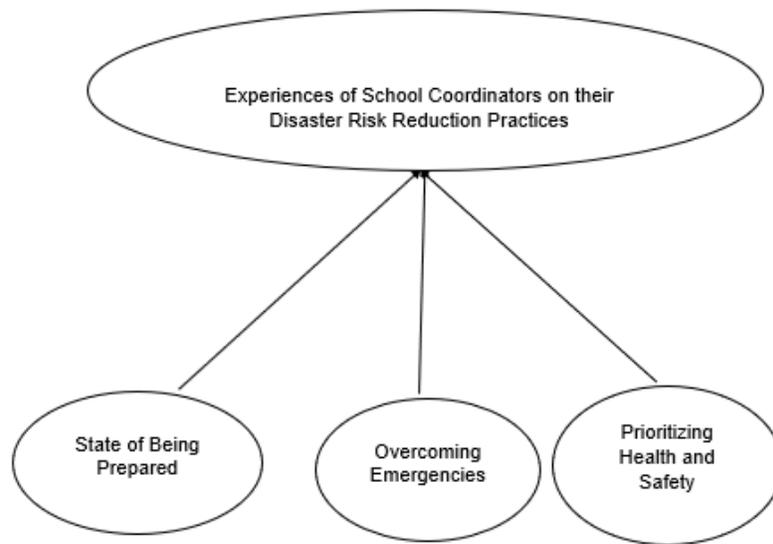


Fig. 3. Emerging themes of School Coordinators on their Disaster Risk Reduction Practices

fore, during, and after emergencies. These rules should address evacuation procedures, communication protocols, and the roles and responsibilities of staff and students. Regularly reviewing and updating these rules based on lessons learned from drills and real-world events is essential for effective disaster preparedness. Furthermore, putting policies in place for disaster risk reduction practices in schools aids in enhancing student understanding and behavior in this area (Unggul et al., 2022). It improves students' safety and resilience by making sure they are aware of the steps and safety measures to take in the event of a disaster. For the purpose of providing students with a secure and prepared environment and fostering community resilience to disasters, regulations pertaining to the examination of disaster reduction practices in schools must be put into place. The responses above revealed that participants emphasize the importance of structured approaches to examining school disaster reduction practices. Statement P4 underscores the need for regular assessments to ensure continuous eval-

uation and improvement of disaster reduction measures. Statement P5 highlights the significance of establishing clear protocols and procedures for conducting examinations of disaster reduction practices. Clear protocols outline roles, responsibilities, and evaluation criteria, ensuring that the examination process is transparent and consistent. This clarity helps streamline the examination process, promotes accountability among stakeholders, and ensures that evaluations are conducted comprehensively and fairly. Adopting regulations to assess disaster mitigation strategies in educational institutions offers various advantages. In the first place, it guarantees that educational institutions uphold consistency in the application of policies related to disaster risk reduction according to the findings of the study as stated by Marion (2023). This contributes to the development of a coordinated and consistent strategy for disaster response and preparation. Second, it makes it easier for disaster risk reduction education to be incorporated into extracurricular and academic programs (Yana et al., 2023).

3.2.2. *Promoting discipline*—Promoting discipline in examining disaster reduction practices in schools includes instilling a culture of adherence to safety protocols and procedures. This involves educating students and staff on the importance of following evacuation plans, staying calm during emergencies, and cooperating with authorities. Consistent reinforcement of these principles through training and drills fosters a disciplined approach to disaster preparedness. Furthermore, by fostering an atmosphere of respect and order in the classroom, enforcing discipline can improve ties between the community and the school (Bundrage, 2023). The participants opened up that these statements collectively highlight the significance of personal reflection, emotional awareness, discipline, and maintaining a healthy work-life balance for school coordinators examining disas-

3.2.3. *Applications of Knowledge and Skills*—The application of knowledge and skills in examining disaster reduction practices in schools involves training students and staff on practical skills such as first aid, fire safety, and search and rescue techniques. It also includes integrating academic learning about natural disasters and emergency response into the curriculum. Regular hands-on drills and simulations provide opportunities for students and staff to apply their knowledge and skills in a controlled environment, enhancing their preparedness for real emergencies. Applying knowledge and skills to examine disaster reduction practices in school helps increase disaster literacy among students and teachers, leading to better preparedness and response to disasters. Research has shown that social studies teachers and students lack knowledge and understanding of disasters, highlighting the need for education on disaster risk reduction (Diki, 2022). In the intricate task of examining disaster reduction practices as a school coordinator, support from colleagues

ter reduction practices. Personal reflection (P1-P3) allows coordinators to understand and manage their emotions, ensuring they can approach their responsibilities with clarity and composure. Promoting discipline (P6) helps them stay focused and composed during challenging situations. Additionally, maintaining a healthy work-life balance (P9-P10) prevents burnout and fosters renewed energy and enthusiasm for the examination process. On the other hand, as emphasized in the study of Warlim et al (2022) there are various advantages to encouraging discipline when analyzing disaster reduction strategies in schools. In the beginning, it promotes responsible student interaction and lessens bad behavior. A second benefit is that it can raise student achievement since it makes them more engaged and focused on their studies (Gerry Dennis, 2020).

and mentors (P7) emerges as a vital resource. By fostering an environment of collaboration and knowledge-sharing, coordinators can leverage the experiences and insights of their peers to enhance their effectiveness. Through open communication, seeking advice, and collaborating with others (P8), coordinators gain valuable perspectives that enrich their approach to disaster preparedness. This collective wisdom not only strengthens their understanding of best practices but also cultivates innovative solutions to address complex challenges. Ultimately, the collaborative efforts of coordinators, supported by their colleagues and mentors, contribute significantly to the resilience and effectiveness of disaster reduction efforts within their schools. The study's findings agree with Logaya (2022); traditional approaches to disaster risk reduction education, which focus on knowledge transmission and short-term evaluation, are ineffective in fostering proactive attitudes toward disaster preparedness. However, applying knowledge and skills in disaster reduction practices can

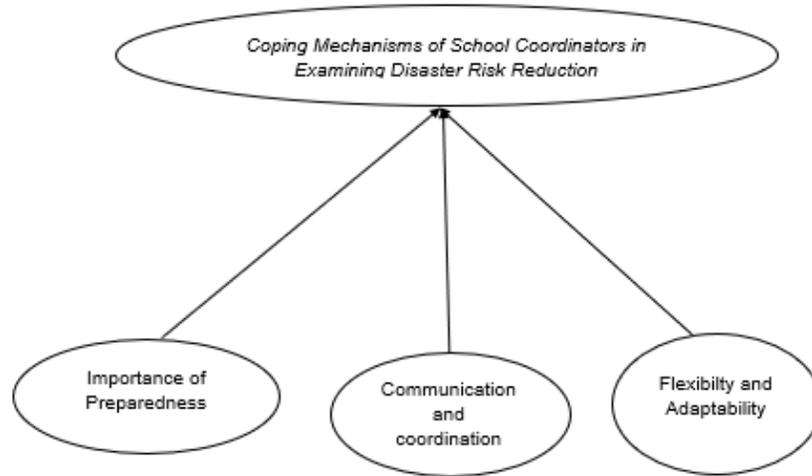


Fig. 4. Emerging themes on the Coping Mechanisms of School Coordinators in Examining Disaster Risk Reduction

help bridge the gap between knowledge and behavior, leading to a more proactive approach to disaster risk reduction (Genta Kastuya, 2021). This can be achieved by integrating disaster risk reduction into the curriculum and using multi-learning platforms, which have improved teachers' knowledge, skills, and attitudes towards disaster risk reduction (Warlim et al., 2022). Based on the Figure 4, three themes emerged from the responses of the participants which were implementing rules, promoting discipline, application of knowledge and skills. Implementing rules, this theme likely encapsulates discussions around the establishment and enforcement of rules and regulations within the school environment. Participants may have emphasized the importance of having clear and comprehensive rules related to safety, behavior, and emergency procedures. Promoting discipline, this theme

likely focuses on the cultivation of discipline among students, staff, and other members of the school community. Participants may have highlighted the role of discipline in ensuring compliance with safety protocols, fostering a culture of responsibility, and maintaining order during emergencies. Discussions under this theme may encompass strategies for promoting self-discipline, encouraging respect for rules and authority, and fostering a sense of collective responsibility for safety and well-being. Application of knowledge and skills, this theme likely pertains to the practical application of knowledge and skills acquired through training and education in disaster preparedness. Participants may have discussed the importance of training programs, drills, and exercises in equipping individuals with the necessary competencies to respond effectively to emergencies.

**3.3. Educational Management Insights Drawn from the Findings of the Study**—The study's findings offer valuable insights for educational management that can update strategic decisions and foster a culture of continuous improvement. The challenges identified, such as time constraints and inadequate facilitation,

highlight areas where targeted support and interventions are needed. Educational management can leverage these insights to design and implement structures that address these challenges, ensuring teachers have the time, resources, and facilitation support to engage in collaborative professional development fully.

*3.3.1. Importance of Preparedness*—The study likely highlights the critical role of preparedness in mitigating the impact of disasters on schools. As a coordinator, I'd emphasize the importance of having robust disaster management plans in place. This includes regular drills, training sessions for staff and students, and ensuring the availability of necessary resources like first aid kits and emergency supplies. As revealed by the participants, educational leaders play a critical role in prioritizing and enhancing disaster preparedness within educational institutions. By prioritizing preparedness, leaders demonstrate a commitment to the safety and well-being of students, staff, and the broader school community (P1). This involves developing comprehensive disaster management plans that outline specific procedures, roles, and responsibilities to follow in various emergency scenarios (P3). Additionally, leaders recognize the importance of investing in resources such as emergency supplies, first aid kits, and relevant

training programs to effectively enhance preparedness levels (P4). Through advocating for regular drills and simulations, leaders not only ensure that plans are in place but also actively engage in assessing their effectiveness and identifying areas for improvement, ultimately fostering a culture of continuous improvement and readiness (P6). According to IFRC (2020), preparedness measures, such as early warning systems, evacuation plans, and community drills, are critical for reducing vulnerability to disasters (UNDRR, 2019). Literature highlights that communities and individuals who are well-prepared are better equipped to mitigate the impact of disasters and bounce back more quickly in their aftermath. Preparedness significantly contributes to saving lives during emergencies. Studies indicate that timely evacuation, access to emergency supplies, and trained response teams are essential elements of preparedness that can prevent casualties and injuries (Smith et al., 2021).

*3.3.2. Communication and Coordination*—The study on clear and efficient communication channels insightfully found that it is critical during emergencies to disseminate information, instructions, and updates to all stakeholders in a timely manner. Educational managers should establish protocols for communication and coordination among school staff, students, parents, local authorities, and relevant external agencies. Regular communication drills and exercises can help ensure that everyone knows how to communicate effectively during crises and follow established protocols. Transparency and honesty in communication are vital to maintaining trust and confidence within the school community during challenging situations. Educational managers are pivotal in ensuring effective communication and collaboration during emergencies. By establishing protocols for communication and coordination among various stake-

holders, including school staff, students, parents, local authorities, and external agencies (P8), managers facilitate the timely dissemination of information, instructions, and updates (P7). According to Smith et al. (2021), effective communication facilitates the timely sharing of critical information before, during, and after disasters. The literature emphasizes the need for clear, accurate, and accessible communication channels to disseminate warnings, evacuation instructions, and updates to the public. The study encourages a shift in mindset and coordination, ensuring that efforts are harmonized and resources are effectively utilized during disaster response. Research highlights the importance of multi-agency collaboration, including government agencies, non-profit organizations, and community groups, to coordinate response activities and avoid duplication of efforts (Cutter et al., 2019).

**3.3.3. Flexibility and Adaptability**—Flexibility and Adaptability are salient insights drawn from the study on essential qualities in various aspects of life, including education, work, and personal endeavors. In educational contexts, these traits are particularly valuable for both educators and students. Continuous evaluation and review of disaster preparedness plans (P2) ensures educational institutions can identify gaps and weaknesses in their strategies, allowing for timely adjustments and improvements to enhance resilience. Collaboration with external partners (P5), such as local authorities and community organizations, enriches disaster response efforts by providing additional support and resources, thereby increasing the flexibility and adaptability of educational institutions in addressing emergencies. Given disaster situations' unpredictable and dynamic nature (P9), flexibility and adaptability are paramount, enabling schools to respond effectively to evolving circumstances. Empowering staff with autonomy (P10) to make quick decisions and adjustments during emergencies further reinforces the institution's ability to adapt and respond swiftly to emerging challenges, ultimately ensuring the safety and well-being of students and staff. Flexibility enables responders to adapt quickly to changing circumstances and uncertainties during disasters. Literature underscores the need for response plans and protocols for improvisation, innovation, and adjustment based on evolving situations (Smith et al., 2021). Dynamic Nature of Disasters: Disasters are dynamic and multifaceted events that require adaptive responses. Research emphasizes recognizing their complexity and adopting flexible approaches that can accommodate diverse challenges, needs, and priorities (Cutter et al., 2019). Based on Figure 5, the participants' responses yielded three prominent themes: the importance of preparedness, communication and coordination, and flexibility and adaptability. These themes reflect key aspects of effective disaster management strategies in educational settings. The emphasis on preparedness underscores the significance of proactive planning and readiness to mitigate risks and minimize the impact of disasters. Communication and coordination highlight the critical role of effective information sharing and collaboration among stakeholders to facilitate a cohesive and coordinated response. Additionally, the theme of flexibility and adaptability underscores the need for agility and responsiveness in navigating unpredictable and evolving emergency situations. Together, these themes provide valuable insights into the essential components of robust disaster reduction practices in schools, guiding efforts to enhance preparedness and resilience within educational institutions.

## 4. Implications and Future Directions

In this chapter, the summary of the study was presented, and from the summary of the findings, I drew the implications and future directions. My study aimed to examine disaster reduction practices in schools, which delves into the implications of the study's findings and outlines potential future directions for research and practice in the field of disaster reduction in educational settings. The study's findings underscore the importance of comprehensive disaster preparedness plans in schools. Educators and policymakers can use these insights to prioritize the development and implementation of proactive strategies to mitigate risks and ensure the safety of students and staff.

### 4.1. Findings—

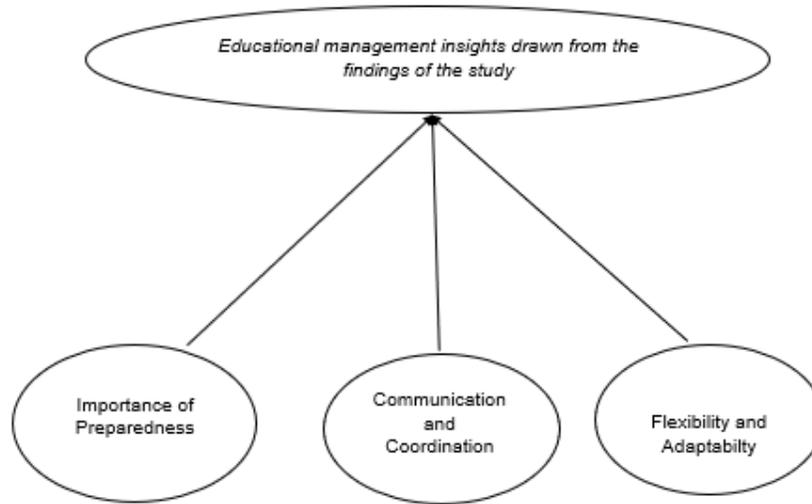


Fig. 5. Emerging Themes on the educational management insights drawn from the findings of the study

Based on the results of the thematic analysis of the responses from the participants of the study, the following findings and their corresponding themes were revealed: experiences of school coordinators on their disaster risk reduction practices probed in state of being prepared, overcoming emergencies, prioritizing health and safety. Coping mechanisms of

school coordinators in examining disaster risk reduction employed were: implementing rules, promoting discipline and application of knowledge and skills. The educational management insights drawn from the study’s findings were the importance of preparedness, communication and coordination, and flexibility and adaptability.

4.2. *Implications*—The results of my analysis revealed the following significant findings. On the experiences of school coordinators on their disaster risk reduction practices, three themes emerged from the responses of the participants, which were the state of being prepared, overcoming emergencies, and prioritizing health and safety. State of being prepared, this theme likely encompasses responses related to the importance of proactive planning and readiness for potential emergencies or disasters. Participants may have emphasized the significance of having well-developed disaster management plans, adequate resources, and regular training drills to ensure preparedness. Key aspects under this theme may include the identification of potential risks, the establishment

of protocols and procedures, and the allocation of resources for emergency preparedness. In terms of overcoming emergencies, this theme likely focuses on the actions and strategies employed by participants to respond to and manage emergencies when they occur effectively. Responses under this theme may highlight the need for quick decision-making, clear communication, and coordinated efforts among stakeholders during crises. Participants may have shared insights into specific challenges faced during emergencies, how they were addressed, and lessons learned from past experiences. On prioritizing health and safety, this theme likely underscores the paramount importance of safeguarding the health and safety of individuals within the school community during disasters

or emergencies. Responses may emphasize measures taken to minimize risks to physical and mental well-being, such as evacuation procedures, medical assistance, and psychosocial support services. Three themes emerged from the participants' responses regarding school coordinators' coping mechanisms: implementing rules, promoting discipline, and applying knowledge and skills. Implementing rules likely encapsulates discussions around the establishment and enforcement of rules and regulations within the school environment. Participants may have emphasized the importance of having clear and comprehensive rules related to safety, behavior, and emergency procedures. Promoting discipline, this theme likely focuses on cultivating discipline among students, staff, and other school community members. Participants may have highlighted the role of discipline in ensuring compliance with safety protocols, fostering a culture of responsibility, and maintaining order during emergencies. Discussions under this theme may encompass strategies for promoting self-discipline, encouraging respect for rules and authority, and fostering a sense of collective responsibility for safety and well-being. Application of knowledge and skills: This theme likely pertains to the practical application of

knowledge and skills acquired through training and education in disaster preparedness. Participants may have discussed the importance of training programs, drills, and exercises in equipping individuals with the necessary competencies to respond effectively to emergencies. On educational management insights drawn from the findings of the study, The participants' responses yielded three prominent themes: preparedness, communication, coordination, flexibility, and adaptability. These themes reflect key aspects of effective disaster management strategies in educational settings. The emphasis on preparedness underscores the significance of proactive planning and readiness to mitigate risks and minimize the impact of disasters. Communication and coordination highlight effective information sharing and stakeholder collaboration's critical role in facilitating a cohesive and coordinated response. Additionally, the theme of flexibility and adaptability underscores the need for agility and responsiveness in navigating unpredictable and evolving emergencies. Together, these themes provide valuable insights into the essential components of robust disaster reduction practices in schools, guiding efforts to enhance preparedness and resilience within educational institutions.

*4.3. Future Directions*—Based on the study's findings, they must be properly relayed and used by the significant people for whom this research was intended. The School Heads. They may share the findings directly with school administrators and heads to raise awareness of the importance of disaster reduction practices and encourage their support for implementing recommended strategies in their respective schools. The Teachers. They may organize workshops or training sessions for teachers to familiarize them with the study's findings and provide guidance on integrating effective disaster reduction practices into their teaching methods and class-

room management strategies. The Learners. They may develop educational materials or conduct awareness campaigns targeting students to educate them about disaster preparedness and safety measures. Encourage active participation in school-wide drills and exercises to practice emergency response protocols. Other Stakeholders. They may collaborate with community leaders, local authorities, and relevant organizations to disseminate the study findings and foster partnerships for implementing disaster reduction initiatives beyond the school setting. Engage parents and guardians through parent-teacher associations or community meetings to

involve them in supporting school-based disaster preparedness efforts. Guidance for Future Researchers. They may provide recommendations and insights for future researchers interested in exploring similar topics or building upon the study's findings. Share methodological considerations, potential areas for further investigation, and suggestions for improving research designs to contribute to the ongoing advancement of knowledge in the field of disaster reduction in schools.

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