

Promoting Teacher Resilience: Community Participation in School Disaster Risk Reduction Management

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Abstract — The study explored the challenges of teachers in encouraging community participation in school Disaster Risk Reduction Management (DRRM). This study employed a phenomenological research design which aims to determine the experiences and perceptions of the eight (8) participants. Themes emerged from the participants' responses regarding the challenges they faced which were community limited knowledge and understanding, community dynamics and conflicts, and school-community divergent priorities. On the coping strategies of the participants for the challenges, the emerging themes were introducing resilience education, tailoring approaches to local needs, and engaging collaborative planning. Lastly, the emerging themes on the educational insights drawn from the experiences of the participants were active roles for the community, community local knowledge integration, and inclusive decision-making for the community. These themes collectively underscore the intricate relationships between community engagement, tailored strategies, and inclusive educational practices for effective DRRM in school. In essence, the results generated provided comprehensive data in conducting future research with similar scope. This study may be published in a reputable research journal.

Keywords — *Teachers, Community, Participation, Disaster Risk Reduction Management (DRRM), Challenges, Davao City*

I. Introduction

The significance of this study lay in its potential to illuminate the effective coping strategies employed by teachers in encouraging community participation in school Disaster Risk Reduction Management. This research had the capacity to guide the following personnel.

Educational Policy Makers. The study's identification of coping strategies used by teachers guided the development of professional development programs for teachers. These programs equipped teachers with the knowledge and skills necessary to navigate the intricacies of community involvement in DRRM. Such capacity-building efforts enhanced the overall effectiveness of teachers in promoting disaster resilience within schools.

School Administrators. The insights from this study strengthened school administrators' partnership with the surrounding community. Effective community involvement is a collaborative effort, and administrators play a pivotal role in fostering these connections. The study's findings guided administrators in establishing meaningful and productive relationships with community

members, local authorities, and relevant organizations, thereby enhancing the overall disaster resilience of the school and its neighborhood.

Teachers. The findings of the study armed teachers with a better understanding of the challenges that they may encounter and the strategies that work, teachers can take on leadership roles in fostering community connections. This not only enhances the safety of their students but also empowers teachers to be change agents in their local communities, contributing to overall disaster resilience.

Stakeholders. The findings of the study served as a foundation for informed decision-making. Stakeholders, which may include local government agencies, non-governmental organizations, and community leaders, can use the knowledge gained from this study to design more targeted and effective initiatives aimed at enhancing disaster preparedness and resilience. These insights provide stakeholders with a roadmap for collaborating with schools and educators to create safer environments and foster community participation.

Future Researchers. The results generated from this research provided comprehensive data in conducting future research with similar or relevant scope.

Definition of Terms

The following were the terms used in the study:

Community – A community is a group of people who share a common geographic location or a set of common interests, values, goals, or characteristics.

Disaster – It is a sudden, catastrophic event that causes significant harm, damage, or disruption to individuals, communities, or the environment. These events often result in a wide range of adverse effects, including loss of life, injuries, destruction of property, economic losses, and the displacement of people. Disasters can be of natural origin, such as earthquakes, hurricanes, floods, wildfires, and tornadoes, or they can be human-made, like industrial accidents, acts of terrorism, or nuclear accidents.

Disaster Risk Reduction Management – Disaster Risk Reduction Management (DRRM) is a systematic approach to minimizing the adverse effects of disasters and ensuring the resilience of communities and regions in the face of natural or human-made hazards. DRRM encompasses a range of strategies, policies, and practices aimed at reducing the vulnerabilities of societies and increasing their capacity to prepare for, respond to, and recover from disasters.

Participation – It refers to the act of taking part, being involved, or engaging in an activity, process, event, or organization. It often involves active involvement, contribution, or engagement in a particular situation, project, or effort. Participation can take various forms, such as offering opinions, contributing resources, participating in discussions, volunteering, or playing a role in decision-making processes.

According to the World Risk Report 2020, the Philippines was classified as having an exceptionally high level of exposure and limited adaptive capacities, a substantial level of vulnerability and susceptibility, and a moderate level of deficiency in coping capacities (Behlert et al., 2020). One conceptual framework that can account for the pronounced exposure is the Double Exposure Framework, as conceptualized by Leichenko and O'Brien (2008). This framework merges the realms of global environmental change and globalization to assess which individuals and entities are most significantly impacted by these processes. The contention here is that those populations who are particularly susceptible to the effects of global environmental changes, including climate change and biodiversity loss, are also the ones adversely affected by the consequences of globalization, such as cultural standardization and the expansion of trade and production (Leichenko and O'Brien, 2008). Meerow (2017) examines this concept and its tangible expression in the urban planning of the coastal megacity, suggesting that it perpetuates socioeconomic disparities as a result of decentralized and privatized urban governance. This occurs due to a significant emphasis on neoliberal capitalism, property ownership, and consumerism, resulting in an urban environment that favors specific socioeconomic groups at the expense of others. As an example, an article featured in the Philippine Inquirer, an online news outlet, chronicles the challenges faced by urban underprivileged communities in the Greater Manila Area. It highlights their involuntary displacements as substantial land expanses are sold and transformed into high-end residential subdivisions, upscale hotels, golf courses, shopping centers catering to the affluent, and more (Racelis, 2018). This process results in the displacement of lower-income urban residents, who are then relocated to areas lacking sufficient basic services, adequate transportation, and offering substandard housing conditions, thereby rendering them more vulnerable to exposure to typhoons and other climate-related disasters.

Lastly, the moderate level of deficient coping capacities, as indicated in the World Risk Report, is closely intertwined with the existing risks and vulnerabilities. Coping capacities pertain to "the resources and assets individuals possess to withstand, manage, and recover from the impacts of disaster events" (Davis, as cited in Gaillard, 2010, p. 220). One plausible explanation for why the nation is characterized by a moderate level of inadequate coping capacities, as opposed to a high level, may be attributed to the disparities that exist within the nation. Regions and communities endowed with more resources exhibit higher coping capacities, which, in turn, serve to balance the situations and communities marked by lower coping capacities. Moreover, the intricate nature of informality renders it a challenging realm to gauge and investigate. Consequently, figures pertaining to vulnerable communities may be underrepresented within both national and global statistics, impeding a comprehensive comprehension of their coping capacity capabilities.

As a result, this procedure grants authority to stakeholders, encompassing individuals, interest groups, and communities, offering them a chance to exert an impact on choices that could have repercussions for their well-being (EPA 2017). Mosotho (2013) also supplemented this by explaining that public participation is a mechanism through which ward councilors and ward

committee members strive to engage entrepreneurs, traditional leaders, and community members, among others, in the planning process for local municipality development. Stakeholder participation entails the cooperation of diverse parties united by common interests, and the attainment of these shared objectives is only feasible when these parties work collectively.

It is crucial that this arrangement is grounded in trust, ensuring that the distinctive characteristics of individuals and groups, which either shape or are shaped by the behaviors and actions of the organization, are acknowledged, assessed, and scrutinized (Mainardes, Alves & Raposo 2012). Based on these definitions, public participation is recognized as a procedure undertaken by an institution or organization to engage with interested or impacted individuals, entities, businesses, or governmental bodies prior to making decisions that have direct or indirect implications for the general public. In this study, the term 'public participation' was employed because 'community participation' pertains specifically to the involvement of members within a particular community (Masango 2001).

In the context of public participation, the term 'public' is not defined by specific or unchanging characteristics, as it encompasses all members of the public who have an interest in the relevant issues, such as the reduction of risks in vulnerable communities (Masango, 2001). Furthermore, public participation serves to prevent or reduce potential disputes that may arise concerning the matter under consideration. Public participation has gained popularity in the field of environmental science because, given the nature of hazards, experts in environmental science have recognized the importance of incorporating elements from deliberative and pluralistic participation models to engage the public in discussions about disaster management (Habermas, as cited in Rood 2012).

Sherry Arnstein's "Ladder of Citizen Participation," introduced in 1969 (Arnstein 1969), illustrates the various stages of citizen involvement. Figure 2 demonstrates that at the "manipulation" and "therapy" levels, public participation is essentially a facade, where the public is merely informed about decisions or events that have already been determined. In the "informing," "consultation," and "placation" stages, the public is provided with information on a project or issue and asked for comments and advice. However, their input is not genuinely considered in the final decision-making process, and they may not even receive feedback explaining the rationale behind a particular decision. The "partnership," "delegated power," and "citizen power" levels show how public participation progresses from having its input influence decisions made by government officials to being granted delegated authority to make decisions themselves. The ladder of citizen participation then advances to a stage where the public takes independent initiatives, detached from external institutions, regarding the resources and technical guidance they require. Importantly, the public retains control over how these resources are utilized.

According to Chen, Lui, and Chan (2006), the history of public participation in Disaster Risk Reduction (DRR) dates back to World War II, due to a shortage of professionals at the time, who took on emergency service roles. Furthermore, between 1960 and 2006, Taiwan's community-

based disaster management program involved fire departments enlisting individual volunteers and providing them with fundamental response skills to aid in emergency situations (Chen et al. 2006). Subsequently, in 1982, the Office of the United Nations Disaster Relief Coordinator (OONDR) published the "Disasters and the Disabled Manual" (OONDR), which promotes involving families and communities in responding to the needs of individuals after a disaster (OONDR 1982). In 1993, the IDNDR Aichi/Nagoya International Conference emphasized the importance of local administrations being supported by community members, corporate institutions, and non-government organizations (NGOs) in responding to natural hazards (IDNDR 1993). Nonetheless, this backing was more structured in 1994 with the Yokohama Strategy and Plan of Action for a Safer World, which promoted community engagement and participation to attain a deeper understanding of both individual and collective perspectives on development and risk. It also urged disaster management authorities to develop a comprehensive understanding of the cultural and organizational attributes of each society, as well as their conduct and interactions with the physical and natural environment (IDNDR 1994). The Hyogo Framework for Action (UN/ISDR 2005) also stressed the importance of community involvement by stating that both communities and local authorities should be empowered to manage and reduce disaster risk by having access to the necessary information, resources and authority to implement actions for disaster risk reduction.

The evolution of public participation in Disaster Risk Reduction (DRR) reached its peak in 2015 during the Third United Nations World Conference on Disaster Risk Reduction (WCDRR), where the Sendai Framework for Disaster Risk Reduction (SFDRR) 2015-2030 was endorsed (UN/ISDR 2016). The SFDRR revolves around four key priorities designed to reduce global disaster risks. The fourth priority is centered on "enhancing disaster preparedness for effective response and to 'Build Back Better' in recovery, rehabilitation, and reconstruction" (UN/ISDR, 2016). To achieve this goal, nations are urged to foster collaboration among diverse stakeholders within communities for post-disaster reconstruction initiatives (UN/ISDR, 2016). Disaster risk reduction necessitates goal, nations are urged to foster collaboration among diverse stakeholders within communities for post-disaster reconstruction initiatives (UN/ISDR, 2016). Disaster risk reduction necessitates actions that involve multiple sectors and stakeholders to manage the risks associated with disasters and climate, which assumes the presence of a robust governance system marked by relevant laws and policies, institutions, coordination mechanisms, effective leadership, clearly defined roles and responsibilities, adequate resources, monitoring, and accountability mechanisms, spanning all sectors, participants, and levels (UNDRR, 2019).

Public participation in Disaster Risk Reduction (DRR) fosters collective responsibility and transparency in DRR planning and execution. It also empowers decision-makers to raise community awareness regarding the risks they face and, in turn, informs the community about the decision-makers' understanding of these risks. This facilitates the establishment of an environment in which both parties can reach a consensus on risk reduction (Forbes-Biggs 2011; Reddy 2010). Nevertheless, communities residing in high-risk regions are frequently excluded from formal governance processes and services, even though community-driven planning is indispensable for

identifying and monitoring hazards, mitigating risks, and preparing for disasters (Parnell, Simon & Vogel 2007).

Disasters, whether natural or human-made, have the potential to cause significant damage, disrupt communities, and lead to loss of life and property. To effectively address these challenges, disaster risk reduction (DRR) strategies have evolved over the years. Among these strategies, community participation stands out as a vital and increasingly recognized element. This essay delves into the numerous advantages of community participation in DRR, demonstrating how involving local communities can enhance disaster preparedness and response, promote resilience, and foster sustainable outcomes.

Enhanced Local Knowledge and Understanding. Local communities possess unparalleled insights into their specific environments, including geographical, social, and cultural dynamics. Their participation in school Disaster Risk Reduction Management activities brings this valuable localized knowledge into play. As stated by Cretney (2016), this knowledge is crucial in identifying potential hazards, assessing vulnerabilities, and understanding available resources for mitigation and preparedness. Brien (2012) also explained that community members can identify hidden risks, such as informal settlements in high-risk zones, which may not be apparent to external experts.

Improved Risk Awareness. According to Shaw (2012), one of the most immediate benefits of community participation in school Disaster Risk Reduction Management is heightened risk awareness. When communities are actively engaged in disaster risk reduction efforts, they gain a deeper understanding of the potential threats they face. This knowledge, coupled with training and education, enables them to make informed decisions and take preventive measures, reducing their vulnerability.

Resilience Building. The active involvement of communities in DRR goes a long way in building resilience. Simonsen & Robertson (2013) explained that resilience is the ability to withstand, adapt to, and recover from the impacts of disasters. When community members are trained and empowered to participate in preparedness activities, they become better equipped to cope with the immediate aftermath of disasters, reducing loss of life and property damage.

Effective Early Warning Systems. Local communities often play a pivotal role in the development and dissemination of early warning systems. Their direct engagement ensures that warnings reach those most at risk promptly. This is very crucial because Paton (2007) found out that when communities are well-informed and part of the warning dissemination process, they can react swiftly and effectively, leading to more lives saved and reduced disaster impacts.

Enhanced Local Capacity. Community participation equips individuals with essential disaster management skills. These skills include first aid, search and rescue, and the ability to organize and coordinate relief efforts. Oktari et al. (2018) emphasized that by enhancing the

capacity of local communities, the overall response to disasters becomes more effective, efficient, and self-sustaining.

Social Cohesion. Mason et al. (2016) also emphasized that the participation in school Disaster Risk Reduction Management initiatives fosters social cohesion within the school community. When parents, caregivers, and local residents work together on safety plans and disaster response efforts, it creates a sense of unity and cooperation. This social cohesion is invaluable during crises, as it promotes a supportive and resilient school environment.

Sustainability. Involving local communities in school DRR initiatives fosters a sense of ownership and responsibility, according to Macnamara (2018). This ownership encourages the long-term sustainability of disaster risk reduction efforts, as community members are more likely to maintain and improve upon the plans and strategies they actively helped create. Likewise, Johnston & Lane (2018) highlighted that when community members actively participate in the planning and execution of school Disaster Risk Reduction Management activities, they take ownership of these initiatives. This sense of ownership fosters commitment and responsibility, driving sustainability. People are more likely to protect and maintain what they have helped create.

Cost-Effective Solutions. Local communities often devise practical and cost-effective solutions for school Disaster Risk Reduction Management. They can leverage local resources and knowledge to develop strategies that are tailored to the specific needs of the school. These solutions are often more cost-effective and sustainable than top-down, expensive interventions. Pyles et al. (2018) cited an example that engaging community members can harness their skills and labor for the benefit of school disaster risk reduction efforts. Local residents can volunteer their time and expertise for construction, maintenance, and training, reducing the need for paid labor and thereby lowering costs.

Cultural Sensitivity. Community participation ensures that school DRR plans and strategies are culturally sensitive. Local customs, beliefs, and practices are respected and incorporated into the plans, making them more effective and relevant to the school community.

Effective Communication. Community members are often better positioned to communicate safety instructions and disaster preparedness information in a way that is understandable and trusted by parents, caregivers, and students. Lindell & Perry (2012) explained that cultural sensitivity involves respecting the autonomy and decision-making authority of local communities. When community members actively participate in planning and implementation, they ensure that school disaster risk reduction measures respect cultural practices and values, leading to more culturally sensitive and relevant solutions.

Feedback Loop. Community participation establishes a feedback loop, allowing for continuous improvement in school disaster risk reduction plans and responses based on lessons learned from previous events. This iterative process ensures that the safety measures evolve and become more effective over time. Rowe & Frewer (2005) stated that a feedback loop creates a

continuous improvement cycle. Lessons learned from past events, successes, and failures can be incorporated into future plans, making DRR strategies more effective and adaptive. Schools can learn from their experiences and enhance their preparedness.

Community participation in school disaster risk reduction is an essential element for creating safer and more resilient educational environments. The benefits are extensive, encompassing improved local knowledge, heightened risk awareness, enhanced resilience, and sustainable, cost-effective solutions. As schools face increasing risks from various hazards, involving local communities in school DRR is not only a practical choice but a moral imperative to ensure the safety and well-being of all who study and work within them.

The knowledge, resources, and social capital within communities contributes to safer and more resilient schools, ultimately benefiting the entire community.

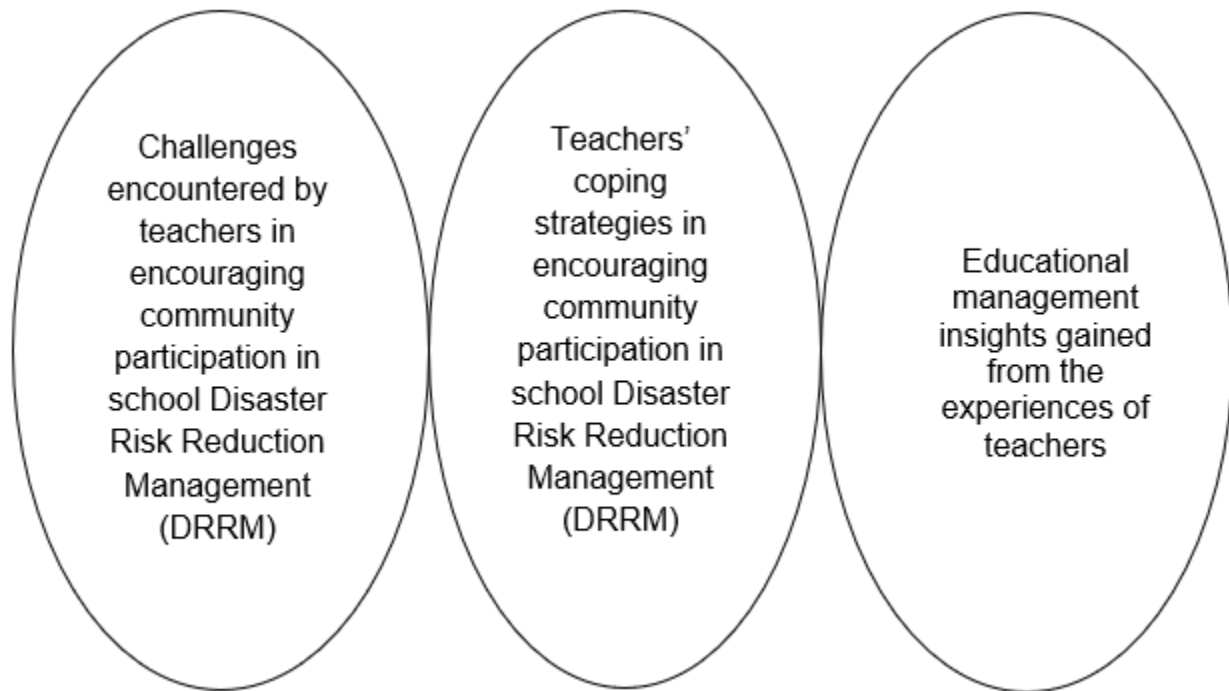


Figure 1: Conceptual Framework of the study

The conceptual framework of the study, there are three interconnected variables. (1) challenges encountered by teachers in encouraging community participation in school Disaster Risk Reduction Management (DRRM), (2) Teachers' coping strategies in encouraging community participation in school Disaster Risk Reduction Management (DRRM), (3) education management insights gained from the experiences of teachers.

II. Methodology

This study employed a qualitative approach to research, specifically a phenomenological research design since it focused on the lived experiences of teachers in encouraging community participation in school Disaster Risk Reduction Management (DRRM). According to Creswell, (2012), phenomenology was an approach to qualitative research that focused on the commonality of lived experiences within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon. Typically, interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation or experience. Other forms of data such as documents, observations and art were also used. The data were read and reread and was culled for phrases and themes that were grouped into clusters of meanings. Through this process, the researcher was able to construct the universal meaning of the event, situation or experience and arrived at a more profound understanding of the phenomenon.

In qualitative research, interviews were used to pursue the meanings of central themes in the world of their subjects. The main task in doing interviews was to understand the meaning of what the interviewees said (McNamara, 1999).

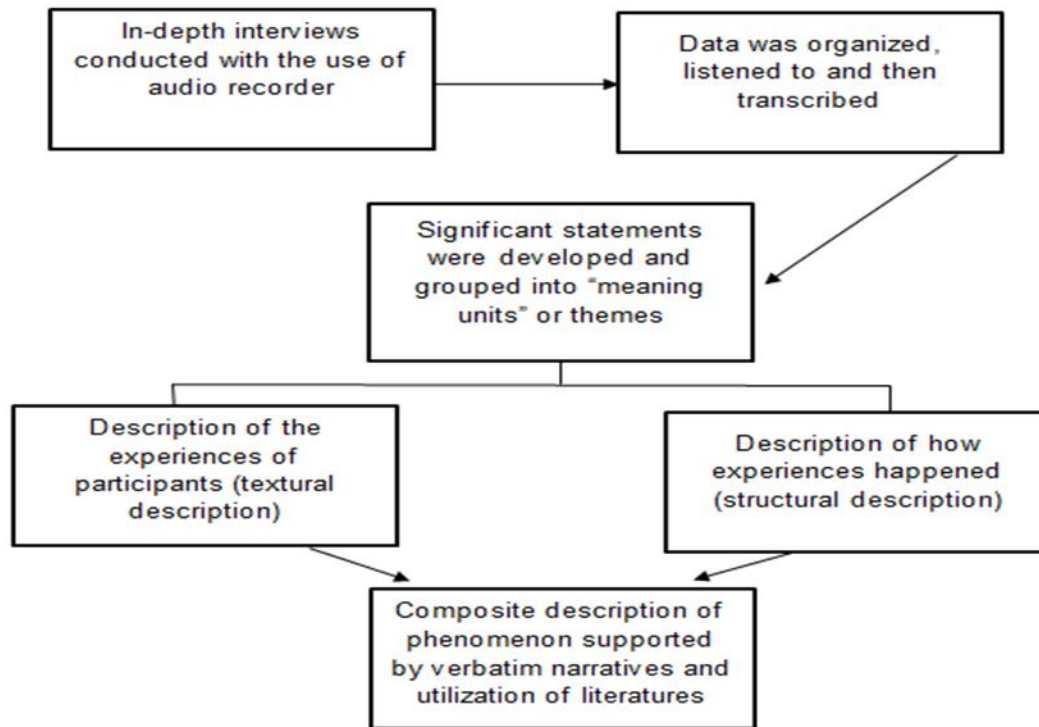
Since the focus of this study was to explore and assess the experiences of teachers on encouraging community participation in school Disaster Risk Reduction Management (DRRM), the researcher intended to employ the phenomenology type of qualitative method research.

The participants of this study were the eight (8) teachers of public national high schools in Cluster 15, Division of Davao City. The participants were chosen based on the following criteria: (1) must be in the present position for at least 5 years- regardless of their age, sex and marital status; (2) must be a Disaster Risk Reduction Management (DRRM) coordinator or integrator of DRRM lessons in the curriculum for at least 5 years- regardless of their age, sex, and marital status; (3) and must have at least a very satisfactory rating in IPCRF.

The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study (Creswell, 2014). It was also known as judgmental, selective or subjective sampling. The selection of the participants was purposefully done to ensure that the findings were authentic (Marshall, 1996).

In gathering data, the researcher utilized an in-depth interview questionnaire. The researcher developed the interview questionnaire and answered the participants orally. These researcher-made interview questionnaires developed upon consultation and validation by the experts and underwent several processes to accommodate their suggestions. The components validated include the language and the conceptual levels of questions if suited to the participants' level of understanding, the suitability of the items to the research design in which there should be no leading questions, and the alignment of the interview questions to the objective of the study.

In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted interviews with the use of Creswell's Model specifically the identifying of themes approach. According to Creswell (2012) themes in qualitative research were similar codes aggregated together to form a major idea in the database.



III. Results and Discussion

Teachers play a pivotal role in encouraging community involvement in school DRRM, as they are the bridge between the school and the local community. However, they encounter several challenges in their efforts to foster active participation. The result showed that:

- 1.Limited Awareness and Understanding,
- 2.Lack of Resources, Limited Time,
- 3.Community Dynamics and Conflicts.
- 4.Lack of Motivation,
- 5.External Pressures.
6. Limited Training and Support.

Analysis

Teachers often face significant challenges when encouraging community participation in school Disaster Risk Reduction Management (DRRM). Coping with these challenges requires a combination of strategies and approaches.

Building Support Network. Building support networks with other teachers and Disaster Risk Reduction Management (DRRM) professionals provide teachers a sense of solidarity and shared experiences. These networks can offer emotional and professional support. Gibbs et al. (2015) explained that teachers start it by identifying networks and organizations relevant to DRRM. These include the local, regional, and national DRRM agencies, NGOs, educational institutions, and professional associations. They further explained that teachers do this by joining DRRM-related groups on social media platforms like LinkedIn, Facebook, or Twitter. These platforms are useful for networking, sharing knowledge, and participating in discussions.

Prioritizing and Scheduling Activities. Hsahimoto et al. (2018) found out that teachers manage their time effectively, balancing their teaching responsibilities with community engagement efforts. Prioritizing and scheduling activities help ensure that both roles are fulfilled. Waldman et al. (2018) also noted that teachers ensure that all stakeholders, including community members and school staff, are aware of the schedule and their roles within the activities. Effective communication is the key.

Introducing Resilience Education. Introducing resilience education into the curriculum can help students understand the importance of DRRM and community participation. This, in turn, can influence their families and communities. According to Phillips & Pitman (2009), students who receive resilience education often share what they have learned with their family members. They convey essential information about disaster risks, preparedness, and response strategies, enhancing the awareness of the entire household. Sufri et al. (2020) also expressed that students may encourage their families to adopt more resilient behaviors, such as creating emergency kits, developing evacuation plans, and participating in community preparedness activities.

Tailoring Approaches. Teachers customize their disaster risk reduction initiatives to fit the specific needs and culture of the community.. One-size-fits-all approaches may not be effective. Manzini (2017) expressed that tailoring disaster risk reduction initiatives ensures that teachers directly address the unique vulnerabilities, risks, and challenges that a particular community faces. This relevance makes it more likely that community members will engage and take the initiatives seriously. Moreover, Pincock (2007) added that communities are more likely to engage with and trust disaster risk reduction efforts that have been customized to their needs. This trust is essential for effective communication and collaboration.

Coping with difficulties in encouraging community participation in school disaster risk reduction initiatives require a combination of determination, effective strategies, and a deep

commitment to creating a safer and more resilient environment. By employing these coping strategies, they can navigate challenges and make progress in their school DRRM efforts.

Discussion

This study is anchored on Community Engagement Theory. The theory is highly relevant to understanding and guiding teachers in encouraging community participation in Disaster Risk Reduction Management (DRRM) within the school context. This theory provides a structured framework for involving community members in DRRM activities, with teachers serving as important facilitators. Community engagement theory outlines various stages of involvement, including awareness, education, involvement, and leadership. Teachers use these stages as a roadmap for gradually increasing community participation. They start by raising awareness of disaster risks and preparedness within the community.

Moreover, the theory is relevant in this study since teachers are responsible for providing essential information and education related to DRRM. Community Engagement Theory emphasizes the role of teachers as educators who convey knowledge and empower community members with the information they need to make informed decisions. Aside from this, the theory emphasized building trust. Trust is critical element of community engagement. Teachers, as trusted figures in the school community, can build trust by maintaining open communication, transparency, and consistency. Trust facilitates active participation and cooperation of the community and any school-led activities and initiatives.

In addition, the Social Capital Theory of Bourdieu & Coleman in (1930) supports this study. The theory contends that social relationships are resources that can lead to the development and accumulation of human capital. In the case of Disaster Risk Reduction Management (DRRM) in schools, the human capital pertains to the molding of disaster-prepared citizens of the country. Social Capital Theory is highly relevant to understanding and guiding teachers' efforts in encouraging community participation in school disaster risk reduction (DRR) initiatives. This theory focuses on the social relationships, networks, and trust within a community and how these elements can be leveraged to achieve common goals. Social Capital Theory underscores the importance of social networks and relationships. Teachers use their connections within the community to bridge the gap between the school and community members. These connections are instrumental in mobilizing community resources, expertise, and support for disaster risk reduction efforts.

Lastly, the Diffusion of Innovations Theory, developed by Rogers in 1962, is a powerful framework that also supports this study. This theory has found a valuable application in the context of community involvement in school Disaster Risk Reduction Management (DRRM). Innovations such as new safety protocols, disaster preparedness initiatives, or risk reduction strategies could spread from school to the community or vice versa. The community adopters play a crucial role in championing Disaster Risk Reduction Management (DRRM) initiatives within the school and the

community. They serve as role models, encouraging others to follow suit. Moreover, the theory also acknowledges that resistance to change is common, especially among late adopters. School Disaster Risk Reduction Management (DRRM) initiatives often face resistance from community members who are hesitant to embrace new practices. By understanding the theory, teachers can develop strategies to address resistance and encourage wider adoption.

Overall, the theories collectively emphasize the critical role of community involvement in school Disaster Risk Reduction Management (DRRM) initiatives. They recognize that harnessing the knowledge, resources, and social capital within communities contributes to safer and more resilient schools, ultimately benefiting the entire community.

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