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Quantitative Analysis Of Teaching Strategies In Araling Panlipunan And Their Influence On Students' Resilience In Disaster Risk Reduction And Management

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Abstract. The study investigated the relationship between the teachers' teaching strategies in Araling Panlipunan and their influence on students' resilience in disaster risk reduction management, in Maco North, Davao de Oro Division. The study used non-experimental descriptive-correlational research design, utilizing adapted survey instruments to gather responses from the randomly selected 120 teacher-respondents. Data collected were treated using Mean scores with descriptive interpretation, Pearson r and Simple Linear Regression Analysis. Findings revealed that Teachers' Teaching Strategies in terms of role-playing and simulation and problem-solving skills are extensive; content integration and cross-curriculum integration were moderately extensive; while, inclusion of real-life scenarios were less comprehensive, Students' resiliency in DRRM in terms of respect for diversity was oftentimes manifested; resiliency in adversity, risk perception and adaptive coping mechanism are moderately extensive. There was a significant relationship between teachers' teaching strategies and students' Resilience in DRRM. Domains of teachers' teaching strategies in terms of content integration, inclusion of real-life scenarios, problem-solving skills, role-playing and simulation and cross-curriculum integration significantly influenced students' resiliency. Future research may examine the influence of various external factors, such as community involvement and policy support, on successfully integrating DRRM concepts through teaching strategies in Araling Panlipunan.

KEY WORDS

1. Teaching strategies 2. students' resilience in DRRM 3. Maco North, Davao de Oro

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1. Introduction

Studying the students' resilience in Disaster Risk Reduction Management (DRRM) is essential due to the increasing frequency and severity of natural and human-made disasters worldwide. Understanding how students can adapt, withstand, and recover from these events is crucial for building a safer and more prepared society. This study holds significance as it emphasizes the need to incorporate local knowledge and context-specific strategies into global DRRM efforts, recognizing the significant variations in resilience across different socio-economic and cultural contexts. The role of the Araling Panlipunan curriculum in shaping students'

resilience is noteworthy, highlighting the importance of educational programs in disaster preparedness. The challenges teachers face in Davao De Oro further emphasize the necessity for research in developing tailored, resource-efficient strategies to enhance DRRM education and ensure its inclusivity and cultural sensitivity. Across the globe, students' resiliency in Disaster Risk Reduction Management embodies their capacity to adapt, withstand, and recover from the multifaceted challenges posed by natural or human-made disasters. This resilience is not solely reactive but is rooted in proactive preparedness and risk awareness. Universally, students' resiliency manifests in their ability to remain composed during emergencies, make informed decisions, and support peers and their communities. It involves understanding disaster risks, knowing how to respond effectively, and having the psychological strength to cope with adversity. Students' resiliency emphasizes collaboration, community engagement, and a sense of social responsibility (Mirzaei et al., 2020). Yet, the nature of students' resiliency also varies across regions. It can be influenced by local socio-economic conditions, access to education, cultural beliefs, and the frequency and types of disasters experienced in a particular area. In some regions, traditional knowledge and practices may play a significant role in disaster preparedness and response, while in others, technological tools and educational programs may be more prominent (Akbar et al., 2023). In recent years, there has been a growing recognition of the importance of integrating local knowledge and context-specific strategies into global efforts to enhance students' resiliency in DRRM. This recognition acknowledges that resilience is not a one-size-fits-all concept but a dynamic and adaptive quality shaped by the interactions between students, their communities, and the broader socio-environmental context (Zhong et al,2023). In the Philippine Education system, students' resiliency in Disaster Risk Reduction and Management (DRRM) is significantly influenced by their lessons in the Araling Panlipunan subject. Araling Panlipunan, which translates to "Social Studies" in English, is a core subject encompassing history, geography, civics, and social issues in the Philippines. This subject plays a vital role in shaping students' understanding of their society, culture, and world. One of the primary ways Araling Panlipunan influences students' resiliency in DRRM is through the provision of knowledge and awareness. Lessons in Araling Panlipunan often include topics related to the country's geography, climate, natural hazards, and historical experiences with disasters. This knowledge equips students with a foundational understanding of the risks they face, and the specific challenges posed by different types of disasters, such as typhoons, earthquakes, and volcanic eruptions. Students learn about the roles and responsibilities of citizens in addressing societal issues, including disaster preparedness and response. This fosters a sense of agency and encourages students to actively participate in DRRM efforts, both within their schools and in their communities (Barrera et al., 2021). The subject also incorporates values education, emphasizing the importance of empathy, cooperation, and solidarity. These values are crucial in building resiliency as they encourage students to support one another and their communities during times of crisis. Lessons in Araling Panlipunan often highlight real-life stories of resilience and heroism during disasters, inspiring students to contribute positively to disaster-affected areas. Moreover, the integration of DRRM principles within the Araling Panlipunan curriculum reinforces the practical application of knowledge. Students are taught not only about the theoretical aspects of disaster management but also about concrete steps to prepare for emergencies, such as creating emergency kits, developing evacuation plans, and participating in disaster drills. Like many educators worldwide, teachers in Davao De Oro

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encounter several challenges when striving to enhance students' resilience in Disaster Risk Reduction and Management (DRRM). Limited resources and infrastructure in some areas of Davao De Oro pose another challenge. Schools may lack access to modern teaching materials, technologies, and adequate facilities for conducting disaster drills and simulations. This limitation can hinder the practical and hands-on aspects of DRRM education, which are crucial for building students' preparedness and resilience. Furthermore, the region's diversity of languages and cultures can complicate the delivery of DRRM lessons. Davao De Oro is home to various indigenous communities, each with its own language and cultural practices. Teachers may face the challenge of tailoring their instruction to address these diverse groups' specific needs and perspectives, ensuring that DRRM education is culturally sensitive and inclusive. Teacher preparedness and training also play a vital role. While some teachers may have received training in DRRM, others may lack the necessary knowledge and skills to teach this subject effectively. Providing ongoing professional development opportunities and resources for teachers is essential to equipping them with the expertise needed to empower students in disaster preparedness and response. Despite these challenges, teachers in Davao De Oro remain dedicated to instilling resilience in their students. They often demonstrate remarkable creativity and resourcefulness in overcoming obstacles, drawing on local knowledge and community partnerships to enhance DRRM education. With continued support, training, and resources, teachers in the region can play a pivotal role in building a more disaster-resilient generation in Davao De Oro.

1.1. review of significant Literature—This section presents relevant literature on teaching strategies in Araling Panlipunan and students' resiliency in Disaster Risk Reduction and Management (DRRM).

1.1.1. Teaching Strategies—Teaching strategies encompass various pedagogical approaches to enhance learning (Lemelin et al., 2021). Professional development programs improve teacher quality, pedagogy, and classroom strategies (Sancar et al., 2021). AI literacy is gaining importance in social studies education (Yetisensoy Rapoport, 2023). Disciplinary literacy strategies enhance comprehension in social studies (Golden Hughes, 2022). Learning games improve students' academic outcomes regardless of gender (Obro, 2023). Annotating historical texts enhances engagement and reading comprehension (Lloyd et al., 2022).

1.1.2. Content Integration—Content integration connects disciplines for a cohesive learning experience (Sancar et al., 2021). Teacher leadership and well-being impact student learning (Money et al., 2022). Effective integration of social studies varies in approach (Brugar Whitlock, 2020). Immigrant social integration has become increasingly complex post-pandemic (Barker, 2021). Teaching strategies linking multiple disciplines promote a deeper understanding of real-world problems.

1.1.3. Real-Life Scenarios—Incorporating real-life applications enhances engagement and critical thinking (Whatley Stitch, 2022). Students develop cultural competence through experiential learning (Avant, 2022). COVID-19 affected students' social and academic integration (Resch et al., 2023). Mobile learning fosters real-world connections and conceptual change (Mettis et al., 2023).

1.1.4. Problem-Solving Skills—Problem-solving enhances students' analytical abilities (Whatley Stitch, 2022; Avant, 2022). Problem-based learning (PBL) fosters engagement and improves academic outcomes (Karan Brown, 2022). Mathematics problem-solving varies based on student demographics (Özpinar Arslan, 2023). Discovery learning and cultural context influence problem-solving skills (Hariyanto et al., 2023). Integrating various

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instructional models enhances cognitive development (Fitriani et al., 2020).

1.1.5. Role-Playing and Simulation—Role-playing and simulation develop soft skills, engagement, and critical thinking (Haneberg et al., 2022; Fioravanti et al., 2022). Personalized educational games improve motivation (Zheng, Xie, Xu, 2023). Role-playing enhances higher education outcomes (Barrera et al., 2021). Themed role-playing benefits collaborative learning among young children (Yen, Nho, Huyen, 2022). Group discussion-based role-playing promotes active learning (Aflah Fajar, 2022).

1.1.6. Cross-Curriculum Integration—Cross-curriculum integration fosters interdisciplinary learning (Money et al., 2022). Emotional and social competencies improve student engagement (Santos et al., 2023). Implementation of sustainability concepts varies across educational settings (da Silva-Branco et al., 2021). Social studies curriculum reflects evolving values in education (Alaca, 2022).

1.1.7. Students' Resiliency in DRRM—Resiliency in DRRM entails knowledge, preparedness, and emotional stability (Sancar et al., 2021). Shorter lectures and structured activities enhance student resilience (Lemelin et al., 2021). Social justice leadership fosters school belonging and resilience (Koçak, 2021). Group guidance programs improve resilience (Setiawati et al., 2021). Schools play a vital role in developing resilience in students facing adversity (Bertsia Poulou, 2023).

1.1.8. Risk Perception—Risk perception influences proactive disaster responses (Chen et al., 2020). Emotional intelligence affects students' risk behaviors (Zheng et al., 2021). Environmental awareness shapes risk perception (Saari et al., 2021). Perceived risks in international education vary by demographic factors (Zhan Tan, 2022).

1.1.9. Adaptive Coping Mechanism—Adaptive coping fosters emotional regulation and strategic problem-solving (Celik Kalik, 2022). Self-esteem correlates with effective coping strategies (Özer Korkman, 2022). Adolescents' coping styles impact mental health outcomes (Türk, Kul, Kilinc, 2021). Participatory learning mechanisms improve resilience in practical contexts (Sinring et al., 2022). Parental occupational status influences students' career expectations (Jiang, Chen, Fang, 2021).

1.1.10. Respect for Diversity—Diversity awareness strengthens inclusivity in DRRM (Aboulhosn, 2021). School staff perceptions shape diversity initiatives (McCullough et al., 2022). Equity in education remains a challenge despite efforts to address disparities (Gupta, 2023). Diversity training improves student support systems (Halley et al., 2021). A validated multicultural self-efficacy scale aids in assessing students' competencies (Yosef Rahmi, 2022).

1.1.11. Resiliency in Adversity—Resiliency fosters persistence and problem-solving under challenging circumstances (Handayani et al., 2023; Yosef et al., 2022). Adversity quotient influences students' ability to handle bullying (Handayani et al., 2023). Resilience is critical in students transitioning to higher education (Wilson et al., 2023). Academic success among marginalized students is linked to resilience factors (Burton, 2020; Perrelli Vaccaro, 2023). Overcoming adversity plays a key role in academic persistence and success (Akbar et al., 2023).

This literature review underscores the importance of teaching strategies, interdisciplinary learning, and student resilience in DRRM. Effective instructional approaches and fostering adaptability equip students to navigate educational and real-world challenges successfully.

1.2. Synthesis—The effective pedagogical strategies in social studies education include a range of approaches, such as content integration, the development of problem-solving skills, and the use of role-playing simulations.

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Content integration involves combining subject matter from different disciplines to create a unified learning experience, promoting interdisciplinary thinking and a comprehensive understanding. Moreover, it is important to incorporate real-life scenarios and cultivate problem-solving skills through experiential learning. Role-playing and simulation techniques also enhance student engagement and critical thinking by immersing them in practical applications of theoretical knowledge. Additionally, fostering students' resilience in Disaster Risk Reduction and Management (DRRM) is essential, encompassing their capacity to adapt, accurately perceive risks, and employ adaptive coping mechanisms during crises. Respect for diversity also plays a significant role in building resilience, emphasizing empathy, collaboration, and inclusive practices necessary for effective disaster preparedness and response efforts. Overall, integrating these strategies into social studies education equips students with the skills and mindset needed to navigate challenges, contribute to their well-being, and positively impact their communities.

1.3. Theoretical Framework—The study is focused on understanding the influence of teaching strategies in Araling Panlipunan on students' resilience in Disaster Risk Reduction and Management (DRRM), one practical theoretical framework to consider is the Social Cognitive Theory, often associated with psychologist Albert Bandura. Social Cognitive Theory, developed by renowned psychologist Albert Bandura, is a comprehensive framework that explores the intricate interplay between personal factors, environmental influences, and individual behaviors. At its core, this theory centers on the idea that people learn not only through their direct experiences but also by observing others and the consequences of their actions. Central to the theory is the concept of self-efficacy, which refers to an individual's belief in their capacity to successfully perform a specific task or achieve a particular goal. Within the context of Social Cognitive Theory, several key principles come to the fore. First, it emphasizes the significance of modeling and observational learning. Individuals are not passive recipients of information; rather, they actively engage in observing the behaviors and actions of others. This observational learning process allows individuals to acquire new knowledge and skills and adopt specific behaviors, which can be especially relevant in educational settings. Second, the theory underscores the role of reinforcement and feedback in shaping behavior. Positive or negative consequences following a behavior can influence whether that behavior is repeated or avoided in the future. This concept can be applied to understand how teaching strategies and instructional methods can impact students' behavior and learning outcomes. Lastly, Social Cognitive Theory recognizes the dynamic nature of human agency, emphasizing that individuals are not just products of their environment but active agents who can exercise control over their actions and influence their environment. This element of agency is particularly pertinent in education, where students' beliefs about their own capabilities (self-efficacy) can profoundly affect their motivation, learning, and academic performance. Social Cognitive Theory provides a rich framework for understanding how individuals, including students, acquire knowledge, develop skills, and shape their behavior through a continuous interaction between personal factors, environmental influences, and their own agency. This theory has significant implications for educational practices, including how teaching strategies and instructional methods can be designed to promote effective learning, self-efficacy, and positive behavioral outcomes in students. Figure 1 below displays the variables teaching strategies in Araling Panlipunan and its indicators namely, content integration, inclusion of real-life scenarios, problem-solving skills, role playing and simulation, and cross-

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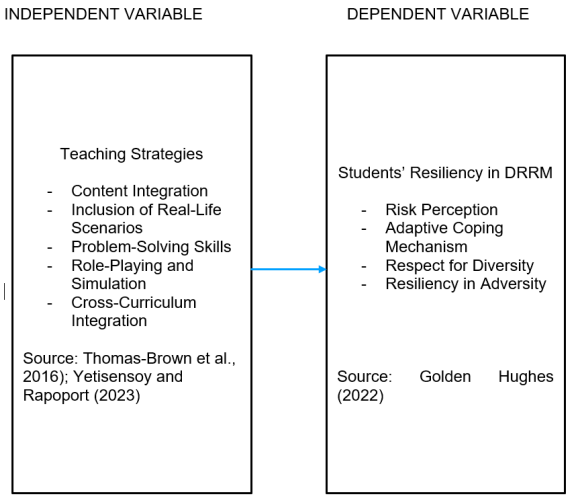

Fig. 1. Conceptual Framework of the Study

curriculum integration, and its association with students' resiliency in DRRM in terms of risk perception, adaptive coping mechanism, respect for diversity, and resiliency in adversity. Social Cognitive Theory emphasizes the dynamic interplay between personal factors, environmental influences, and individual behaviors. In the context of this study, the teaching strategies represent an environmental influence, while students' resilience in DRRM can be seen as a behavioral outcome. Bandura's theory also highlights the importance of self-efficacy, which is an individual's belief in their own ability to perform a specific task. In this case, teaching strategies can impact students' self-efficacy in disaster preparedness and response. Moreover, the theory underlines the role of observational learning, where individuals learn by observing others and modeling their behavior after them. In an educational context, this can relate to how students learn resilience and disaster preparedness skills through their teachers' teaching methods and strategies. By adopting the Social Cognitive Theory as a theoretical framework, researchers can explore how teaching strategies influence students' knowledge and their beliefs, attitudes, and behaviors related to disaster resilience.

It allows for a comprehensive examination of the multifaceted factors in the educational process, providing valuable insights into the relationship between pedagogy and students' preparedness for disaster scenarios.

1.4. Statement of the Problem—The study was purposely conducted to determine the quantitative analysis on the extent of teachers' teaching strategies in Araling Panlipunan and their influence on students' resilience in disaster risk reduction management, in Maco North, Davao de Oro Division. This, specifically sought to answer the following statement of the problem:

(1) What is the extent of teachers' teaching strategies in Araling Panlipunan in terms of;
    (1) content integration;
    (2) inclusion of real-life scenarios;
    (3) problem-solving skills;
    (4) role-playing and simulation; and
    (5) cross-curriculum integration?

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(2) What is the extent of students' resiliency in DRRM in terms of;
    (1) risk perception;
    (2) adaptive coping mechanism;
    (3) respect for diversity; and
    (4) resiliency in adversity?
(3) Is there a significant relationship between teachers' teaching strategies in Araling Panlipunan and students' resiliency in DRRM?
(4) Which domains of teachers' teaching strategies in Araling Panlipunan significantly influence students' resiliency in DRRM?

1.5. Hypotheses—To provide empirical evidence given the posed theoretical and conceptual frameworks as claim by the study, null hypotheses were tested at 0.05 alpha level of significance, stating: Ho 1: There is no significant relationship between teachers' teaching strategies in Araling Panlipunan and students' resiliency in DRRM; and, Ho 2: None from among the domains of teachers' teaching strategies in Araling Panlipunan significantly influence students' resiliency in DRRM. The study quantitative analysis on the extent of teachers' teaching strategies in Araling Panlipunan and their influence on students' resilience in disaster risk reduction management in Maco North, Davao de Oro Division holds significance for various stakeholders, including school administrators, teachers, parents, and future researchers. Results will be of significance to the following: School Principal and Administrators. The study provides valuable insights into how the SSLG structure can impact school policies and learner safety. Administrators can use the findings to make informed decisions about the implementation or modification of the SSLG structure to enhance safety measures. It offers guidance on collaborating with student leaders effectively and leveraging their role in improving school policies. Administrators can harness the SSLG's potential to create a safer, more inclusive school environment. The study's results can help administrators assess the overall effectiveness of their safety-related policies and make data-driven improvements to enhance the well-being of students. Teachers. Teachers gain an understanding of how student involvement in SSLGs can influence learner safety and student engagement. This knowledge can inform their teaching strategies and classroom management practices. It offers insights into the role of student leaders in advocating for safety-related policies. Teachers can collaborate with SSLG members to reinforce safety education and create a culture of responsibility among students. Teachers can also benefit from the study's findings regarding tailoring their support and guidance for SSLG members, ensuring their effectiveness in promoting learner safety. Parents and Stakeholders. Parents can have confidence in the school's commitment to learner safety when they see evidence of a well-structured SSLG that actively contributes to policy improvements. The study underscores the importance of involving students in shaping their educational environment, which may resonate positively with parents who want their children to have a voice in matters affecting their safety and education. Parents can gain insights into the specific areas where student-led initiatives contribute to learner safety and can support their children's participation in SSLGs. Future Researchers. Future researchers can build upon this study to explore additional dimensions of the SSLG structure and its impact on various aspects of school governance and learner well-being. The study serves as a model for researching student government structures and their influence on school policies, providing a foundation for further investigations in

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education and governance. Researchers can use the study's methodology and findings as a reference point for conducting similar studies in different educational settings or examining the long-term effects of SSLG involvement. In conclusion, this study's significance extends to a broad spectrum of stakeholders by offering practical insights, recommendations, and a research framework that can inform decision-making, teaching practices, and future scholarly investigations related to student governance and learner safety in educational institutions. The following were variables in the study that were conceptually and operationally defined; Teaching Strategies in Araling Panlipunan refer to the various instructional approaches, methods, and techniques used by educators to facilitate the teaching and learning of social studies, history, geography, and civics within the Philippine educational context. These strategies are designed to engage students, enhance their understanding of societal issues, historical events, geographical concepts, and civic responsibilities, and encourage critical thinking and active participation in discussions related to these subjects. Teaching strategies in Araling Panlipunan may encompass a wide range of methodologies, including but not limited to lectures, group discussions, case studies, role-playing, multimedia presentations, project-based learning, and field trips. The choice of teaching strategy often depends on the specific learning objectives, the age and developmental stage of the students, and the desired outcomes, such as fostering civic awareness, historical literacy, and global citizenship. These strategies aim to make the study of Araling Panlipunan engaging, relevant, and impactful for students, equipping them with knowledge and skills essential for their growth as informed and responsible members of society. Students' Resiliency in Disaster Risk Reduction and Management (DRRM) refers to their capacity to adapt, bounce back, and effectively cope with the challenges, disruptions, and emotional stress that arise during and after disasters or emergency situations. This resilience encompasses not only the ability to endure adverse circumstances but also the aptitude to recover and rebuild their lives, communities, and educational pursuits. Resilient students in DRRM are well-prepared and informed about disaster risks, enabling them to make informed decisions and take appropriate actions to safeguard their safety and well-being. They exhibit emotional strength, mental flexibility, and problem-solving skills, enabling them to remain composed and provide support to peers and their communities during times of crisis. Moreover, students' resiliency in DRRM emphasizes the importance of proactive preparedness, collaboration, and a sense of responsibility, as they become active agents of change in promoting disaster resilience within their communities.

2. Methodology

Research methods were the systematic procedures and techniques employed by researchers to gather, analyze, and interpret data with the aim of answering specific research questions or testing hypotheses. In this context understanding the research method is essential for both researchers and readers as it determines the validity and reliability of the study's findings and contributes to the broader body of knowledge in the field of inquiry. This aimed to elucidate the key components and considerations associated with the chosen research method, setting the stage for a comprehensive exploration of the research methodology employed in the study.

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2.1. Research Design—The non-experimental descriptive-correlational and predictive research design was a comprehensive research approach that combines several key elements. It non-experimental, for it does not involve the manipulation of variables or the establishment of a cause-and-effect relationship. Instead, it focuses on the observation and measurement of existing phenomena as they naturally occur. Second, it was descriptive in nature, aiming to provide a detailed and systematic account of a particular subject or topic. This involves collecting data through surveys, observations, or existing records to describe and summarize the characteristics, behaviors, or conditions under investigation. Third, it was correlational, which means it seeks to identify relationships or associations between variables. This involves analyzing data to determine whether changes in one variable are related to changes in another, without implying causation. Lastly, it was predictive, as it often aims to make informed predictions or forecasts based on the identified correlations. By understanding the relationships between variables, researchers can use this knowledge to make reasonable predictions about future outcomes or trends (Creswel, 2014, as cited in Yuan et al., 2024). In the study "Quantitative Analysis of Teaching Strategies in Araling Panlipunan and Their Influence on Students' Resilience in Disaster Risk Reduction and Management (DRRM)," a non-experimental, descriptive-correlational, and predictive research design is utilized to examine the relationship between teaching strategies in Araling Panlipunan and students' resilience in DRRM. The researcher does not manipulate teaching methods but instead observe and describe them in educational settings. Through surveys, data collection, and statistical analysis, the study aims to provide a comprehensive description of the teaching strategies utilized in Araling Panlipunan classes. Additionally, it investigates the correlation between these teaching strategies and the level of students' resilience in DRRM. By employing predictive analysis, the study seeks to determine if specific teaching methods can be predictive of, or have a causal influence on, students' ability to respond effectively and resiliently to disaster-related challenges. This research design allows for a thorough examination of how teaching strategies impact students' preparedness, response, and recovery in the context of disaster risk reduction and management, offering valuable insights for educators and policymakers in enhancing DRRM education.

2.2. Research Respondents—Respondents of the study were the Secondary School Teachers in the Public Schools within Maco North District, Davao de Oro School Division. She used Raosoft sample size calculator, where a total of 120 teacher-respondents who were taken randomly from each respective five Public Secondary Schools that surrounds Maco North. After being selected through randomization, respondents were notified both through online platforms and in-person, taking into account the availability of Wi-Fi connections. Additionally, they received an orientation regarding the study's objectives and its significance in relation to their professional development. The teacher-respondents were chosen because it was assumed that they had actively participated in the execution of a range of school-based learning programs, projects, and activities aimed at enhancing students' development within the framework of school-based management. They were considered qualified for this study as it was expected that they had made meaningful contributions, having attended various activities beyond their roles in curriculum delivery, implementation, and governance. These contributions were typically discussed during school faculty meetings, group sessions, and committee meetings, all with the goal of improving the school environment and students' educational experiences during the new normal learning sys-

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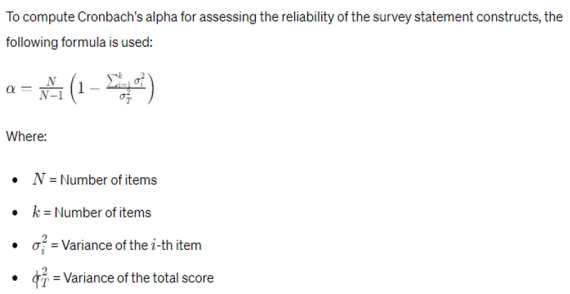
To compute Cronbach's alpha for assessing the reliability of the survey statement constructs, the following formula is used:

$$\alpha = \frac{N}{N-1}\left(1 - \frac{\sum_{i=1}^{k}\sigma_i^2}{\sigma_T^2}\right)$$

Where:

- N = Number of items
- k = Number of items
- σ_i^2 = Variance of the i-th item
- σ_T^2 = Variance of the total score

Fig. 2. Cronbach's Alpha

tem in the academic year 2023-2024. Further, they have frequently engaged in various activities and advocacy-policy through school-based initiatives and in support of the school management and curriculum development delivery system. Moreover, assumptions in the respective schedule of classes during data collection were explicitly discussed with the respondents and even observance to health protocol was strictly implemented based on the Executive Order 31 s. 2020, to avoid possible and lower the risk of contamination.

2.3. Research Instrument—In this research study, the instrument used was adapted from a comprehensive review of existing literature and related studies. The researcher invested considerable effort in collecting and analyzing relevant literature reviews to derive concepts that both informed the instrument's design and bolstered its alignment with the specified strands. This meticulous process aided in formulating a well-crafted set of questionnaire items, enhancing the instrument's overall validity, and reducing potential threats to its reliability. Items were adapted from the contents of the reviewed literatures as argued by the authors. There were two parts of the survey questionnaire which consists of indicators of teaching strategies in Araling Panlipunan in terms of content integration, inclusion of real-life scenarios, problem-solving skills, role playing and simulation, and cross-curriculum integration. Likewise, the second part of the survey measured the students' resiliency in DRRM in terms of risk perception, adaptive coping mechanism, respect for diversity and resiliency in adversity. Further, the survey statements were subjected to a test-retest or validity and reliability testing using Cronbach Alpha at .05 level of confidence and generated an alpha Cronbach of 0.869 which means that 86.9 percent level of confidence of the validity and reliability of the survey statement constructs (Pallant, 2010, as cited in Kennedy, 2022).

The questionnaire used a 5-point Likert scale to determine the extent of teaching strategies in Araling Panlipunan. Scale, descriptive rating and interpretation are provided below:

Meanwhile, to determine the extent students' resiliency in DRRM, a 5-point Likert scale was used in this study, as presented below;

2.4. Data Gathering Procedure—The preceding statements elucidate the sequential steps outlining the data gathering procedure, which the researcher must thoroughly contemplate and adhere to. These steps are in strict accordance with the policies and directives of Rizal Memorial Colleges and the prevailing guidelines established by the IATF. This approach is essential

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Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The teaching strategies in Araling Panlipunan are always manifested.
3.40 – 4.19	Extensive	The teaching strategies in Araling Panlipunan are oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The teaching strategies in Araling Panlipunan are sometimes manifested.
1.80 – 2.59	Less Extensive	The teaching strategies in Araling Panlipunan are rarely manifested.
1.00 – 1.79	Not Extensive	The teaching strategies in Araling Panlipunan are not manifested.

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The students' resiliency in DRRM is always manifested.
3.40 – 4.19	Extensive	The students' resiliency in DRRM is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The students' resiliency in DRRM is sometimes manifested.
1.80 – 2.59	Less Extensive	The students' resiliency in DRRM is rarely manifested.
1.00 – 1.79	Not Extensive	The students' resiliency in DRRM is not manifested.

to guarantee the safety and minimize potential risks associated with the collection of pertinent data, particularly during the ongoing full face-to-face interactions. Permission to conduct the study. The researcher started to conceptualize the contents and objective of the thesis proposal. She then prepares documents such as letter requests in the conduct of the study. The research study underwent and adopted the standard procedures of ethics in data collection (Creswell, 2004 as cited in Terrell, 2022), and health protocol as provided by the policy of IATF. As soon as the research proposal presentation was approved by the panel of members and the dean of the college, the researcher wrote and sent a letter of permission to the office of the Schools Division Superintendent of Davao de Oro, through channel and sought permission to collect data and conduct the study among the Secondary Schools. Distribution and retrieval of the questionnaire. The researcher prepared and created a Google sheet form for the online survey collection process which were sent to the randomly selected respondents via email addresses, and for respondents who do not have access to internet. Likewise, a prepared hard copy of the survey sheets were given to each of them. Once done, a link was sent, and right away responses were generated, thus, ready for sorting, analyzing, and interpreting. This activity was done right after the approval of the Schools Division Superintendent to proceed in data gathering which commenced on the third week of May 2024. Collation and statistical treatment of data. Results of the preliminary analysis were given to the thesis adviser. For coaching and in terms of statistical treatment the thesis adviser sought the assistance of the graduate school statistician for providing technical discussions in running the data and its interpretations and implications of the study, and further deepening the analysis to make more meaning with the interpretations of results.

2.5. Ethical Considerations—Ethical considerations play a pivotal role in ensuring the integrity and respect for individuals' rights within research and educational endeavors. In the context of voluntary participation, ethics underscore the principle that individuals should willingly and without coercion choose to participate

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in any activity or study. This ethical guideline emphasizes informed consent, which involves providing participants with comprehensive information about the nature, purpose, risks, and benefits of the activity or research.

Voluntary Participation – The researcher's responsibility in informing the respondent about voluntary participation entails delivering clear and comprehensive details regarding the study and the role the respondent would play in it. Researchers must ensure that participants completely understand the research's purpose, objectives, procedures, and any potential risks or benefits associated with their involvement. It was imperative to underscore that participation was entirely optional, and respondents maintain the right to decline or withdraw from the study at any stage without encountering repercussions. Additionally, researchers should elucidate the methods employed for data collection, storage, and utilization, with an unwavering commitment to maintaining confidentiality and safeguarding privacy. Obtaining informed consent, typically facilitated through written consent forms, represents a fundamental ethical requirement. It ensures that participants make well-informed and self-determined choices regarding their participation, underscoring the utmost respect for their autonomy and rights throughout the research endeavor.

Privacy and Confidentiality – The researcher's task in informing the respondent about privacy and confidentiality involves communicating how the respondent's personal information and data were managed throughout the research process. Researchers must assure participants that their identities and responses were kept confidential, meaning that individual responses would not be linked to specific participants. Privacy measures, such as using identification numbers instead of names, are often implemented. The researcher specify who would have access to the data and for what purposes, emphasizing that data were used solely for research-related objectives. Additionally, researchers must explain any data storage and security protocols in place to protect the confidentiality of information. This communication ensures that participants feel secure in sharing their thoughts and experiences, fostering trust and ethical research practices.

Informed Consent Process – The Researcher describes the purpose, objectives, procedures, and potential risks and benefits of the study in language that was easy to understand. Participants should also know their right to ask questions and seek clarification. Importantly, researchers must emphasize that participation is entirely voluntary and that participants have the right to refuse or withdraw from the study at any point without repercussions. The informed consent process typically includes obtaining written consent from participants and demonstrating their willingness to participate with a full understanding of the research's nature and implications. This process is essential to ensure that participants make an informed and voluntary decision to take part in the study, upholding ethical standards and respecting their autonomy and rights throughout the research process.

Risks – The researcher identifies and describes these risks clearly and understandably, ensuring that participants are fully aware of what they might encounter during the research process. This includes physical, psychological, emotional, or social risks that could arise from their involvement. Importantly, researchers must also explain the steps taken to minimize or mitigate these risks and the available support systems to address any issues that may arise. By providing a transparent and thorough understanding of potential risks, researchers empower participants to make informed decisions about their participation, allowing them to weigh the potential benefits against any possible adverse effects. This ethical practice is crucial to protect the well-being and rights of research participants.

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Benefits – The researcher described how the research could contribute to knowledge, address important issues, or potentially benefit society or a specific group. Additionally, she highlighted any personal benefits that participants might gain, such as increased self-awareness, improved skills, or access to valuable resources. By providing a comprehensive understanding of the benefits, researchers enable participants to make informed decisions about their involvement, allowing them to assess the potential advantages and weigh them against any associated risks. This transparency and clarity in communicating benefits are essential to engage and motivate individuals to participate in the study willingly and ethically.

Plagiarism – The researcher's task in informing the respondent about plagiarism involves explaining the importance of academic integrity and the ethical standards surrounding the use of others' work and ideas. Researchers should clarify that plagiarism is the act of presenting someone else's words, thoughts, or creations as one's own without proper attribution. They must emphasize the serious consequences of plagiarism, both academically and professionally, and the potential damage to one's credibility and reputation. Researchers should also provide guidance on properly citing and referencing sources, thereby demonstrating how to avoid plagiarism and maintain ethical research practices. This information ensures that respondents understand the importance of originality and proper citation in research and underscores the need for honesty and integrity in academic and professional endeavors.

Fabrication – The researcher's task in informing the respondent about fabrication involves educating them about the ethical standards and consequences associated with creating false or fictitious data, information, or findings in research. Researchers should make it clear that fabrication undermines the integrity of the research process and could lead to severe academic and professional repercussions. They should stress the importance of reporting accurate and truthful results, even if they do not align with the desired or expected outcomes. By providing this information, researchers ensure that respondents understand the ethical imperative of maintaining the highest standards of honesty and integrity in research, which is essential for the credibility and reliability of scientific and scholarly work.

Falsification – The researcher's task in informing the respondent about falsification involves conveying the ethical principles and consequences associated with altering, manipulating, or misrepresenting research data or findings. Researchers should explain that falsification undermines the credibility and trustworthiness of research and can have serious academic and professional repercussions. It was essential to emphasize the importance of accurately reporting data and findings, even if they do not align with expectations or hypotheses. Researchers should encourage a commitment to honesty and transparency throughout the research process and highlight the adverse effects of falsification on scientific and scholarly integrity. By providing this information, researchers ensure that respondents understand the ethical imperative of maintaining the highest standards of accuracy and integrity in research practices, promoting the reliability of research outcomes.

Conflict of Interest – The researcher's responsibility in conveying information to the respondent regarding a conflict-of-interest entails revealing any circumstances in which the researcher or any involved party might have conflicting interests that could potentially sway the research findings or compromise the study's objectivity. Researchers must engage in a transparent discussion, outlining any financial, personal, or professional connections or associations that have the potential to influence the research process or outcomes. It is crucial to underscore that the disclosure of conflicts of

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interest represents a foundational ethical duty aimed at preserving the research's credibility and integrity. This transparency empowers respondents to assess the potential impact of such conflicts on the study's impartiality, enabling them to make well-informed judgments regarding the research's trustworthiness and dependability. Researchers must establish and nurture trust by openly addressing conflicts and implementing appropriate measures to mitigate or manage any potential biases stemming from these conflicts.

Deceit – The researcher's task in informing the respondent about deceit involves being honest and transparent about the research objectives, procedures, and any information that might intentionally mislead or deceive participants. Researchers must clearly and accurately explain the study's purpose and any deception involved in the research process. In cases where deception is necessary for the study's goals, researchers should debrief participants after their involvement, revealing the true nature and purpose of the study and addressing any concerns or misconceptions. Ethical research demands that respondents are not manipulated or misled in any way that could harm their well-being or autonomy, and maintaining trust between researchers and participants is of utmost importance to ensure the ethical conduct of the study.

Permission from the Organization/Location – The researcher's task in informing the respondent about obtaining permission from the organization or location involves explaining the necessary steps and protocols to secure approval for conducting research within a specific organizational or site setting. Researchers must communicate the importance of obtaining official permission, highlighting that it was a crucial ethical and procedural requirement. This includes explaining the potential impact of the research on the organization, assuring that data will be managed confidentially, and detailing any specific guidelines or procedures that must be followed while conducting the research. By providing this information, researchers ensure that respondents understand the ethical and logistical considerations in obtaining necessary permissions and know their rights and responsibilities when conducting research within a particular organizational or location context.

Authorship – The researcher's responsibility in enlightening the respondent about authorship involves elucidating the criteria and principles governing authorship within scholarly publications. Researchers should provide a clear explanation of the criteria for being recognized as an author, which typically includes substantial contributions to various aspects of the research, such as design, data collection, analysis, and manuscript preparation. It is imperative to convey that authorship was bestowed based on genuine intellectual contributions and merit, rather than mere affiliations or roles within the research team. Furthermore, researchers should initiate a discussion about the sequencing of authors, which often reflects the degree of contribution, and underscore the significance of transparency and honesty when attributing authorship credit. This information serves to acquaint respondents with the ethical benchmarks associated with authorship, ensuring that proper credit is attributed to those who deserve it and upholding the integrity of the research and publication procedures.

2.6. Data Analysis—Mean scores and standard deviation were used to address statement problems posed in number one extent of teaching strategies in Aral Panlipunan, and statement problem number two on the extent of students' resiliency in DRRM. Pearson Product Moment Correlation Coefficient or Pearson-r was used to determine its strength / direction significant relationship between teaching strategies in Aral Panlipunan and students' resiliency in DRRM. Simple Linear Regression analysis was used to address statement problem number 4, on the indicators of teaching strategies

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in Aral Panlipunan that significantly influence students' resiliency in DRRM (Pallant, 2000, as cited in Montgomery et al.,2021). All data processing and analysis were performed using Jeffrey's Statistics Amazing Program (JASP) version 0.12.20. Discussions and interpretations followed when results yielded.

3. Results and Discussion

In this chapter, the researcher addresses the collection of data and its subsequent presentation, analysis, and interpretation. Tabular and textual formats are employed to enhance the depth of analysis and facilitate the extraction of meaningful implications. Further, these presentations serve as supporting evidence for the hypothesis put forth.

3.1. Teaching Strategies—Teaching strategies refer to the systematic and deliberate methods, approaches, techniques, or tactics that educators employ to facilitate learning and achieve specific educational goals. These strategies encompass a wide range of instructional practices and pedagogical techniques that are designed to engage students, convey information effectively, promote understanding, and enhance the overall learning experience (Lemelin et al., 2021).

3.1.1. Content Integration —Content integration, as a component of teaching strategy, refers to the deliberate and systematic incorporation of diverse subject matter, topics, or disciplines into a single, cohesive instructional plan or learning experience. This teaching approach aims to break down traditional subject or discipline boundaries and instead emphasizes the interconnectedness of knowledge. Table 1 presents the extent of teachers' teaching strategies in Araling Panlipunan in terms of content integration. The result is focused on the highest and lowest mean ratings of indicators which are as follows: fosters interdisciplinary learning, encouraging students to explore the connections between social studies and science, geography, and environmental studies, enhancing their holistic comprehension of disaster preparedness and mitigation is oftentimes manifested; by integrating DRRM content into Araling Panlipunan lessons, students gain a deeper understanding of the risks and vulnerabilities in their local communities, enabling them to make informed decisions and contribute to community resilience, involves seamlessly weaving concepts of disaster risk reduction and management (DRRM) into the existing curriculum, allowing students to connect historical, geographical, and societal knowledge with practical DRRM principles and empowers students to recognize the relevance of Araling Panlipunan in their everyday lives, motivating them to become active agents of change in promoting disaster resilience within their communities are sometimes manifested; Araling Panlipunan teachers who effectively integrate DRRM content provide students with a comprehensive education that not only enriches their academic knowledge but also equips them with life-saving skills and the ability to respond effectively during emergencies is rarely manifested. The overall mean rating denotes that the extent of teachers' teaching strategies in Araling Panlipunan in terms of content integration is sometimes manifested, thus, moderately extensive.

Content integration can take various forms. It may involve combining concepts from different subject areas within a single lesson or project, demonstrating how knowledge from one discipline is relevant to another. For example, a science teacher might integrate mathe-

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Table 1. Extent of Teachers' Teaching Strategies in Araling Panlipunan in terms of Content Integration

No	Content Integration	Mean	Descriptive Equivalent
1	Content integration in Araling Panlipunan involves seamlessly weaving concepts of disaster risk reduction and management (DRRM) into the existing curriculum, allowing students to connect historical, geographical, and societal knowledge with practical DRRM principles.	3.00	Moderately Extensive
2	By integrating DRRM content into Araling Panlipunan lessons, students gain a deeper understanding of the risks and vulnerabilities in their local communities, enabling them to make informed decisions and contribute to community resilience.	3.30	Moderately Extensive
3	Content integration fosters interdisciplinary learning, encouraging students to explore the connections between social studies and science, geography, and environmental studies, enhancing their holistic comprehension of disaster preparedness and mitigation.	4.00	Extensive
4	Araling Panlipunan teachers who effectively integrate DRRM content provide students with a comprehensive education that not only enriches their academic knowledge but also equips them with life-saving skills and the ability to respond effectively during emergencies.	2.10	Less Extensive
5	Content integration is a dynamic teaching strategy that empowers students to recognize the relevance of Araling Panlipunan in their everyday lives, motivating them to become active agents of change in promoting disaster resilience within their communities.	3.00	Moderately Extensive
Overall Mean		**3.08**	**Moderately Extensive**

matics concepts into a biology lesson to demonstrate the practical applications of mathematical skills in scientific research (Sancar et al.,2021). Furthermore, content integration may also involve addressing real-world issues and problems that require multidisciplinary approaches. This approach encourages students to draw from multiple domains of knowledge to analyze and solve complex, authentic problems. For instance, addressing environmental issues may require insights from science, mathematics, social studies, and ethics. Brugar and Whitlock (2020) explores how two elementary teachers (first and fifth grades) integrated social studies content and skills throughout their school day. More specifically, they describe and explain their social studies instruction in terms of integration as it reflects fractured, healthy, and stealthy integration. As researchers, they spent time in two classrooms documenting the explicit and implicit social studies instruction and the interactions of teachers and students. They found examples of fractured, healthy, and stealthy integration with most instances occurring throughout the school day but with varying degrees of transparency. This study provides insight to what is taught as elementary social studies, and the study contributes to our understanding of

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how social studies is taught in elementary classrooms with implications for future research and teacher practice. The primary goal of content integration is to help students see the connections between various fields of study, fostering a more holistic and comprehensive understanding of the world. It also promotes critical thinking, problem-solving skills, and the ability to apply knowledge across different contexts, valuable skills for lifelong learning and success.

3.1.2. Inclusion of Real-Life Scenarios— Inclusion of real-life scenarios, as a component of teaching strategy, refers to the deliberate incorporation of authentic, everyday situations, problems, or examples into the educational curriculum and instructional methods. This approach makes learning more practical, relevant, and engaging by connecting classroom content to real-world applications and experiences. Incorporating real-life scenarios into teaching can take various forms, such as case studies, simulations, problem-solving exercises, or current events and news stories. The key is to provide students with opportunities to apply the knowledge and skills they are acquiring in the classroom to situations they may encounter in their lives or future careers (Whatley Stitch, 2022). This teaching strategy has several advantages. It enhances students' understanding of abstract concepts by grounding them in concrete, relatable contexts. It promotes critical thinking and problem-solving skills as students are challenged to analyze, evaluate, and develop solutions for real-world challenges. Additionally, it increases students' motivation and engagement in learning, as they can see the practical relevance of what they are studying.

Table 2 presents the extent of teachers' teaching strategies in Araling Panlipunan in terms of inclusion of real-life scenarios. The result is focused on the highest and lowest mean ratings of indicators which are as follows: Araling Panlipunan educators who incorporate real-life scenarios as part of their teaching strategies provide students with valuable insights into the real-world challenges and opportunities associated with disaster risk reduction, empowering them to make informed decisions and contribute to a safer and more resilient society, by immersing students in real-life scenarios, Araling Panlipunan teachers can create a more engaging and relatable learning environment, allowing students to explore the complexities of DRRM through case studies and simulations and real-life scenarios enable students to apply critical thinking and problem-solving skills to analyze past disasters, assess their impacts on communities, and formulate strategies for disaster preparedness and mitigation are sometimes manifested. Through the inclusion of real-life scenarios, students not only gain a deeper understanding of DRRM concepts but also develop empathy and a sense of responsibility toward their communities, motivating them to participate in disaster resilience efforts actively and incorporating real-life scenarios into Araling Panlipunan lessons enriches the learning experience by providing students with tangible examples of how historical events, geography, and societal factors intersect with disaster risk reduction and management (DRRM) principles are rarely manifested. The overall mean rating denotes that teachers' teaching strategies in Araling Panlipunan sometimes manifest a moderately extensive inclusion of real-life scenarios. Today, delivering services with compassion, understanding, and cultural competence is of utmost importance. Students' awareness of personal cultural backgrounds, issues, and biases is essential to enhance their ability to serve others, particularly marginalized populations. Avant (2022) demonstrates how students understood the impact of discrimination and oppression on their personal development and preparation for delivery of social work services to diverse clientele. The goal of this research was to learn more about students' readiness for practice with heterogeneous client populations

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by assessing their changes in thought and behavior necessary for culturally competent and responsive social work practice in a pluralistic society. While this research informs the role of social work education in preparing culturally competent practitioners, there remains a significant gap in the literature regarding how best to teach students about privilege and oppression.

Table 2. Extent of Teachers' Teaching Strategies in Araling Panlipunan in terms of Inclusion of Real-Life Scenarios

No	Inclusion of Real-Life Scenarios	Mean	Descriptive Equivalent
1	Incorporating real-life scenarios into Araling Panlipunan lessons enriches the learning experience by providing students with tangible examples of how historical events, geography, and societal factors intersect with disaster risk reduction and management (DRRM) principles.	2.00	Less Extensive
2	By immersing students in real-life scenarios, Araling Panlipunan teachers can create a more engaging and relatable learning environment, allowing students to explore the complexities of DRRM through case studies and simulations.	3.00	Moderately Extensive
3	Real-life scenarios enable students to apply critical thinking and problem-solving skills to analyze past disasters, assess their impacts on communities, and formulate strategies for disaster preparedness and mitigation.	3.00	Moderately Extensive
4	Through the inclusion of real-life scenarios, students not only gain a deeper understanding of DRRM concepts but also develop empathy and a sense of responsibility toward their communities, motivating them to actively participate in disaster resilience efforts.	2.20	Less Extensive
5	Araling Panlipunan educators who incorporate real-life scenarios as part of their teaching strategies provide students with valuable insights into the real-world challenges and opportunities associated with disaster risk reduction, empowering them to make informed decisions and contribute to a safer and more resilient society.	3.10	Moderately Extensive
Overall Mean		**2.66**	**Moderately Extensive**

Resch et.al.,(2023) analyses the effects of the COVID-19 pandemic on university students' social and academic integration, based on Tinto's integration theory. Results indicate that social integration and academic integration decreased significantly during the lockdown period in the beginning of 2020. The level of perceived support during home learning was positively associated with the levels of social and academic integration. Furthermore, while student age was a predictor for higher academic integration, it was not a predictor for social integration among peer students. Various studies significantly linked academic and social integration during COVID-19 with student satisfaction. This study has important implications for future home-learning periods, suggesting how institutions could prepare for more extended disrup-

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tions of attendance and how they could leverage student integration.

3.1.3. Problem-Solving Skills —As a fundamental component of teaching strategy, problem-solving skills encompass the systematic development of a student's capacity to address intricate issues and challenges effectively. This educational approach emphasizes equipping students with the cognitive tools and problem-solving techniques required to navigate real-world complexities. It encompasses various stages, beginning with identifying and clearly defining problems, including understanding context, constraints, and desired outcomes. Subsequently, students engage in rigorous analysis, breaking down complex problems into manageable components, evaluating relevant information, and assessing potential factors and causes (Whatley Stitch, 2022). Students are encouraged to explore multiple strategies and creative approaches to generate potential solutions, fostering their imaginative thinking and resourcefulness. Furthermore, they develop the critical skill of evaluating these solutions, considering their feasibility, effectiveness, advantages, disadvantages, and potential consequences. This evaluation process is essential for informed decision-making, enabling students to choose the most appropriate action and articulate their reasoning effectively (Avant, 2022). Özpinar and Arslan (2023) assess the problem-solving skills of lower secondary school students using a teacher-based evaluation method, considering their grade level, gender, grade-point averages, and mathematics grades.

Table 3 presents the extent of teachers' teaching strategies in Araling Panlipunan regarding problem-solving skills. The result is focused on the highest and lowest mean ratings of indicators which are as follows: by incorporating problem-solving skills into their teaching strategies, educators enable students to become active participants in their own learning and equip them with the tools to respond effectively to challenges, whether historical, geographical, or related to disaster resilience and Araling Panlipunan lessons that emphasize problem-solving skills empower students to become informed and proactive citizens, capable of contributing to disaster risk reduction efforts and addressing societal issues within their local communities are oftentimes manifested; problem-solving activities in Araling Panlipunan provide students with opportunities to collaborate, think critically, and apply their knowledge to practical situations, promoting a deeper understanding of DRRM principles, Araling Panlipunan teachers who emphasize problem-solving skills encourage students to critically examine real-world issues, fostering a sense of agency and equipping them with the ability to address contemporary problems, including those related to disaster risk reduction and management (DRRM) and problem-solving skills are an essential component of teaching strategies in Araling Panlipunan, as they empower students to analyze complex historical, geographical, and societal challenges and develop practical solutions are sometimes manifested. The overall mean rating denotes that the extent of teachers' teaching strategies in Araling Panlipunan regarding problem-solving skills is often manifested, thus, extensive. Fitriani et al.,(2020) investigate the potential effects of problem-based learning (PBL), predict observe explain (POE), and PBLPOE on students' problem-solving skills and self-efficacy in Biology. Based on the results of this study, it is evident that PBLPOE is effective in fostering students' problem-solving skills and self-efficacy; thus, the use of PBLPOE in Biology classrooms is highly recommended.

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Table 3. Extent of Teachers' Teaching Strategies in Araling Panlipunan in terms of Problem-Solving Skills

No	Problem-Solving Skills	Mean	Descriptive Equivalent
1	Problem-solving skills are an essential component of teaching strategies in Araling Panlipunan, as they empower students to analyze complex historical, geographical, and societal challenges and develop effective solutions.	3.00	Moderately Extensive
2	Araling Panlipunan teachers who emphasize problem-solving skills encourage students to critically examine real-world issues, fostering a sense of agency and equipping them with the ability to address contemporary problems, including those related to disaster risk reduction and management (DRRM).	3.10	Moderately Extensive
3	Problem-solving activities in Araling Panlipunan provide students with opportunities to collaborate, think critically, and apply their knowledge to practical situations, promoting a deeper understanding of DRRM principles.	3.30	Moderately Extensive
4	By incorporating problem-solving skills into their teaching strategies, educators enable students to become active participants in their own learning and equip them with the tools to respond effectively to challenges, whether historical, geographical, or related to disaster resilience.	4.20	Extensive
5	Araling Panlipunan lessons that emphasize problem-solving skills empower students to become informed and proactive citizens, capable of contributing to disaster risk reduction efforts and addressing societal issues within their local communities.	4.10	Extensive
Overall Mean		**3.54**	**Extensive**

Ocak et al.,(2021) examine the relationship between secondary school students' problem-solving skills and scientific attitudes in terms of gender, class level and education level of the parents. As a result of the analyses, a negative and low-level relationship was found between secondary school students' problem-solving skills and scientific attitudes. While there was a negative and low-level relationship in terms of female students, it was found that this relationship was not significant for male students. When analyzed in terms of class level and maternal education level, it was concluded that this relationship was not significant. It was concluded that problem solving skills and gender did not have a significant and common effect on students' scientific attitudes. Similarly, it was concluded that problem solving skills and class level did not have a significant and common effect on students' scientific attitudes. There was no significant difference between middle school students' scientific attitudes in terms of problem-solving skill levels. In addition, it was determined that students' problem-solving skills were not a significant predictor of their scientific attitude. As problem-solving skills are honed, students are equipped to implement their chosen solutions, taking concrete steps to address

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the identified problem efficiently. Following successful resolution, reflection becomes a crucial aspect of the learning process. Students reflect on their problem-solving journey, identifying what worked well and areas for improvement. This reflective practice supports continuous learning and skill refinement, enabling students to become adept problem solvers across various academic disciplines and real-life scenarios. These skills empower students to tackle academic challenges, navigate complex situations, and excel in their future careers, while also fostering critical thinking, creativity, adaptability, and resilience—an invaluable foundation for lifelong learning and success.

3.1.4. Role-Playing and Simulation— Role-playing and simulation, as components of teaching strategy, are pedagogical techniques that actively engage students in experiential learning by immersing them in real or hypothetical scenarios. These strategies allow students to perform specific roles or simulate situations, often mirroring real-life contexts or problems. Role-playing involves assigning students specific roles or characters within a scenario relevant to the subject matter. Students are expected to assume the persona and perspective of the assigned role, interact with others in the scenario, and make decisions or responses based on the character's attributes or objectives. This strategy encourages empathy, critical thinking, and a deeper understanding of different viewpoints or positions.

Table 4 presents the extent of teachers' teaching strategies in Araling Panlipunan in terms of role-playing and simulation. The result is focused on the highest and lowest mean ratings of indicators which are as follows: role-playing and simulation activities in Araling Panlipunan not only make the subject matter more engaging but also prepare students to apply their knowledge and skills in real-life situations, enabling them to contribute actively to disaster resilience efforts and broader societal challenges, role-playing and simulation exercises empower students to explore the consequences of various decisions, encouraging them to make informed choices and evaluate the potential outcomes, which is especially valuable in the context of DRRM preparedness and by simulating disaster scenarios, Araling Panlipunan educators can create a safe space for students to practice response strategies, develop teamwork skills, and enhance their problem-solving abilities in a controlled environment are oftentimes manifested; while, these teaching strategies enhance students' understanding of complex historical, geographical, and societal contexts by allowing them to actively engage with the subject matter, fostering empathy and critical thinking skills and role-playing and simulation activities in Araling Panlipunan provide students with immersive learning experiences, allowing them to step into the shoes of historical figures or assume roles in contemporary scenarios, including disaster risk reduction and management (DRRM) scenarios are sometimes manifested.

The overall mean rating denotes that the extent of teachers' teaching strategies in Araling Panlipunan in terms of role-playing and simulation is oftentimes manifested, thus, extensive. Simulation involves creating a controlled environment that replicates real-world situations or processes. Students actively participate in the simulated experience, making decisions, taking actions, and observing the consequences of their choices. Simulations can range from computer-based simulations (e.g., flight simulators) to classroom-based activities (e.g., business simulations, scientific experiments). Simulations provide students with hands-on experience and opportunities to apply theoretical knowledge in practical contexts. Whether an

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Table 4. Extent of Teachers' Teaching Strategies in Araling Panlipunan in terms of Role-Playing and Simulation

No	Role-Playing and Simulation	Mean	Descriptive Equivalent
1	Role-playing and simulation activities in Araling Panlipunan provide students with immersive learning experiences, allowing them to step into the shoes of historical figures or assume roles in contemporary scenarios, including disaster risk reduction and management (DRRM) scenarios.	3.20	Moderately Extensive
2	These teaching strategies enhance students' understanding of complex historical, geographical, and societal contexts by allowing them to actively engage with the subject matter, fostering empathy and critical thinking skills.	3.30	Moderately Extensive
3	Role-playing and simulation exercises empower students to explore the consequences of various decisions, encouraging them to make informed choices and evaluate the potential outcomes, which is especially valuable in the context of DRRM preparedness.	4.00	Extensive
4	By simulating disaster scenarios, Araling Panlipunan educators can create a safe space for students to practice response strategies, develop teamwork skills, and enhance their problem-solving abilities in a controlled environment.	4.00	Extensive
5	Role-playing and simulation activities in Araling Panlipunan not only make the subject matter more engaging but also prepare students to apply their knowledge and skills in real-life situations, enabling them to contribute actively to disaster resilience efforts and broader societal challenges.	4.10	Extensive
Overall Mean		**3.72**	**Extensive**

organization prospers depends importantly on the relationships among its participants, and central to the success of relationships is the process of dialogue. Haneberg et al.,(2022) describes an action-based educational practice for enhancing dialogical and relational skills among members of an organization. The effort draws on concepts of participatory research, collaborative learning, and dramatic acting. Specifically, the practice combines collaborative role-playing, polyphonic reflection, goal articulation, and facilitator cooperation to achieve educational ends. Both role-playing and simulation are valuable teaching strategies that promote active learning, critical thinking, problem-solving, teamwork, and the practical application of knowledge. They allow students to engage in experiential learning that goes beyond traditional lectures and textbooks, fostering a deeper and more memorable understanding of the subject matter. These strategies are widely used in various educational settings, including classrooms, professional training, and skill development programs. Awards and recognition are often granted for accomplishments in diverse domains, including academics, sports, arts, business, community service, and professional achievements. They serve to celebrate and encourage excellence, motivate individuals or groups to continue their exceptional efforts, and provide validation for

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their noteworthy contributions. Awards and recognition play a pivotal role in appreciating and highlighting the positive impact of individuals or entities in various spheres of society. In Western society, teacher social recognition has been identified as an important factor for improving teaching and learning. Although there are currently instruments that measure teacher social recognition, they address the Western conceptualization of recognition and rely on simplistic measurement schemes. Supporting teachers via recognition in Eastern societies–whose cultural values and societal structure differ from those of Western society–necessitates a measurement tool that reflects the unique context and social values of those teachers. This study describes the construction and validation of a Teacher Social Recognition Scale via factor analysis to develop an instrument that measures Chinese teachers' concept of social recognition. Limitations and future research directions are discussed (Zhang et al., 2023). Although there is no agreed definition of teaching excellence, 'excellent teaching' is an accepted notion. However, recent discussion about the recognition of quality teaching and the rise of standards frameworks has challenged the notion of teaching excellence as rewarded in teaching excellence schemes. It has raised questions about how we evaluate quality teaching and whether, and how, excellent teaching, as awarded in such schemes, differs from good teaching. Applicants for teaching awards are required to present themselves and their teaching for judgement in a prescribed genre.

3.1.5. Cross-curriculum Integration— Cross-curriculum integration, as a key component of teaching strategy, involves the intentional and systematic blending of content and concepts from multiple academic disciplines or subject areas within a single educational experience. The goal is to create a more holistic and interconnected approach to learning, breaking down the traditional silos between subjects and fostering a deeper understanding of the relationships between different areas of knowledge. This teaching strategy promotes several valuable outcomes. It helps students see the relevance and interconnectedness of their learning, demonstrating how knowledge and skills acquired in one subject can be applied in another. Cross-curriculum integration also encourages critical thinking, problem-solving, and the ability to make connections between diverse areas of knowledge. Additionally, it prepares students for a more complex and interdisciplinary approach to addressing real-world challenges, which is increasingly important in today's interconnected global society (Alzahrania, 2021).

Table 5 presents the extent of teachers' teaching strategies in Araling Panlipunan in terms of cross-curriculum integration. The result is focused on the highest and lowest mean ratings of indicators which are as follows: Araling Panlipunan teachers who collaborate with educators from other disciplines create a more engaging and relevant educational experience, equipping students with the knowledge and skills needed to navigate the complexities of disaster resilience and contribute to the well-being of their communities is oftentimes manifested; cross-curriculum integration in Araling Panlipunan promotes a holistic and interconnected approach to education by incorporating elements from various subjects, enhancing students' understanding of complex topics, including disaster risk reduction and management (DRRM) and by integrating DRRM principles into subjects such as science, geography, mathematics, and language arts, students gain a comprehensive understanding of the multifaceted aspects of disaster preparedness, response, and mitigation are sometimes manifested; educators who employ cross-curriculum integration help students recognize the interdisciplinary nature of real-world challenges, encouraging them to apply knowledge and skills from multiple

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subjects to address complex issues and cross-curriculum integration fosters critical thinking and problem-solving skills as students learn to apply concepts and strategies from different subjects to analyze and tackle DRRM-related challenges are rarely manifested.

Table 5. Extent of Teachers' Teaching Strategies in Araling Panlipunan in terms of Cross-curriculum Integration

No	Cross-curriculum Integration	Mean	Descriptive Equivalent
1	Cross-curriculum integration in Araling Panlipunan promotes a holistic and interconnected approach to education by incorporating elements from various subjects, enhancing students' understanding of complex topics, including disaster risk reduction and management (DRRM).	3.00	Moderately Extensive
2	Educators who employ cross-curriculum integration help students recognize the interdisciplinary nature of real-world challenges, encouraging them to apply knowledge and skills from multiple subjects to address complex issues.	2.30	Less Extensive
3	By integrating DRRM principles into subjects such as science, geography, mathematics, and language arts, students gain a comprehensive understanding of the multifaceted aspects of disaster preparedness, response, and mitigation.	3.00	Moderately Extensive
4	Cross-curriculum integration fosters critical thinking and problem-solving skills as students learn to apply concepts and strategies from different subjects to analyze and tackle DRRM-related challenges.	2.00	Less Extensive
5	Araling Panlipunan teachers who collaborate with educators from other disciplines create a more engaging and relevant educational experience, equipping students with the knowledge and skills needed to navigate the complexities of disaster resilience and contribute to the well-being of their communities.	4.10	Extensive
Overall Mean		**2.88**	**Moderately Extensive**

The overall mean rating denotes that the extent of teachers' teaching strategies in Araling Panlipunan in terms of cross-curriculum integration is oftentimes manifested, thus, extensive.In cross-curriculum integration, educators design instructional plans that seamlessly incorporate concepts, skills, and themes from various disciplines to address a specific topic, project, or real-world issue. For example, a lesson on environmental sustainability might combine elements from science, mathematics, social studies, and language arts, allowing students to explore the scientific principles, mathematical data analysis, societal implications, and communication skills related to the topic (Money et al, 2022). Moreover, student engagement varied with country/region human development and unemployment rate, with students from more developed countries/regions and regions with lower unemployment reporting lower engagement. This study reinforces the need to implement evidence-based social and emotional learn-

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ing programmes in universities worldwide and public policies that can influence engagement and protect youth (Santos et al., 2023). Overall, cross-curriculum integration enriches the educational experience by providing a more comprehensive and meaningful perspective on learning. It encourages students to become more versatile thinkers and problem solvers, equipping them with the skills and insights needed for success in a multidisciplinary world.

3.1.6. Extent Of Teachers' Teaching Strategies In Araling Panlipunan —Table 6 shows the summary of the extent of Teachers' Teaching Strategies In Araling Panlipunan. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: role-playing and simulation, and problem-solving skills are oftentimes manifested; content integration and cross-curriculum integration are sometimes manifested; while the inclusion of real-life scenarios is rarely manifested. The overall mean rating denotes the extent of work engagement is sometimes manifested, thus, moderately extensive. The increasing role of artificial intelligence (AI) in daily life has led to the emergence of numerous skill sets associated with AI. AI literacy, which is becoming an important citizenship competence, has become a skill that has gained importance in recent years. It is thought that the aim of social studies to prepare students as active citizens of today and the future has made AI literacy a direct subject of social studies education. However, the literature on the relationship between social studies and AI literacy is still scarce.

Table 6. Summary on the Extent of Teachers' Teaching Strategies in Araling Panlipunan

No	Teachers' Teaching Strategies in Araling Panlipunan	Mean	Descriptive Equivalent
1	Content integration	3.08	Moderately Extensive
2	Inclusion of real-life scenarios	2.66	Moderately Extensive
3	Problem-solving skills	3.54	Extensive
4	Role-playing and simulation	3.72	Extensive
5	Cross-curriculum integration	2.88	Moderately Extensive
Overall Mean		**3.17**	**Moderately Extensive**

Yetisensoy and Rapoport (2023) explore the relationship between social studies and AI literacy and to discuss the potential role of social studies in teaching AI literacy. In this direction, the concept of AI is defined, and the teaching of AI literacy in education is examined; the teaching of this literacy within the scope of social studies is discussed, and an example of a hands-on activity-supported lesson plan, which can be used in social studies classes, is presented. This study is important in terms of pointing out the potential role of social studies in AI literacy teaching. In today's diverse and global world, the importance of disciplinary literacy is rapidly increasing. Thus, elementary educators must consider ways to incorporate disciplinary literacy into their instruction. Elementary educators often implement the transactional theory of reading to enhance comprehension and evoke aesthetic responses to fiction literature. This theory is rarely applied to the expository texts of the disciplines. Golden Hughes (2022) explores disciplinary literacy strategies as helpful tools to support transactions between the reader and

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the text to enhance comprehension and develop the specialized literacy demands determined by the discipline of history in the elementary social studies classroom.

3.2. Students' Resiliency —Students' resiliency in Disaster Risk Reduction and Management (DRRM) refers to their ability to effectively adapt, withstand, and recover from the adverse impacts of disasters or emergencies. This resiliency is a multifaceted quality that encompasses various dimensions of preparedness, response, and recovery. Primarily, it involves knowledge and awareness, where students are equipped with the understanding of potential risks, hazards, and the strategies for mitigating them. This knowledge empowers students to make informed decisions and take proactive measures to reduce their vulnerability to disasters (Sancar et al.,2021).

3.2.1. Risk Perception —Risk perception, as a component of students' resilience, refers to the cognitive and psychological process through which students evaluate and assess potential hazards, threats, or dangers in their environment, especially concerning Disaster Risk Reduction and Management (DRRM). It involves students' ability to recognize, understand, and interpret the risks associated with various natural or human-made disasters or emergencies.

Table 7 presents the extent of students' resiliency in DRRM in terms of risk perception. The result is focused on the highest and lowest mean ratings of indicators which are as follows: the development of accurate risk perception among students not only enhances their personal preparedness but also contributes to a collective sense of responsibility for the safety and well-being of their communities in the face of disasters (is oftentimes manifested; students with a heightened risk perception are more likely to take proactive measures to prepare for disasters, fostering a culture of preparedness and resilience in their communities, risk perception among students plays a pivotal role in building their resiliency in DRRM, as it involves their ability to recognize and accurately assess potential hazards and vulnerabilities within their environment (and effective DRRM education programs aim to enhance students' risk perception by providing them with the knowledge and tools to identify and prioritize potential risks, from natural disasters to societal challenges are sometimes manifested; while, encouraging students to engage in risk perception activities and assessments empowers them to become informed and vigilant community members, capable of contributing to disaster resilience efforts is rarely manifested. The overall mean rating of denotes that the extent of students' resiliency in DRRM in terms of risk perception is sometimes manifested, thus, extensive.

Students must be aware of the existence of potential risks, including natural disasters like earthquakes, floods, or wildfires, as well as human-made hazards such as industrial accidents or pandemics. This awareness is the first step in risk perception. It involves comprehending the nature of the risks, their causes, potential consequences, and how they may impact individuals, communities, and the environment. Students need to grasp the science, geography, and social aspects of these risks. Risk perception also includes the ability to evaluate the likelihood and severity of a specific risk occurring in their region or community. Students assess the vulnerability of their surroundings and the effectiveness of existing mitigation measures (Chen et al., 2020). It considers the emotional reactions students may have when perceiving risks. This includes feelings of concern, fear, or anxiety, which can motivate them to take appropriate actions for preparedness and safety. Based on their risk perception, students make

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Table 7. Extent of Students' Resiliency in DRRM in Terms of Risk Perception

No	Risk Perception	Mean	Descriptive Equivalent
1	Risk perception among students plays a pivotal role in building their resiliency in DRRM, as it involves their ability to recognize and accurately assess potential hazards and vulnerabilities within their environment.	3.00	Moderately Extensive
2	Students with a heightened risk perception are more likely to take proactive measures to prepare for disasters, fostering a culture of preparedness and resilience in their communities.	3.10	Moderately Extensive
3	Effective DRRM education programs aim to enhance students' risk perception by providing them with the knowledge and tools to identify and prioritize potential risks, from natural disasters to societal challenges.	3.00	Moderately Extensive
4	Encouraging students to engage in risk perception activities and assessments empowers them to become informed and vigilant community members, capable of contributing to disaster resilience efforts.	2.00	Less Extensive
5	The development of accurate risk perception among students not only enhances their personal preparedness but also contributes to a collective sense of responsibility for the safety and well-being of their communities in the face of disasters.	4.10	Extensive
Overall Mean		**3.04**	**Moderately Extensive**

informed decisions about how to prepare for, respond to, and mitigate potential disasters. This may involve creating emergency plans, participating in drills, or advocating for safety measures. Studies addressing at-risk students' perceptions of valuable caring relationships within their unique online environment are rare. While the phrase at-risk has a variety of meanings, this study examined the term pertaining to students who were labeled due to endangerment of not graduating from high school based on their life circumstances. Through qualitative interviews, Martin et al., (2020) uncovered participant circumstances included death of a parent, bullying, pregnancy, and physical/mental health issues. The purpose of this qualitative study was to explore successful at-risk high school students' insights regarding their experience with online education, which they undertook to meet high school graduation requirements. More specifically, it is the intent of this study to examine the presence of care through the voices of those who journey into the virtual high school classroom. The multiple layers of meanings of care are discussed, as well as the factors that govern success for the at-risk participants in an asynchronous online credit recovery model.

3.3.1. Adaptive Coping Mechanism — Adaptive coping mechanisms, as an integral component of students' resilience, refer to the psychological, emotional, and behavioral strategies that individuals employ to effectively navigate and manage adverse situations, challenges, and stressors, particularly in the context of Disaster Risk Reduction and Management (DRRM). These mechanisms are characterized by their constructive nature, helping students endure and thrive in the face of adversity.

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It involves the ability to recognize, acknowledge, and manage one's emotions in response to stressful events. Students who exhibit adaptive coping mechanisms can stay calm, focused, and emotionally balanced, even when confronted with anxiety-inducing situations. Adaptive coping involves actively seeking solutions to challenges rather than succumbing to helplessness. Students who employ this mechanism engage in critical thinking, strategizing, and taking practical steps to address problems and mitigate risks. Seeking and utilizing social support networks is a vital component of adaptive coping. Students who foster connections with peers, family members, teachers, and community members are more resilient as they can draw upon these relationships for emotional support, information, and assistance during crises.

Table 8 presents the extent of students' resiliency in DRRM in terms of adaptive coping mechanism. The result is focused on the highest and lowest mean ratings of indicators which are as follows: by fostering the development of adaptive coping mechanisms among students, DRRM education not only enhances their individual well-being but also strengthens the collective resilience of communities, promoting faster recovery and reduced trauma in the aftermath of disasters is oftentimes manifested;

Table 8. Extent of Students' Resiliency in DRRM in Terms of Adaptive Coping Mechanism

No	Adaptive Coping Mechanism	Mean	Descriptive Equivalent
1	Adaptive coping mechanisms are essential for students' resiliency in DRRM, as they encompass the strategies and behaviors students employ to manage stress, anxiety, and emotional challenges during and after disasters.	2.00	Less Extensive
2	Students equipped with adaptive coping mechanisms are better prepared to navigate the emotional impact of disasters, demonstrating resilience in the face of adversity.	3.00	Moderately Extensive
3	DRRM education programs should prioritize teaching students a range of adaptive coping strategies, such as seeking support from trusted individuals, practicing mindfulness, and maintaining emotional stability during crisis situations.	2.00	Less Extensive
4	Effective coping mechanisms enable students to maintain a sense of control, make rational decisions, and support their peers and community members in times of disaster, contributing to overall resilience.	3.00	Moderately Extensive
5	By fostering the development of adaptive coping mechanisms among students, DRRM education not only enhances their individual well-being but also strengthens the collective resilience of communities, promoting faster recovery and reduced trauma in the aftermath of disasters.	4.10	Extensive
Overall Mean		**2.82**	**Moderately Extensive**

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Students equipped with adaptive coping mechanisms are better prepared to navigate the emotional impact of disasters, demonstrating resilience in the face of adversity and effective coping mechanisms enable students to maintain a sense of control, make rational decisions, and support their peers and community members in times of disaster, contributing to overall resilience are sometimes manifested; adaptive coping mechanisms are essential for students' resiliency in DRRM, as they encompass the strategies and behaviors students employ to manage stress, anxiety, and emotional challenges during and after disasters and DRRM education programs should prioritize teaching students a range of adaptive coping strategies, such as seeking support from trusted individuals, practicing mindfulness, and maintaining emotional stability during crisis situations (2.00) are rarely manifested. The overall mean rating of 2.82 denotes that the extent of students' resiliency in DRRM in terms of adaptive coping mechanisms is sometimes manifested; thus, it is extensive. Celik and Kalik (2022) stated that adaptive coping mechanisms emphasize flexibility in responding to changing circumstances. Students are open to adjusting their strategies and approaches when faced with new challenges or when existing coping mechanisms are no longer effective. Maintaining a hopeful perspective, even in the face of adversity, is another aspect of adaptive coping. Students with this resilience component tend to focus on strengths, opportunities for growth, and the belief that they can overcome difficulties. Celik and Kalik (2022) examine the relationships between sensation seeking and positive and negative experience, emotional autonomy, and coping strategies in adolescents. The relationships between the study variables were analyzed via correlational analysis and regression analysis. The correlation analysis revealed a statistically significant negative correlation among sensation seeking, emotional autonomy, active coping, and positive experience. On the other hand, a statistically significant positive correlation among sensation seeking, avoidant coping, negative coping, and negative experience. The regression analysis results showed that emotional autonomy, avoidant coping, negative coping, and negative experience predict sensation seeking, yet active coping and positive experience variables did not predict. On the other hand, Türk, Kul and Kilinc (2021) examine the levels of anxiety, depression and coping of adolescents during the COVID-19 pandemic. Based on the results of the study; the ratios of adolescents with high depression, anxiety as well as depression and anxiety were 45.6 percent, 48.6 percent and 47.12 percent respectively in the present study. It was determined that women, adolescents at high school, those with parents having low education level, individuals with separated parents, those with increased social media use and adolescents with number of siblings greater than three have higher anxiety and depression levels. Adolescents with high levels of depression and anxiety were found to use more avoidant and negative coping strategies. It can be stated that the prevalence of mental health problems of adolescents during the epidemic process is high and that studies in the field of mental health of adolescents are needed. Adaptive coping encourages a mindset of continuous learning and personal growth. Students who exhibit this mechanism view challenges as opportunities for development, using setbacks as stepping stones to further resilience. Adaptive coping mechanisms are instrumental in helping students build resilience in DRRM. By developing these strategies, students can better withstand the psychological and emotional toll of disasters, make sound decisions, access support networks, and actively contribute to their recovery and the resilience of their communities.

3.3.2. Respect for Diversity —Respect for diversity, as a component of students' resilience, refers to the capacity and attitude of students to

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value, appreciate, and honor differences among individuals, cultures, and backgrounds, even in the face of adversity and challenges, particularly within the context of Disaster Risk Reduction and Management (DRRM). It embodies the recognition that diversity is a strength and that inclusive collaboration across various perspectives and backgrounds can enhance resilience in the face of disasters and emergencies.

Table 9 presents the extent of students' resiliency in DRRM in terms of respect for diversity. The result is focused on the highest and lowest mean ratings of indicators which are as follows: respect for diversity is a fundamental component of students' resiliency in DRRM, emphasizing the importance of recognizing and valuing differences in culture, language, abilities, and backgrounds within a community, and DRRM education programs that promote respect for diversity teach students to appreciate the unique contributions and perspectives of diverse community members, enriching their understanding of the complex social fabric within which they operate are oftentimes manifested;

Table 9. Extent of Students' Resiliency in DRRM in Terms of Respect For Diversity

No	Respect For Diversity	Mean	Descriptive Equivalent
1	Respect for diversity is a fundamental component of students' resiliency in DRRM, emphasizing the importance of recognizing and valuing differences in culture, language, abilities, and backgrounds within a community.	4.00	Extensive
2	Students who embrace diversity are better prepared to collaborate and communicate effectively with individuals from various backgrounds during disaster situations, fostering a sense of unity and collective resilience.	3.00	Moderately Extensive
3	DRRM education programs that promote respect for diversity teach students to appreciate the unique contributions and perspectives of diverse community members, enriching their understanding of the complex social fabric they operate.	4.00	Extensive
4	By respecting diversity, students are more likely to engage in inclusive disaster preparedness and response efforts that consider the specific needs and vulnerabilities of different groups, ensuring equitable support and protection for all community members.	3.00	Moderately Extensive
5	Respect for diversity not only enhances students' individual resiliency but also strengthens the social bonds and cohesion within communities, promoting a more effective and compassionate response to disasters.	3.10	Moderately Extensive
Overall Mean		**3.42**	**Extensive**

respect for diversity not only enhances students' individual resiliency but also strengthens the social bonds and cohesion within communities, promoting a more effective and compassionate response to disasters, students who embrace diversity are better prepared to collab-

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orate and communicate effectively with individuals from various backgrounds during disaster situations, fostering a sense of unity and collective resilience, and by respecting diversity, students are more likely to engage in inclusive disaster preparedness and response efforts that consider the specific needs and vulnerabilities of different groups, ensuring equitable support and protection for all community members are sometimes manifested. The overall mean rating denotes that the extent of students' resiliency in DRRM regarding respect for diversity is sometimes manifested, thus, extensive. Students who exhibit respect for diversity are culturally sensitive, understanding and respecting diverse communities' traditions, beliefs, values, and practices. They recognize that disaster-affected populations may come from various cultural backgrounds and strive to provide culturally appropriate support and assistance. Respecting diversity involves actively including individuals from different backgrounds, abilities, and perspectives in disaster preparedness, response, and recovery efforts. Students encourage and facilitate the involvement of all community members, ensuring that no one is marginalized or excluded (Aboulhosn, 2021). As student populations become increasingly diverse, more schools recognize the importance of providing safe, engaging, and supportive school environments. As a part of these efforts, national attention has focused on promoting instructional equity and respect for diversity. Although some research has examined students' perceptions of equity and respect for diversity in their schools, fewer studies have explored the perceptions of school staff members. Given that instructional equity and respect for diversity are important indicators of school climate, this brief explores how secondary staff perceive these conditions and how their perceptions vary based on their race or ethnicity and role (McCullough et al., 2022). Students who possess this resilience component demonstrate empathy towards those affected by disasters, regardless of their differences. They can empathize with the unique challenges faced by various groups and are motivated to provide compassionate assistance and support. Students with this resilience component demonstrate empathy towards those affected by disasters, regardless of their differences. They can empathize with the unique challenges faced by various groups and are motivated to provide compassionate assistance and support. Respect for diversity includes resolving conflicts that may arise due to differences constructively and respectfully. Students work towards fostering harmony and collaboration among individuals with diverse backgrounds and viewpoints, even in challenging circumstances.

3.3.3. Resiliency in Adversity—Resiliency in adversity, as a component of students' resilience, refers to their capacity to maintain a positive and determined mindset, adapt, and bounce back effectively when confronted with adversity, setbacks, or challenging situations, particularly within Disaster Risk Reduction and Management (DRRM). This aspect of resilience emphasizes the ability of students to withstand and thrive in the face of difficult circumstances and unexpected obstacles. Students who possess this component maintain a hopeful attitude, even when facing adversity. They focus on solutions and opportunities for growth rather than dwelling on difficulties. Resiliency in adversity involves the ability to adjust and adapt to changing circumstances. Students are flexible and open to new approaches and strategies when confronted with challenges (Handayani et al., 2023). Students exhibit determination and persistence in pursuing their goals, even when faced with obstacles. They do not easily give up but continue to work towards their objectives. Resilient students are resourceful and creative problem solvers. They leverage their skills, knowledge, and available resources to navigate adversity effectively. This aspect of re-

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silience includes the ability to manage and cope with emotional reactions to adversity. Students can stay emotionally balanced, reducing stress and anxiety (Yosef et al., 2022).

Table 10 presents the extent of students' resiliency in DRRM in terms of resiliency in adversity. The result is focused on the highest and lowest mean ratings of indicators which are as follows: DRRM education programs aim to nurture resiliency in adversity by equipping students with the skills and mindset needed to stay resilient, even when confronted with unexpected setbacks or trauma is oftentimes manifested; fostering resiliency in adversity among students contributes to the overall strength and preparedness of communities, ensuring that individuals can persevere and adapt in the face of disaster-related challenges, ultimately promoting a safer and more resilient society, resiliency in adversity is a critical component of students' overall resiliency in DRRM, reflecting their capacity to bounce back, adapt, and recover in the face of adversity or disaster-related challenges, students who exhibit resiliency in adversity demonstrate emotional strength and the ability to maintain composure during stressful situations, which is essential for effective decision-making and leadership in disaster response and resiliency in adversity empowers students to support not only their own well-being but also that of their peers and community members, as they can provide stability, hope, and leadership during crises are sometimes manifested. The overall mean rating denotes that the extent of students' DRRM resiliency in adversity is sometimes manifested; thus, it is moderately extensive.

the ability to maintain composure during stressful situations, which is essential for effective decision-making and leadership in disaster response and resiliency in adversity empowers students to support not only their own well-being but also that of their peers and community members, as they can provide stability, hope, and leadership during crises are sometimes manifested. The overall mean rating denotes that the extent of students' DRRM resiliency in adversity is sometimes manifested; thus, it is moderately extensive. Resiliency, the ability to overcome challenges and adversity, may be particularly relevant during the adjustment to post-secondary education. Wilson et al., (2023) assesses whether resiliency incrementally predicts student success after controlling for additional predictors. Hierarchical regression analysis revealed that resiliency, measured by sense of mastery, negatively predicted GPA after controlling for other predictors. The sense of mastery facet of self-efficacy positively predicted GPA; however, the adaptability facet was a significant negative predictor of GPA. Findings suggest that self-efficacy is a salient predictor of academic success, and that strong academic skills may serve as a protective factor for poor adaptability. Burton (2020) investigated Resiliency for Academic Success factors and their impact on student achievement among urban high school students, focusing on multiracial students. Educational researchers have investigated reasons for underperformance in academics among students of color. The finding indicates that some students, specifically students of color, have barriers that are often outside of their control, impacting learning. Barriers to student learning, such as poverty, child abuse, and drug and alcohol addiction, may explain some children's academic underperformance. However, students may possess resiliency factors that protect them against adverse conditions (Perrelli Vaccaro, 2023).

3.3.4. The Extent Of Students' Resiliency In DRRM —Table 11 shows a summary of the extent of students' resiliency in DRRM. The

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Table 10. Extent of Students' Resiliency in DRRM in Terms of Resiliency in Adversity

No	Resiliency in Adversity	Mean	Descriptive Equivalent
1	Resiliency in adversity is a critical component of students' overall resiliency in DRRM, reflecting their capacity to bounce back, adapt, and recover in the face of adversity or disaster-related challenges.	3.00	Moderately Extensive
2	Students who exhibit resiliency in adversity demonstrate emotional strength and the ability to maintain composure during stressful situations, which is essential for effective decision-making and leadership in disaster response.	3.00	Moderately Extensive
3	DRRM education programs aim to nurture resiliency in adversity by equipping students with the skills and mindset needed to stay resilient, even when confronted with unexpected setbacks or trauma.	4.00	Extensive
4	Resiliency in adversity empowers students to support not only their own well-being but also that of their peers and community members, as they can provide stability, hope, and leadership during crisis situations.	3.00	Moderately Extensive
5	Fostering resiliency in adversity among students contributes to the overall strength and preparedness of communities, ensuring that individuals can persevere and adapt in the face of disaster-related challenges, promoting a safer and more resilient society.	3.10	Moderately Extensive
Overall Mean		**3.22**	**Moderately Extensive**

result is focused on the highest and lowest mean ratings of indicators, which are as follows: respect for diversity is often manifested; resiliency in adversity, risk perception, and adaptive coping mechanisms are sometimes manifested. The overall mean rating denotes the extent of students' resiliency in DRRM, which is sometimes manifested, thus, moderately extensive. Students' resiliency in DRRM includes practical skills such as first aid, evacuation procedures, and basic survival skills. These skills enable them to respond effectively in emergencies, assist others, and minimize harm to themselves and their communities. Furthermore, students' resiliency encompasses psychological and emotional well-being. It involves their capacity to cope with stress, fear, and trauma that may result from disasters. Resilient students exhibit emotional strength, adaptability, and the ability to seek support and resources when needed. Koçak (2021) aims to explore the relations between social justice leadership, sense of school belonging, and student resilience. The findings showed that sense of belonging has a full mediator role; in other words, social justice leadership improves student resilience by increasing the sense of school belonging. In this context, a school leader who wants to increase the academic and social resilience of the students should carefully consider all harmful effects caused by social differences at school and improve the quality of school life. School leaders also should involve students in their decision-making processes and provide students with a

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critical consciousness that can criticize and challenge discriminatory and oppressive practices. School leaders should contribute to the development of student resilience by improving students' school context in all aspects. Alzahrania (2021) clarify what resilience is, and the importance of resilience for young children. Next, the resilience concept is explored from different views of scholars in the current literature along with ways to use intervention strategies, how to construct resilience in children's lives, defined both of risk factors and protective factors, and a definition of resilience research is discussed. Lastly, implications for practitioners and future challenges in resilience are explored.Students' resiliency is essential for fostering a safety and preparedness culture. It equips them with the knowledge, skills, and attitudes needed to face the challenges of disasters, protect themselves and others, and recover effectively in the aftermath. It is a personal asset and a contribution to the overall resilience of communities and societies.

Table 11. Summary on the Extent of Students' Resiliency in DRRM

No	Students' Resiliency	Mean	Descriptive Equivalent
1	Risk perception	3.04	Moderately Extensive
2	Adaptive coping mechanism	2.82	Moderately Extensive
3	Respect for diversity	3.42	Extensive
4	Resiliency in adversity	3.22	Moderately Extensive
Overall Mean		**3.12**	**Moderately Extensive**

3.4. Significant Relationship between Teachers' Teaching Strategies in Araling Panlipunan and Students' Resiliency In DRRM — It can be depicted that Pearson's Correlation generated a significant correlation between teachers' Teaching Strategies in Araling Panlipunan and (r=0.888; p<.000) and Students' Resiliency in DRRM. Table 12 revealed the yielded results of the significant relationship between teachers' psychological safety and work engagement. It provides information that the posed null hypothesis stating that there is no significant relationship between teachers' psychological safety and work engagement, must be rejected for it provided empirical evidence to show its correlation.

Table 12. Significant Relationship between Teachers' Teaching Strategies in Araling Panlipunan and Students' Resiliency in DRRM

Variables	r-value	p-value	Interpretation	Decision
Students' Resiliency	0.888	<0.000	Significant	Reject H0

Note: *Significant at $p < 0.05$.

The significant relationship between teachers' teaching strategies in Araling Panlipunan (Social Studies) and students' resiliency in Disaster Risk Reduction and Management (DRRM) highlights educators' pivotal role in preparing students to navigate and respond to challenges effectively. Araling Panlipunan serves as a critical subject for fostering a deep understanding of societal issues, including DRRM. When teachers employ innovative and engaging teaching strategies in this subject, such as interactive discussions, real-world case studies, and

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practical applications, students are more likely to develop a robust foundation in disaster preparedness, response, and resilience (Chen et al., 2020). These strategies not only enhance students' comprehension of DRRM concepts but also contribute to the cultivation of essential life skills, including critical thinking and problem-solving. Moreover, teachers who integrate experiential and participatory methods into their Araling Panlipunan classes create an environment that encourages students to develop resilience in the face of disasters, equipping them with the knowledge and skills to adapt and contribute positively to community resilience efforts. The study underscores the importance of aligning teaching strategies in Araling Panlipunan with the goal of fostering students' resiliency in DRRM, emphasizing the broader impact of effective pedagogical approaches on the overall preparedness and well-being of future generations (Martin et al., 2020). When teachers employ dynamic teaching strategies, such as simulations, case studies, and interactive discussions, they create an immersive learning experience for students. Bertsia and Poulou (2023) provide these strategies not only enhance students' understanding of DRRM concepts but also encourage them to think critically about the implications of disasters on communities and the importance of preparedness. By incorporating practical applications and real-world examples, teachers make the learning experience more relevant and tangible, fostering a deeper connection between academic knowledge and the practical skills needed for disaster resilience. Moreover, Koçak (2021) aims that teachers who emphasize participatory and experiential learning methods create an environment that goes beyond rote memorization. Students actively engage with the subject matter, collaborate with peers, and develop problem-solving skills – all of which are crucial components of building resilience. This active involvement in the learning process contributes to the students' ability to adapt and respond effectively in the face of adversity. The study's significance lies in recognizing that the teaching strategies employed in Araling Panlipunan have a direct impact on students' resilience in DRRM. It highlights the need for educators to be intentional in their approach, incorporating diverse and interactive methods to maximize the educational benefits. In doing so, teachers enhance students' academic understanding and empower them to be active contributors to disaster resilience efforts in their communities, shaping a generation better equipped to face and mitigate the impact of disasters (Chen et al. 2020).

3.5. Domains of Teachers' Teaching Strategies in Araling Panlipunan Significantly Influence Students' Resiliency in DRRM —Table 13 depicts the simple regression coefficient analysis showing that teachers' teaching strategies in Araling Panlipunan significantly influence students' resiliency in DRRM. Domains of teachers' teaching strategies in terms of content integration, inclusion of real-life scenarios, problem-solving skills, role-playing and simulation and cross-curriculum integration significantly influenced students' resiliency. Meanwhile, the R2 value of 0.875 suggests that 87.5 percent of teachers' teaching strategies explain students' resiliency. This provides empirical evidence that teachers' teaching strategies can account for and explain students' resiliency variability. In addition, the F-value shows all the sums of squares, with regression being the model and residual being the error. The F-value (264.576) and F-statistic is significant $p<.000$, tells that the model is significantly a better predictor of students' resiliency.

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Table 13. Regression Coefficient Analysis on Domains of Teachers' Teaching Strategies in Araling Panlipunan Significantly Influence Students' Resiliency in DRRM

Model	B	Beta	Standard Error	p-value	Decision	
H	(Intercept)	4.145	0.079	60.416	0.001	Reject H
H	(Intercept)	0.323	0.175	1.066	0.270	Fail to Reject H
	Content Integration	0.817	0.117	0.101	1.010	0.325
Reject H						
	Inclusion of Real-Life Scenarios	0.421	0.118	0.132	1.275	0.146
Reject H						
	Problem-Solving Skills	0.232	0.097	0.211	2.086	0.138
Reject H						
	Role-Playing and Simulation	0.921	0.508	0.136	1.259	0.396
Reject H						
	Cross-Curriculum Integration	0.502	0.057	0.210	3.068	0.038
Reject H						
R^2					0.857	
F-value					264.576	
p-value					<0.000	

Significant at p<0.05

Alzahrania (2021) clarify what resilience on the influence of teachers' teaching strategies in Araling Panlipunan on students' resiliency in Disaster Risk Reduction and Management (DRRM) is a critical nexus that shapes students' preparedness and adaptability in the face of disasters. Araling Panlipunan serves as a fundamental subject for cultivating a deep understanding of societal issues, and teachers play a pivotal role in determining the effectiveness of the educational experience. When educators employ dynamic teaching strategies, such as interactive discussions, experiential learning, and practical applications, they create an engaging learning environment that extends beyond theoretical knowledge (Lemelin et al., (2021). These strategies not only enhance students' comprehension of DRRM concepts within the context of Araling Panlipunan but also foster critical thinking, problem-solving skills, and a sense of social responsibility. Teachers who integrate real-world scenarios and community-based projects into their teaching methodologies provide students with practical insights into disaster resilience, allowing them to apply theoretical knowledge to tangible situations (Money et al., 2022). The interactive nature of these strategies not only makes the learning experience more memorable but also instills a sense of empowerment and agency in students, contributing significantly to their ability to respond resiliently to disasters. Therefore, the study underscores the imperative for educators to adopt pedagogical approaches in Araling Panlipunan that go beyond traditional teaching methods, emphasizing the transformative potential of dynamic strategies in influencing students' resiliency and fostering a generation well-equipped to address the challenges posed by disasters (Fioravanti et al., 2022).

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4. Conclusions and Recommendations

This chapter presents the findings, conclusions, and recommendations based on the results of the data analyzed, discussed, and drawn implications. Findings are based on the posed statement of the problem; conclusions are based on the findings generated and recommendations were based on the implications of the discussions.

4.1. Findings—The following were the study's findings, as shown in the presentation results, analysis, and discussions. Teachers' Teaching Strategies In Araling Panlipunan: Role-playing, simulation, and problem-solving skills are often manifested; content integration and cross-curriculum integration are moderately extensive, while inclusion of real-life scenarios was rarely manifested. The overall mean rating denotes the extent of work engagement, which was sometimes moderately extensive. Students' resiliency in DRRM regarding respect for diversity was often manifested; resiliency in adversity, risk perception, and adaptive coping mechanisms are moderately extensive. Thus, the overall mean rating denotes that the students' resiliency in DRRM is sometimes manifested, thus moderately extensive. Pearson's correlation generated a significant relationship between teachers' Araling Panlipunan teaching strategies and students' DRRM resilience. Domains of teachers' teaching strategies in terms of content integration, inclusion of real-life scenarios, problem-solving skills, role-playing and simulation, and cross-curriculum integration significantly influenced students' resiliency, with an R2 value of 0.857 or 85.7 percent.

4.2. Conclusions—Given the findings of the study presented, the following were conclusions, to wit; Teachers' Teaching Strategies In Araling Panlipunan are extensive in terms of role-playing, simulation, and problem-solving skills; content integration and cross-curriculum integration are moderately extensive; while the inclusion of real-life scenarios was less extensive. The extent of work engagement is sometimes manifested or moderately extensive. The extent of students' resiliency in DRRM in terms of respect for diversity was extensive; resiliency in adversity, risk perception, and adaptive coping mechanisms was moderately extensive. The students' resiliency in DRRM was sometimes manifested or moderately extensive. There was a significant relationship between teachers' teaching strategies in Araling Panlipunan and students' resilience in DRRM. Domains of teachers' teaching strategies in terms of content integration, inclusion of real-life scenarios, problem-solving skills, role-playing and simulation and cross-curriculum integration significantly influenced students' resiliency. Rumjaun and Narod (2020) explained Albert Bandura's social learning theory, which suggests that individuals learn from observing others within the context of social interactions, experiences, and outside media influences. In the study's context, teachers' teaching strategies, such as role-playing and simulation, problem-solving skills, and content integration, serve as modeling behaviors that students observe and learn from. When teachers effectively teach Araling Panlipunan, students are more likely to develop the necessary skills and attitudes for resilience in Disaster Risk Reduction Management (DRRM). For instance, if students engage in role-playing scenarios related to disaster preparedness, they can learn adaptive coping mechanisms and risk perception skills by observing and participating in simulated situations. Guy-Evans (2020) rooted in Bronfenbrenner's Ecological Systems Theory, the intricate interplay between individuals and their surroundings is underscored, delineating microsystems (proximal environment), mesosystems (interac-

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tions among microsystems), ecosystems (external contexts indirectly influencing individuals), macrosystems (cultural and societal norms), and chronosystems (temporal dynamics). Within the framework of the study, educators' pedagogical approaches epitomize facets of the microsystem, exerting influence over students' immediate scholastic milieu. The observed significant correlation between teachers' instructional methodologies and students' resilience in Disaster Risk Reduction and Management (DRRM) underscores the pivotal role of the educational milieu in shaping learners' adaptive proficiencies. Through the amalgamation of varied pedagogical strategies aimed at fostering resilience, educators cultivate a nurturing microsystem conducive to facilitating students' adept navigation and response to adversities inherent in DRRM scenarios.

4.3. Recommendations—With the presented conclusions of the study, the following were recommendations, to wit; Public School District Supervisor. May advocate for ongoing professional development opportunities for teachers focusing on innovative and effective teaching strategies in Araling Panlipunan, specifically emphasizing their connection to DRRM. Allocate resources and support to schools within the district to implement interactive and experiential learning tools, such as workshops, simulations, and community engagement projects. Encourage collaborative initiatives among schools to share successful teaching strategies and best practices in integrating DRRM concepts into Araling Panlipunan. School Principal. It may support and facilitate teacher collaboration to exchange insights on effective teaching strategies in Araling Panlipunan, fostering a culture of continuous improvement. Provide professional development opportunities and resources for teachers to enhance their pedagogical skills, particularly in the context of DRRM integration. Recognize and celebrate teachers who excel in implementing innovative teaching strategies that contribute to students' resiliency in DRRM. Teacher. May embrace professional development opportunities that focus on diverse and interactive teaching strategies in Araling Panlipunan, ensuring the integration of DRRM concepts in an engaging manner. Collaborate with colleagues to share experiences, strategies, and resources, fostering a supportive professional learning community. Regularly assess and reflect on the effectiveness of teaching strategies, adjusting approaches based on student feedback and evolving educational needs. Future Researcher. May explore the long-term impact of specific teaching strategies in Araling Panlipunan on students' resilience in DRRM, considering factors such as demographic variations and regional contexts. Investigate the scalability of successful teaching strategies across different school settings and educational systems, providing insights for broader implementation. Examine the influence of various external factors, such as community involvement and policy support, on successfully integrating DRRM concepts through teaching strategies in Araling Panlipunan.

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