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SAFETY MANAGEMENT AND EMERGENCY PREPAREDNESS IN PUBLIC SCHOOLS: RESPONSE MECHANISM

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ABSTRACT

This study determined the level of school safety management and emergency preparedness at Surigao City Pilot School, Surigao City, during School Year 2026–2027 as a basis for a School-Based Safety Plan. The study was conducted with 30 teacher-respondents selected through purposive-convenience sampling. A descriptive-correlational research design was employed, and data were gathered through an adapted questionnaire. Simple percentage, weighted mean, and the chi-square test were used as statistical tools. The respondents were predominantly female, generally experienced teachers, and had varied graduate-level educational and training backgrounds. School safety management (overall weighted mean = 4.10) and school emergency preparedness (overall weighted mean = 4.10) were both rated high, indicating generally favorable implementation of safety resources, policies, facilities, health practices, and emergency procedures. A significant relationship was found between school safety management and school emergency preparedness ($\chi^2 = 18.42$, df = 9, $p = 0.031$), leading to the rejection of the null hypothesis. However, respondents still encountered high-level challenges (overall weighted mean = 3.71) involving training, resources, communication, drills, facilities, coordination, stakeholder support, and funding. Therefore, it is recommended that the proposed output of the study, the "School-Based Safety Plan," be adopted and implemented.

Keywords: *Administration and Supervision, School Safety Management, Emergency Preparedness, Descriptive-Correlational Design, Safety Plan, Surigao City Pilot School*

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INTRODUCTION

Background of the Study

School safety and preparedness have gained increasing global attention as essential components of quality education, student well-being, and institutional resilience in the face of both everyday challenges and large-scale hazards. This attention underscores that a school's readiness is not merely about having plans on paper but about operational preparedness, including systematic implementation of safety protocols, stakeholder coordination, and routine monitoring of risks (UNESCO, 2025). Global evidence attests that schools with higher readiness levels are more capable of preventing and responding to incidents related to violence, health emergencies, infrastructure failures, and disasters, thereby safeguarding educational continuity and student outcomes (Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, 2025).

Consequently, school safety management and readiness have emerged as a critical global priority due to the increasing frequency and severity of natural hazards, climate-related disasters, and everyday school threats such as violence, accidents, and health risks. International frameworks such as the Comprehensive School Safety Framework emphasize that educational institutions must be prepared to anticipate, withstand, and adapt to complex risks in order to secure learning continuity and protect the well-being of students and staff (UNESCO, 2024; UNESCO, 2025). Research on schools' readiness for disaster risk reduction and management (DRRM) implementation in the Philippines notes the importance of comprehensive programs that incorporate prevention and mitigation, preparedness, response, and recovery, while also acknowledging that resource limitations, administrative discrepancies, and insufficient engagement hinder long-term resilience (Dela Cruz & Ormilla, 2025). Earlier research in Cebu Province, such as studies conducted in Carcar Central Elementary School, identifies the need for stronger disaster risk reduction approaches to protect students and staff, reinforcing the notion that readiness extends beyond policy to practice, planning, and culture within the school (Bacus, 2020). Similarly, studies of teacher awareness, practices, and challenges in DRRM reveal that even when understanding and practice are high, resource constraints, limited collaboration, inadequate training, and insufficient safety resources remain barriers to full readiness (Noynay, 2025).

Existing studies on school safety commonly focus on disaster preparedness and DRRM, emphasizing issues such as limited resources, inadequate training, weak stakeholder coordination, insufficient safety equipment, and gaps between policy and implementation. Although many schools demonstrate preparedness through policies and programs, actual readiness often remains inconsistent due to operational and contextual challenges. However, most research concentrates primarily on emergency preparedness or DRRM and gives limited attention to school safety management and readiness as a broader and multidimensional concept that includes physical conditions, safety practices, coordination, and institutional preparedness.

Taken together, this evidence reveals a critical gap in research focused specifically on school safety management and readiness at the elementary school level in urban Philippine settings, particularly in Surigao City. While national frameworks and region-wide initiatives provide broad guidance, localized, school-based assessments remain essential to understanding the unique safety challenges, best practices, and resource needs of specific school communities. The uniqueness of this study lies in its comprehensive examination of school safety management and readiness beyond disaster preparedness by considering dimensions such as physical conditions, safety practices, coordination, implementation, and institutional preparedness. Furthermore, the study provides localized evidence among elementary schools in Surigao City, addressing the limited contextual research in this setting and contributing data-driven insights into school safety challenges and readiness in a specific educational context. Accordingly, exploring the school safety management and readiness of Surigao City Pilot School, Surigao City, for School Year 2026–2027 will provide contextualized, data-driven insights that can inform strategic resource allocation and strengthen school safety.

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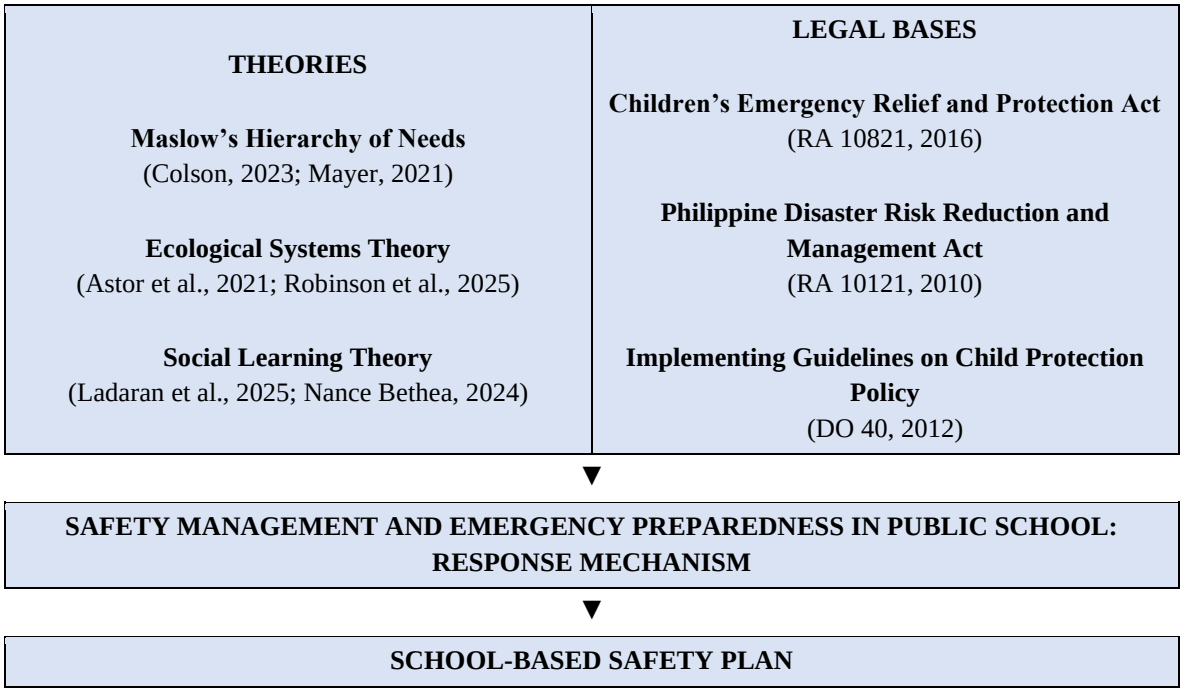
Furthermore, by systematically assessing the school's safety management and readiness, the research provides evidence-based insights that can guide administrators and policymakers in making informed decisions. For teachers and staff, the study identifies effective practices and challenges, enabling targeted professional development, clearer responsibilities, and strengthened implementation of safety protocols. Students benefit indirectly through the creation of a more secure and supportive learning environment that fosters academic engagement, emotional well-being, and overall development. Likewise, the study offers parents and the community assurance that proactive measures are being taken to protect learners while promoting stronger school–community collaboration. From a broader perspective, the findings contribute to localized, data-driven knowledge on school safety management and readiness, serving as a model for other schools in Surigao City and similar contexts in the Philippines.

Thus, this research not only informs a School-Based Safety Plan but also strengthens the foundation for a sustainable, safe, and resilient school environment that prioritizes the well-being and holistic development of all members of the school community.

Theoretical Framework

This study is anchored on three theories, namely, Maslow's Hierarchy of Needs (Colson, 2023; Mayer, 2021), Ecological Systems Theory (Astor et al., 2021; Robinson et al., 2025), and Social Learning Theory (Ladaran et al., 2025; Nance Bethea, 2024), and on the following legal bases: the Children's Emergency Relief and Protection Act (RA 10821, 2016), the Philippine Disaster Risk Reduction and Management Act (RA 10121, 2010), and the Implementing Guidelines on Child Protection Policy (DO 40, 2012). These frameworks are presented in Figure 1.

Figure 1. Conceptual Framework



Maslow's Hierarchy of Needs (Colson, 2023) posits that human beings have layered needs, starting from physiological needs and progressing to safety, social belonging, esteem, and ultimately self-actualization. At the safety level, physical and psychological security and the absence of threat become foundational. If students and

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staff do not feel physically or psychologically safe, whether because of poor infrastructure, risk of violence or bullying, lack of emergency preparedness, or neglect of health and hygiene, they cannot fully engage in learning or teaching.

Broader conceptualizations of "holistic school safety" likewise draw on Maslow's framework, arguing that beyond locked doors, true safety includes social, emotional, and intellectual dimensions that align with multiple levels of the hierarchy. Thus, Maslow's Hierarchy of Needs serves as a psychological foundation: it helps explain why school safety matters not only for physical protection but also for enabling teaching and learning, fostering belonging, and allowing students to reach their full potential (Mayer, 2021). The emphasis on safety needs is particularly relevant to the study of school safety management and readiness, as students, teachers, and staff must first feel secure in their physical and psychological environment before they can effectively engage in learning, teaching, and other school activities. Ensuring a safe school environment through proper infrastructure, emergency preparedness, health protocols, and well-enforced safety policies addresses these foundational needs and creates the conditions for higher-level needs, such as belonging, esteem, and personal growth, to be met. By grounding the study in Maslow's theory, the research highlights that school safety readiness is not only a matter of compliance or policy but a fundamental prerequisite for the overall development, well-being, and academic success of the school community.

Ecological Systems Theory (EST) conceptualizes human development and, by extension, student well-being in schools as shaped by nested environmental systems, ranging from the immediate microsystem (classroom, family, peers) to broader layers including the mesosystem, ecosystem, and macrosystem, as well as temporal influences represented by the chronosystem. In the context of school safety, this perspective emphasizes that security is not determined solely by conditions within the classroom or school building but is also influenced by community factors, local policies, family dynamics, available resources, and systemic supports. Integrating EST with data-driven approaches enables researchers to identify risk and protective factors for school absenteeism and safety, illustrating how school climate, family and community contexts, and institutional supports collectively impact students' presence and well-being.

Applying EST to school safety management and readiness underscores that school safety is shaped not only by internal factors such as teacher practices, school policies, and classroom environments, but also by external influences including community support, local governance, national education policies, and societal norms. By recognizing these interconnected systems, the study highlights that effective school safety management requires a holistic approach, integrating stakeholder collaboration, resource allocation, policy adherence, and environmental planning to ensure the well-being and security of all members of the school community. This theoretical grounding supports the study's aim to assess and enhance the readiness of schools to provide safe, secure, and developmentally supportive learning environments.

Similarly, Social Learning Theory (SLT), which posits that individuals learn behaviors, attitudes, and norms by observing and imitating others within a social context, reinforced through feedback and consequences, supports the notion that school safety extends beyond structural and physical measures to include behavioral and cultural dimensions. In schools, the behavior and practices of teachers, administrators, and peers play a critical role in shaping students' safety awareness and adherence to safety protocols. When teachers and school staff consistently model safe practices, such as enforcing rules, providing adequate supervision, and promoting respectful interactions, and reinforce positive safety behaviors, students are more likely to internalize these practices. Over time, this contributes to the development of a school-wide culture of safety, responsibility, and respect.

Recent educational research corroborates this perspective. For instance, Ladaran and Biol (2025), grounded in SLT and broader social cognitive theory, examined the influence of school safety, school climate, community engagement, and teaching practices on the internalization of core values among Grade 5 students in a morality

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and values subject, highlighting that a safe and stable school environment is critical for value formation, positive behavior, and overall student development. Anchoring the study in SLT therefore provides a theoretical basis for examining how teachers' and staff members' actions, coupled with institutional policies and peer influences, collectively determine the school's readiness to manage safety risks effectively.

Systems Theory, originally developed by Bertalanffy (1968), views an organization as an interconnected system in which all components work together to achieve common goals. In the context of school emergency management, the theory emphasizes that school administrators, teachers, learners, parents, local government units, and emergency response agencies must function collaboratively to ensure school safety and preparedness. Effective emergency equipment indicators depend on the coordination and interaction among these stakeholders, where deficiencies in one component may affect the overall effectiveness of emergency preparedness. Thus, Systems Theory provides a framework for understanding how integrated school safety practices contribute to a safe and resilient learning environment (Von Bertalanffy, 1968; Skyttner, 2023).

Disaster Risk Reduction (DRR) Theory emphasizes minimizing disaster risks by reducing vulnerabilities and strengthening the capacities of individuals, institutions, and communities before disasters occur. The theory advocates proactive measures such as hazard identification, preparedness planning, installation of emergency equipment, regular drills, and continuous risk assessment. Within the school setting, DRR Theory highlights the importance of visible and functional emergency equipment indicators that enable learners, teachers, and visitors to respond quickly during emergencies. By promoting preparedness and resilience, the theory supports the implementation of comprehensive school safety programs that reduce disaster-related risks and protect lives (United Nations Office for Disaster Risk Reduction [UNDRR], 2023).

Protection Motivation Theory (PMT), proposed by Rogers (1975) and further developed by Maddux and Rogers (1983), explains how individuals are motivated to adopt protective behaviors when they perceive potential threats and believe that effective preventive measures are available. The theory suggests that individuals evaluate the severity of a threat, their vulnerability, the effectiveness of protective actions, and their ability to perform those actions. In schools, clearly identified emergency equipment and indicators increase awareness and encourage appropriate responses during emergencies because learners and school personnel recognize both the risks and the available protective resources. Consequently, PMT supports the importance of maintaining visible emergency equipment indicators to strengthen preparedness and promote safety-conscious behaviors.

Emergency Management Theory provides a comprehensive framework for managing emergencies through four interconnected phases: mitigation, preparedness, response, and recovery. The theory emphasizes that organizations should establish systematic plans, allocate appropriate resources, provide emergency equipment, conduct regular training, and evaluate emergency procedures to minimize the impacts of disasters. In educational institutions, emergency equipment indicators play a vital role in supporting preparedness and response by helping occupants quickly locate fire extinguishers, first-aid kits, emergency exits, alarms, and evacuation routes during critical situations. Therefore, Emergency Management Theory reinforces the necessity of maintaining accessible, visible, and well-managed emergency equipment as an essential component of effective school disaster preparedness and safety management (Federal Emergency Management Agency [FEMA], 2024).

Republic Act 10821, also known as the Children's Emergency Relief and Protection Act, provides a legal framework mandating the protection of children from abuse, neglect, and other threats to their safety, including within school settings. The law emphasizes the establishment of protective mechanisms, emergency response programs, and preventive measures to safeguard children's physical and psychological well-being. In the context of school safety, RA 10821 obliges schools to implement preventive measures against bullying, harassment, and other forms of harm, thereby fostering a secure and supportive learning environment. By grounding the study in RA 10821, the research underscores the legal responsibility of teachers, school administrators, and the community

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to uphold children's rights to safety, protection, and overall well-being while at school. It provides a framework for evaluating how schools implement safety protocols, respond to incidents, and create conditions that uphold students' rights to protection, thus directly supporting the assessment of the school's readiness to manage safety risks effectively.

Moreover, Republic Act 10121 establishes the Framework for Disaster Risk Reduction and Management (DRRM) across all sectors, including education. The law mandates that schools develop comprehensive, school-based disaster preparedness and response programs, conduct regular drills, and maintain facilities that adhere to safety standards to mitigate risks from natural and man-made hazards. RA 10121 provides a legal foundation for school safety research by emphasizing proactive planning and preventive measures to safeguard students, staff, and school property during emergencies. By grounding the study in RA 10121, the research can explore how teachers' practices, institutional strategies, administrative strategies, resource allocation, and the challenges encountered collectively influence a school's overall preparedness, resilience, and capacity to manage safety risks effectively and to sustain a culture of safety and resilience.

Furthermore, DepEd Order No. 40, s. 2012 provides the implementing guidelines for the Child Protection Policy in Schools, strengthening measures to prevent and address abuse, exploitation, and unsafe conditions within the educational setting. The order mandates that schools establish reporting mechanisms, safety protocols, and protective measures to ensure that both staff and students operate within a secure and supportive environment. Anchoring this study in DO 40 enables an examination of how teachers and administrators apply these policies in daily practice and how such measures effectively address challenges to student safety, emphasizing the regulatory and operational responsibilities of school administrators and teachers in implementing safety measures.

Review of Related Literature

School violence remains a central concern for understanding the level of readiness in school safety management, as environments free from interpersonal harm are foundational to effective schooling. Research shows that violence in and around school settings, including physical fights, bullying, sexual harassment, and psychological abuse, poses substantial risks to students' educational outcomes, health, and psychological well-being (UNESCO, 2026). Regular exposure to violence undermines students' sense of safety and belonging, which are critical elements of a safe learning environment and a key indicator of readiness (UNESCO, 2026). Bullying and violence continue to be significant hazards affecting learning continuity and student safety, yet the implementation of preventive measures and reporting systems often falls short, indicating gaps in readiness measures (Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, 2024).

Physical conditions and infrastructure safety are core components of school safety management readiness. Safe, hazard-free facilities support students' ability to attend and engage in learning without fear or distraction. Compliance with physical safety standards, including secure building access, clear emergency exits, and structural integrity, is directly linked to institutional readiness to prevent violence and injuries as well as to manage emergencies effectively (Galgo & Curaza, 2022). Health and hygiene protocols are integral to school safety management, especially in light of public health emergencies and the ongoing need for disease prevention. The global policy landscape underscores that health hazards, including communicable diseases, significantly affect educational continuity, yet many countries lack systematic monitoring to fully support health readiness within schools. School health research emphasizes that institutions must combine structural hygiene measures (e.g., sanitation, clean water, ventilation) with health education and supportive services to create environments that reduce risk and promote overall well-being (National Center on Safe Supportive Learning Environments, n.d.; Gupta & Verma, 2025).

Local governance structures play a critical role in the implementation and consistency of school safety policies. Aldosari and Paff (2023) found that local governance significantly influences safety policy quality, a pattern

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reflected in the Philippine context where local government unit (LGU) support directly affects school infrastructure and emergency preparedness. Similarly, Bautista (2024) reported that students' perceptions of safety in urban Philippine schools are shaped by environmental factors such as overcrowding, community crime, and limited guidance services.

Globally, school safety has been recognized as a key determinant of students' academic performance, mental health, and overall development. Students who perceive their schools as safe are more likely to engage positively in learning, exhibit higher attendance, and achieve better academic outcomes (Cornell & Huang, 2020). Martínez, McMahon, and Espelage (2023) emphasized that safety encompasses not only physical protection but also emotional and psychological well-being, particularly in the post-pandemic context where students face heightened anxiety, social stress, and behavioral challenges.

Teachers and school administrators are pivotal in the effective implementation of school safety and DRRM measures. International evidence indicates that educator involvement in awareness-building, emergency planning, and safety drills enhances school resilience and hazard preparedness. For instance, Battepurath (2025) found that Indian teachers with higher awareness and preparedness for earthquakes and fire hazards reported better resource availability and stronger safety protocols. In the Philippine context, studies show that teacher participation in DRRM components such as community engagement and resilience education is generally strong, yet context-specific gaps remain in coastal or disaster-prone schools (Faelangca et al., 2024).

Teacher perceptions of safety significantly influence their well-being, job satisfaction, and instructional performance. Exposure to violence, health risks, and unsafe school climates can lead to emotional stress, anxiety, and decreased professional efficacy (Okeke & Windvoel, 2024; Pandoy et al., 2022). During the COVID-19 pandemic, educators reported heightened anxiety due to infection risk, crowded classrooms, and inadequate protective measures (Dlamini & Mbatha, 2021). Post-pandemic transitions back to face-to-face instruction further revealed physical and mental health burdens, workload stress, and challenges adapting to evolving curricula (Cabular & Tolentino, 2023; Dolores, 2025). Conversely, supportive school climates and collaborative teacher teams contribute to a positive and secure working environment, buffering stress and enhancing job satisfaction (Smith & Jones, 2023).

The foregoing findings and discussions note the multiple factors influencing school safety management, including governance support, teacher involvement, infrastructure, disaster preparedness, and psychosocial well-being. These discussions establish the theoretical and conceptual foundation for research on school safety management and readiness. This foundation serves as the basis for identifying key variables, guiding the formulation of research instruments, and supporting the analysis of the relationships among resource allocation, safety practices, and overall school readiness.

Statement of the Problem and Hypotheses

This study aimed to determine the level of school safety management and emergency preparedness at Surigao City Pilot School, Surigao City, during School Year 2026–2027 as a basis for a School-Based Safety Plan.

Specifically, it sought answers to the following questions:

1. What are the respondents' profiles in terms of:
    1.1 age;
    1.2 gender;
    1.3 highest educational attainment;
    1.4 length of teaching experience; and
    1.5 related and relevant training?

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2. As perceived by the teachers, what is the level of school safety management as to:

2.1 school emergency equipment;
2.2 physical conditions;
2.3 legislation and rules; and
2.4 practices and behavior?

3. What is the level of school emergency preparedness with respect to:

3.1 violence;
3.2 physical conditions;
3.3 health and hygiene; and
3.4 classroom safety?

4. Is there a significant relationship between the respondents' level of school safety management and the level of school emergency preparedness?

5. What are the challenges encountered in school safety management and emergency readiness?

6. Based on the findings, what School-Based Safety Plan can be endorsed?

The following null hypothesis was tested at the 0.05 level of significance:

H_0: There is no significant relationship between the respondents' level of school safety management and their level of school emergency preparedness.

Significance of the Study

The results of this study may be beneficial to the following stakeholders: education policymakers, the Department of Education (DepEd), school administrators, teachers, learners, parents, the community, the researcher, and future researchers.

Education Policymakers. The findings of this study may provide education policymakers with empirical evidence on the current status of school safety management and emergency preparedness at Surigao City Pilot School.

Department of Education. The study's findings will provide DepEd with empirically grounded insights into effective school safety practices and the challenges teachers encounter.

School Administrators. School leaders will gain a comprehensive understanding of the most effective safety practices and the obstacles teachers face in their implementation. This knowledge can assist administrators in strengthening school safety plans and enhancing supervision and support.

Teachers. Educators will benefit from the documented best practices, which they may adopt or adapt to improve the safety of classrooms and school facilities. Awareness of prevalent challenges will also empower teachers to seek appropriate support, collaborate with colleagues, and enhance their competence.

Learners. Students will ultimately benefit from improved and more secure school environments. With reinforced safety protocols and well-supported teachers, learners are likely to experience reduced risks and greater protection.

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Parents. Parents will gain confidence and assurance knowing that the school actively identifies both strengths and challenges in maintaining safety.

Community. Local stakeholders and community members will benefit from strengthened collaboration with schools in promoting safety. The study may motivate barangays, local organizations, and other community actors to actively participate in school safety initiatives.

Researcher. The researcher will acquire deeper insights into school safety issues, develop advanced skills in data collection and analysis, and enhance understanding of effective strategies for maintaining safe learning environments.

Future Researchers. The study's findings can serve as a valuable reference for future research on school safety, teacher practices, and educational management, providing a foundation for continued investigation.

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METHODS

This section presents the methodological process of the study, which includes the research design, the flow of the study, the locale of the study, the respondents and sampling, the research instrument, the scoring procedure, the data-gathering procedure, the operational definition of terms, the statistical treatment of data, and the ethical considerations.

Research Design

This study employed a descriptive-correlational method. This approach allowed the researcher to determine the school safety management and emergency preparedness of elementary teachers at Surigao City Pilot School, Surigao City, for School Year 2026–2027 as the basis for a School-Based Safety Plan.

A correlational design was particularly appropriate for this study because it identified significant associations between factors such as school emergency equipment, physical conditions, legislation and rules, and practices and behavior, providing insight into how these variables collectively influenced overall school emergency preparedness in terms of violence, physical conditions, health and hygiene, and classroom safety (Fraenkel, Wallen, & Hyun, 2019). Additionally, data were collected using an adapted questionnaire that was administered to selected respondents and was designed to measure school safety management and readiness (DeVellis, 2016; Dörnyei, 2007).

Flow of the Study

The study employed a systems model using the input–process–output approach, as shown in Figure 2.

Input. The input consisted of the profile of the respondents (age, gender, highest educational attainment, length of teaching experience, and related and relevant training) and school safety readiness; the level of school safety management among the respondents with reference to school emergency equipment, physical conditions, legislation and rules, and practices and behavior; the level of school emergency preparedness of the respondents in terms of violence, physical conditions, health and hygiene, and classroom safety; the significant relationship between the respondents' level of school safety management and their level of school emergency preparedness; and the challenges encountered in school safety management and emergency readiness among the respondents.

Process. The process was a method for gathering and synthesizing the variables. It included the method, the gathering of data, and the organization of data, and it involved the analysis of the results of the questionnaires. Once the data were collected, the responses were carefully organized and tabulated to facilitate systematic analysis. This included coding the questionnaire items, entering the data into statistical software, and preparing it for computation. The data were then analyzed quantitatively, employing descriptive and inferential statistical techniques to identify trends, relationships, and significant predictors of school safety readiness. Computation and evaluation of the results followed, providing clear evidence on the current status of safety management and highlighting areas requiring improvement.

Output. The output of this research enabled the researcher to propose a School-Based Safety Plan. This output was designed to provide an evidence-based plan for the strategic distribution of resources, personnel, and training to ensure a safer and more secure learning environment.

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Figure 2. Flow of the Study

INPUT		PROCESS		OUTPUT
1. Profile of the respondents 2. School safety management 3. School emergency preparedness 4. Challenges encountered in school safety management and emergency readiness	→	Identify teachers from the district/school Secure a transmittal letter from the school principal and teachers Collect data using a survey questionnaire Process the statistical treatment of data Interpret and analyze the data	→	**SCHOOL-BASED SAFETY PLAN**

Locale of the Study

The study was conducted at Surigao City Pilot School, Surigao City, as shown in Figure 3. The school was selected as the primary site of investigation to represent elementary school contexts within the district. The selected school provides a diverse setting for examining school safety management and readiness.

The school is situated within an urban community that is exposed to various environmental and human-induced hazards, including typhoons, flooding, earthquakes, and other emergency situations common in the region. These conditions underscore the importance of maintaining effective safety management systems and ensuring that teachers are adequately prepared to respond to emergencies and potential risks within the school environment.

Furthermore, the school possesses varying levels of safety-related resources, infrastructure, and preparedness mechanisms that can influence the implementation of school safety practices. Examining the experiences and perceptions of teachers within this context will provide valuable insights into the current state of school safety management and readiness. Therefore, Surigao City Pilot School offers a relevant and suitable environment for assessing the relationship between school safety management and the readiness of public-school teachers.

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Figure 3. Location Map of the Research Environment



Respondents and Sampling

The respondents of this study consisted of public-school teachers from the aforementioned school. A purposive-convenience sampling technique was employed to select respondents who were directly involved in school safety management and readily accessible for the study. The distribution of the respondents is presented in Table 1.

Table 1. Distribution of Respondents

Respondents	Frequency (f)	%
Teachers	30	100.00
Total	**30**	**100.00**

Table 1 shows that there were 30 respondents in the study, all of whom were public-school teachers of the identified school.

Research Instrument

The study utilized an adapted survey questionnaire based on the work of Ercek and Birel (2021) entitled "Developing the School Safety Perception Scale: The Validity and Reliability of Study." Prior to its administration, the research instrument was carefully reviewed and evaluated by the research adviser to ensure its appropriateness, clarity, and alignment with the objectives of the study. Necessary modifications and refinements were incorporated based on the adviser's recommendations before the conduct of the research.

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The questionnaire consisted of four parts. The first part elicited the profile of the respondents, particularly their age, gender, highest educational attainment, length of teaching experience, related and relevant training, and school safety readiness. The second part measured the respondents' level of school safety management with reference to school emergency equipment, physical conditions, legislation and rules, and practices and behavior, with five statements per sub-variable. The third part measured the respondents' level of school emergency preparedness in terms of violence, physical conditions, health and hygiene, and classroom safety, likewise with five statements per sub-variable. The fourth part dealt with the challenges encountered in school safety management and readiness among the respondents and consisted of ten statements in all.

Scoring Procedure

The researcher required the participants to respond on their school safety management, level of school emergency preparedness, and challenges encountered in school safety management and emergency readiness by indicating whether very high, high, moderate, low, or very low. The scoring scheme is presented in Table 2.

Table 2. Scoring Scheme for the Level of School Safety Management, Emergency Preparedness, and Challenges Encountered

Rating	Scale	Responses	Description
5	4.21–5.00	Very High (VH)	Reflects comprehensive and consistently implemented safety measures and emergency preparedness; challenges encountered to a very great extent.
4	3.41–4.20	High (H)	Denotes generally effective but not fully optimized practices and emergency preparedness; challenges encountered to a great extent.
3	2.61–3.40	Moderate (M)	Indicates uncertainty or mixed perceptions regarding readiness and emergency preparedness; challenges encountered to a moderate extent.
2	1.81–2.60	Low (L)	Represents limited implementation or effectiveness and emergency preparedness; challenges encountered to a low extent.
1	1.00–1.80	Very Low (VL)	Signifies minimal or insufficient safety practices and emergency preparedness; challenges encountered to a very low extent.

Data Gathering Procedure

The data gathering process was conducted in three stages: preliminary, actual data collection, and post-data processing. Each stage ensured proper coordination with the school, clear orientation and administration of the questionnaires, and systematic organization and analysis of the collected data.

Preliminary Stage. The researcher sent a transmittal letter to the school principal to ask permission to conduct the study. Once approved, the researcher arranged the schedule for meeting the respondents and conducting the data gathering phase.

Data Gathering Stage. On the scheduled day, the researcher facilitated an orientation regarding the research. Salient issues such as the purpose of the study, its procedures, and how the confidentiality of the respondents was protected were discussed. The administration of the survey questionnaires followed immediately after the

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orientation. Instructions were given on how to answer the survey questionnaires. Assistance was also provided while the respondents were answering, and sufficient time was given for them to complete the questionnaires. The retrieval of the questionnaires followed afterward.

Post-Data Gathering Stage. The data were tallied, organized, summarized, interpreted, and analyzed based on the results. Appropriate statistical tools were used in the treatment of the data.

Operational Definition of Terms

To avoid ambiguities in the study, the following terms were defined operationally.

Classroom Safety. The phrase referred to the conditions, procedures, and practices within the classroom that prevented accidents, injuries, and hazards, and ensured a secure environment for teaching and learning. In this study, classroom safety was measured through teachers' reports and observations on factors such as proper arrangement of furniture, availability of safety materials, cleanliness, ventilation, compliance with safety rules, and management of student behavior.

Health and Hygiene. The phrase referred to the practices, facilities, and conditions that promoted physical well-being within the school. In the study, this covered the availability of clean water, handwashing stations, waste management, implementation of hygiene protocols, and teachers' guidance on health practices.

Legislation and Rules. The phrase referred to the official policies, safety standards, DepEd issuances, and school-based rules that governed school safety. In the study, these were understood as the guidelines that teachers followed or cited when implementing safety measures.

Physical Condition. The phrase referred to the state of the school's facilities and environment that affected safety. In the study, it included the condition of classrooms, corridors, playgrounds, electrical wiring, ventilation, sanitation areas, and hazard-prone spaces.

Practices and Behaviors. The phrase referred to the observable actions and routine habits of teachers and students that were related to maintaining safety. In the study, these included compliance with rules, participation in drills, responsible movement around the school, and proper use of facilities.

School-Based Safety Plan. The phrase referred to the output of the study: the systematic planning, organization, implementation, monitoring, and evaluation of policies, programs, procedures, and practices that were designed to protect students, teachers, staff, and school property from risks, hazards, and emergencies while ensuring a safe and supportive learning environment. It included the management of disaster preparedness, emergency response, health and sanitation, violence prevention, infrastructure safety, security protocols, and stakeholder coordination.

Emergency Readiness. The phrase referred to the level of preparedness and capability of a school to anticipate, prevent, respond to, and recover from safety risks, emergencies, and disasters. It reflected how prepared a school was in terms of policies, personnel, resources, training, infrastructure, emergency plans, coordination mechanisms, and safety practices to protect learners and staff and sustain school operations during crises.

School Safety. The phrase referred to the overall condition in which students, teachers, and staff were protected from harm, hazards, and threats within the school. In the study, it was assessed based on violence, physical conditions, health and hygiene, legislation and rules, classroom safety, and practices and behaviors.

Violence. The term referred to any reported or observed acts of physical, verbal, or psychological aggression that occurred within the school setting.

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Statistical Treatment of Data

The study involved the descriptive-correlational method. The following statistical treatments were used: simple percentage, to determine the percentage distribution of the respondents' profiles; weighted mean, to determine the respondents' level of school safety management and level of school emergency preparedness; and the chi-square, to test the significant relationship between the respondents' level of school safety management and their level of school emergency preparedness.

Percentage. It was used to determine the relevant information of the respondents in terms of age, gender, highest educational attainment, length of teaching experience, and related and relevant training.

Weighted Mean. It was used to assess the respondents' level of school safety management, level of school emergency preparedness, and challenges encountered.

Chi-square. It was used to test the significant relationship between the respondents' level of school safety management and their level of school emergency preparedness.

Ethical Considerations

This section presents the set of principles that guided the research design and practices. These principles included voluntary participation, informed consent, anonymity, and confidentiality. The study focused on the respondents' engagement and cooperation, and it was transparent about the goals and objectives of both the researcher and the respondents.

Voluntary Participation. Teacher respondents within the research context were clearly informed that their participation was entirely voluntary, with no obligation to take part.

Informed Consent. Respondents were provided with informed consent to ensure that they understood the purpose of the study and their rights. They were fully informed about the purpose of the research and their rights, allowing them to provide consent with a clear understanding.

Confidentiality and Anonymity. The respondents' profiles and data were kept confidential throughout the study. Teacher respondents were assured that their privacy was respected and protected with the utmost discretion, ensuring that their identities remained anonymous. The study ensured the confidentiality of the respondents' profiles, answers, and any data obtained.

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RESULTS AND DISCUSSION

This section presents the gathered data, together with their analysis and interpretation, on the respondents' profile in terms of age, gender, highest educational attainment, length of teaching experience, and related and relevant training; the level of school safety management of the respondents with respect to school emergency equipment, physical conditions, legislation and rules, and practices and behavior; the level of school emergency preparedness of the respondents in terms of violence, physical conditions, health and hygiene, and classroom safety; the significant relationship between the respondents' level of school safety management and their level of school emergency preparedness; and the challenges encountered in school safety management and emergency readiness among the respondents.

Profile of the Respondents

This subsection shows the profile of the respondents in terms of age, gender, highest educational attainment, length of teaching experience, and related and relevant training. The data are presented in tabular form.

Age

This subsection presents the survey results of the respondents in terms of age. The data are shown in Table 3.

Table 3. Age of the Respondents

Age	f	%
51–60 years old	6	20.00
41–50 years old	9	30.00
31–40 years old	10	33.33
21–30 years old	5	16.67
Total	**30**	**100.00**

Table 3 shows the distribution of the 30 respondents according to age. The largest group consisted of respondents aged 31–40 years old, with 10 (33.33%, followed by those aged 41–50 years old, with 9 (30.00%. Meanwhile, 6 or 20.00% were aged 51–60 years old, while 5 or 16.67% belonged to the 21–30 age group. The distribution indicated that most respondents were within the middle-age categories, suggesting that the respondents generally represented teachers with established professional and personal experiences.

The age distribution implied that the respondents had varied levels of maturity and professional exposure that could contribute to their perceptions of school safety management and emergency preparedness. The larger representation of teachers aged 31–50 suggested that the findings were substantially informed by respondents who were likely to have accumulated several years of experience in handling school-related safety situations. At the same time, the presence of younger and older teachers provided a broader range of perspectives on school safety practices.

The finding was supported by Fuentes (2023), who emphasized that teachers played an important role in school disaster preparedness, response, and recovery and were expected to assume significant responsibilities during emergencies. Similarly, Capuyan (2026) found that teachers' preparedness for inclusive disaster risk reduction involved various school-based practices and collaborative responsibilities, highlighting the importance of teachers' preparedness in creating safer and more resilient learning environments.

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Gender

This subsection presents the survey results of the respondents in terms of gender. The data are shown in Table 4.

Table 4. Gender of the Respondents

Gender	f	%
Male	8	26.67
Female	22	73.33
Total	**30**	**100.00**

Table 4 presents the distribution of respondents according to gender. Of the 30 respondents, 22 or 73.33% were female, while 8 or 26.67% were male. The results showed that female teachers constituted the majority of the respondents, with their proportion being substantially higher than that of male teachers.

The gender distribution implied that the study primarily reflected the experiences and perceptions of female teachers regarding school safety management and emergency preparedness. Nevertheless, the participation of male respondents ensured that both gender groups were represented in the study. The difference in representation should be considered when interpreting the findings because the overall results may have been more strongly influenced by the larger group of female respondents.

The result was relevant to Fuentes (2023), whose study examined teachers' experiences in disaster preparedness, response, and recovery and emphasized that teachers assumed important responsibilities as members of the school safety system. Likewise, Estrella et al. (2026) emphasized the collective role of elementary school teachers in disaster preparedness, particularly through collaboration, vulnerability assessment, and learning processes that contributed to safer schools.

Highest Educational Attainment

This subsection presents the survey results of the respondents in terms of highest educational attainment. The data are shown in Table 5.

Table 5. Respondents' Highest Educational Attainment

Highest Educational Attainment	f	%
with Units in Doctoral Program	3	10.00
Master's Degree	8	26.67
with Units in any Master's Program	12	40.00
Bachelor's Degree	7	23.33
Total	**30**	**100.00**

Table 5 shows the educational attainment of the 30 respondents. The largest proportion, 12 or 40.00%, had units in a master's program, followed by 8 or 26.67% who had already obtained a master's degree. Seven or 23.33% held a bachelor's degree, while 3 or 10.00% had units in a doctoral program, and none had completed a doctorate. Overall, the results indicated that a considerable majority of the respondents had pursued education beyond the bachelor's degree.

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The educational profile implied that most respondents had engaged in continuing professional and academic development, which could contribute to their understanding of school safety policies and emergency preparedness practices. The relatively high proportion of respondents with graduate-level education suggested that many teachers had opportunities to develop analytical and professional competencies relevant to school management. This academic background could also support their capacity to understand and implement safety policies and emergency preparedness practices.

This finding was consistent with Capuyan (2026), who demonstrated the importance of teacher preparedness and collaboration in implementing inclusive disaster risk reduction in schools. In addition, Estrella et al. (2026) highlighted the value of teacher learning and collaborative processes in strengthening disaster preparedness outcomes in elementary schools, suggesting that professional knowledge and continuing development could contribute to stronger preparedness. These findings further emphasized that sustained professional development and collaborative engagement could strengthen teachers' capacity to respond effectively to disaster-related risks and emergencies in school settings.

Length of Teaching Experience

This subsection presents the survey results of the respondents in terms of length of teaching experience. The data are shown in Table 6.

Table 6. Length of Teaching Experience of the Respondents

Length of Teaching Experience	f	%
21 years and beyond	5	16.67
11–20 years	10	33.33
6–10 years	8	26.67
1–5 years	7	23.33
Total	**30**	**100.00**

Table 6 presents the respondents according to their length of teaching experience. The largest group had 11–20 years of teaching experience, consisting of 10 respondents, or 33.33% of the respondents. This was followed by those with 6–10 years, with 8 or 26.67%, those with 1–5 years, with 7 or 23.33%, and those with 21 years and beyond, with 5 or 16.67%.

The results implied that the respondents had substantial exposure to different school situations, including routine safety concerns and emergency-related activities. Their accumulated teaching experience could have enabled them to become familiar with school safety procedures, emergency protocols, and the practical challenges associated with protecting learners.

The finding was supported by Fuentes (2023), who reported that teachers recognized their responsibility in disaster preparedness, response, and recovery and were willing to learn and serve despite challenges. Similarly, Bagoning, Ayson, and Otero (2026) examined crisis management and disaster preparedness among public elementary school educators and emphasized the importance of educators' preparedness and capacity in implementing disaster risk reduction.

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Related and Relevant Training

This subsection presents the survey results of the respondents in terms of related and relevant training. The data are shown in Table 7.

Table 7. Related and Relevant Training of the Respondents

Related Training/Seminars Attended	f	%
4–6 Times	11	36.67
1–3 Times	16	53.33
None	3	10.00
Total	**30**	**100.00**

Table 7 shows the respondents' participation in related training and seminars. The majority, 16 or 53.33%, had attended 1–3 training sessions, while 11 or 36.67% had attended 4–6 sessions. Only 3 or 10.00% had not attended any related training.

The distribution implied that training and professional development were accessible to most respondents and could have contributed to their awareness of appropriate safety and emergency procedures. Moreover, Bagoning et al. (2026) emphasized the continuing importance of educators' preparedness, crisis-management capabilities, and capacity development in strengthening DRRM implementation in public elementary schools.

Level of School Safety Management of the Respondents

This subsection shows the respondents' level of school safety management with respect to school emergency equipment, physical conditions, legislation and rules, and practices and behavior. The data are presented in tabular form.

School Emergency Equipment

This subsection presents the respondents' level of school safety management with respect to school emergency equipment. The data are shown in Table 8.

Table 8. School Emergency Equipment

No.	Indicators	Mean	SD	Verbal Description
1	The school provides adequate emergency equipment (e.g., fire extinguishers, first aid kits, and emergency alarms) in accessible locations.	4.13	0.63	High
2	Emergency equipment in the school is regularly inspected, maintained, and kept in good working condition.	4.10	0.65	High
3	Emergency equipment is clearly labeled and strategically placed for immediate use during emergencies.	4.16	0.59	High
4	Teachers, staff, and learners are knowledgeable about the location and proper use of the school's emergency equipment.	4.06	0.68	High

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No.	Indicators	Mean	SD	Verbal Description
5	The available emergency equipment is sufficient to respond effectively to different types of school emergencies and disasters.	4.10	0.65	High
	Overall Mean	**4.11**	**0.64**	**High**

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

Table 8 shows the respondents' level of school safety management with respect to school emergency equipment. Statement 3, "Emergency equipment is clearly labeled and strategically placed for immediate use during emergencies," obtained the highest mean of 4.16, with a verbal description of high. The highest mean indicated that emergency equipment was clearly labeled and strategically placed for immediate use during emergencies. This implied that the school had established effective practices in organizing and positioning essential safety resources. The finding suggested that the school should continue regular inspection and maintenance to sustain the accessibility and functionality of emergency equipment.

Abregana (2025) identified gaps in DRRM-specific teacher training, instructional resources, and school–community partnerships, reinforcing the need to address institutional and capacity-related challenges in developing disaster-resilient schools.

The overall mean for school emergency equipment was 4.11, with a verbal description of high. The overall mean indicated that the management of school emergency equipment was generally at a favorable level and adequately supported the safety needs of the school community. This suggested that the school had established sufficient arrangements for providing and maintaining the resources needed during emergencies, and that essential equipment and related procedures were generally available and functional for potential emergency situations, although continuous monitoring remained necessary. Similar findings were reported by Manuel et al. (2025), who found that elementary teachers demonstrated good disaster-management knowledge and preparedness with essential supplies, while also identifying areas requiring improvement in emergency response capabilities.

Physical Conditions

This subsection presents the respondents' level of school safety management with respect to physical conditions. The data are shown in Table 9.

Table 9. Physical Conditions (School Safety Management)

No.	Indicators	Mean	SD	Verbal Description
1	Safety measures for hazardous materials in laboratories and workshops (e.g., toxic, flammable, explosive substances) are regularly implemented, monitored, and controlled.	4.08	0.67	High
2	The school is adequately equipped and prepared to respond to natural disasters such as earthquakes, floods, typhoons, and fires through the proper conduct of safety drills.	4.15	0.60	High
3	Entrances, exits, stairways, handrails, doors, and windows are routinely inspected to ensure safety and accessibility, with corresponding directional and safety signage strategically posted.	4.10	0.64	High

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No.	Indicators	Mean	SD	Verbal Description
4	Preventive measures are in place for accidents related to water and heating systems, and these systems are periodically checked and maintained.	4.07	0.68	High
5	The school provides appropriate safety accommodations for students with disabilities, including accessible building features, toilets, sinks, lifts, seating, and designated areas for use.	4.07	0.69	High
	Overall Mean	**4.09**	**0.66**	**High**

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

Table 9 shows the respondents' level of school safety management with respect to physical conditions. Statement 2, "The school is adequately equipped and prepared to respond to natural disasters such as earthquakes, floods, typhoons, and fires through the proper conduct of safety drills," obtained the highest mean of 4.15, with a verbal description of high. The highest mean showed that the school was adequately equipped and prepared to respond to natural disasters through the proper conduct of safety drills. This implied that physical preparedness was reinforced through practical activities that allowed teachers and learners to become familiar with appropriate emergency responses. Maintaining safe facilities together with regular drills could therefore contribute to a more responsive and resilient school environment.

Salita et al. (2021) highlighted the role of teachers in school disaster preparedness, while Galvizo (2022) reported that plan implementation, particularly training and drills, contributed significantly to school disaster preparedness.

The overall mean for physical conditions was 4.09, with a verbal description of high. This finding suggested that existing facilities and physical safety measures were generally responsive to the requirements of learners and school personnel. Regular facility assessment remained necessary to identify developing risks and address them before they resulted in accidents or emergencies. The finding was consistent with Cresencio and Yabut (2023), who emphasized safe learning facilities, school disaster management, and safety procedures as important components of school disaster risk reduction in Philippine schools.

Legislation and Rules

This subsection presents the respondents' level of school safety management with respect to legislation and rules. The data are shown in Table 10.

Table 10. Legislation and Rules

No.	Indicators	Mean	SD	Verbal Description
1	The school has comprehensive school-family association regulations that effectively address school safety issues.	4.09	0.66	High
2	Discipline committees and corresponding School Disaster and Risk Reduction Safety Management regulations are established and sufficient to maintain order and security within the school.	4.08	0.68	High

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No.	Indicators	Mean	SD	Verbal Description
3	Official directives for teachers clearly define responsibilities regarding school safety and are fully implemented.	4.15	0.60	High
4	The school has procedures for addressing complaints related to safety policies, including mechanisms for reporting to designated authorities or call centers.	4.06	0.69	High
5	The school administrator's safety plan includes a clear and comprehensive framework with instructions for ensuring overall school safety.	4.07	0.67	High
	Overall Mean	**4.09**	**0.66**	**High**

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

Table 10 shows the respondents' level of school safety management with respect to legislation and rules. Statement 3, "Official directives for teachers clearly define responsibilities regarding school safety and are fully implemented," obtained the highest mean of 4.15, with a verbal description of high. The highest mean indicated that official directives clearly defined teachers' responsibilities concerning school safety and were fully implemented. This suggested that clearly communicated policies helped establish accountability and provided teachers with appropriate guidance when carrying out safety-related responsibilities.

Salita et al. (2021) noted the importance of teachers as key participants in disaster risk reduction, while Galvizo (2022) emphasized the contribution of organized plans and programs to effective school preparedness.

The overall mean for legislation and rules was 4.09, with a verbal description of high. This implied that the respondents generally perceived the school's regulatory mechanisms as sufficient to guide safety-related decisions and actions. Continued policy dissemination and periodic evaluation could help ensure that established rules remained relevant and consistently applied. Bongayon et al. (2025) likewise found that disaster risk reduction and management protocols, including coordination and information-management procedures, were well implemented in a Philippine public elementary school, supporting the importance of institutionalized safety policies.

Practices and Behavior

This subsection presents the respondents' level of school safety management with respect to practices and behavior. The data are shown in Table 11.

Table 11. Practices and Behavior

No.	Indicators	Mean	SD	Verbal Description
1	The school maintains accurate records of all visitors to monitor access and enhance campus security.	4.14	0.61	High
2	Emergency response regulations and protocols for fire, earthquake, chemical, biological, and other hazards are clearly displayed, regularly updated, and easily accessible.	4.11	0.63	High

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No.	Indicators	Mean	SD	Verbal Description
3	Complaints and concerns regarding school safety are systematically reviewed, addressed, and resolved in a timely manner.	4.08	0.67	High
4	Staff members are well-informed and trained in first aid, ensuring readiness to respond to medical emergencies.	4.12	0.62	High
5	Teachers on duty consistently fulfill their responsibilities related to maintaining and monitoring school safety.	4.10	0.65	High
	Overall Mean	**4.11**	**0.64**	**High**

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

Table 11 shows the respondents' level of school safety management with respect to practices and behavior. Statement 1, "The school maintains accurate records of all visitors to monitor access and enhance campus security," obtained the highest mean of 4.14, with a verbal description of high. The highest mean revealed that the school maintained accurate visitor records to monitor access and improve campus security. This suggested that routine monitoring practices contributed to controlling movement within the school premises and reducing potential security risks. Strengthening such practices through consistent implementation could help maintain an orderly and secure school environment.

Galvizo (2022) likewise emphasized that teachers had important responsibilities in protecting learners during emergencies, and that organized school safety measures and risk monitoring were important elements of disaster preparedness.

The overall mean for practices and behavior was 4.11, with a verbal description of high. The overall mean showed that safety-related practices and behaviors were generally observed within the school setting. This suggested that the school community had developed routines that supported the prevention of risks and the maintenance of an orderly environment. Furthermore, sustaining these practices through regular monitoring and continuous safety awareness activities may help strengthen the school's preparedness and promote a safer learning environment for everyone. Findings from Noynay (2025) similarly showed that teachers demonstrated high awareness and satisfactory practices across the Comprehensive School Safety framework, indicating the importance of consistent safety behaviors in school disaster risk reduction. These findings further emphasize the need for continuous teacher training and the consistent application of safety protocols.

Summary of the Respondents' Level of School Safety Management

This subsection presents the summary of the respondents' level of school safety management with respect to school emergency equipment, physical conditions, legislation and rules, and practices and behavior. The data are shown in Table 12.

Table 12. Summary of the Respondents' Level of School Safety Management

Variables	Mean	SD	Verbal Description
School Emergency Equipment	4.11	0.62	High
Physical Conditions	4.09	0.65	High
Legislation and Rules	4.09	0.60	High

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Variables	Mean	SD	Verbal Description
Practices and Behavior	4.11	0.58	High
Overall Mean	**4.10**	**0.61**	**High**

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

Table 12 shows that school emergency equipment, practices, and behavior obtained the highest mean of 4.11, both rated high, while physical conditions and legislation and rules obtained 4.09, also rated high. Overall, school safety management obtained a mean of 4.10, indicating that safety measures, facilities, rules, and practices were generally well implemented. This implies that the school has established effective safety measures that can help maintain a secure learning environment for learners and personnel. It also suggests the need for sustained safety programs, regular assessment, and timely improvement of identified areas to ensure consistent school preparedness and protection.

Level of School Emergency Preparedness of the Respondents

This subsection shows the respondents' level of school emergency preparedness in terms of violence, physical conditions, health and hygiene, and classroom safety. The data are presented in tabular form.

Violence

This subsection presents the respondents' level of school emergency preparedness in terms of violence. The data are shown in Table 13.

Table 13. Violence

No.	Indicators	Mean	SD	Verbal Description
1	The school has protocols in place to prevent and address incidents of sexual harassment involving teachers and students.	4.12	0.64	High
2	There are measures to monitor and manage cases of harassment or inappropriate behavior among students.	4.10	0.66	High
3	The school has systems to respond to incidents of violence affecting students, teachers, administrators, or parents, including serious injuries or fatalities.	4.14	0.61	High
4	There are security measures and procedures to prevent theft, extortion, or other criminal activities within the school premises.	4.09	0.67	High
5	The school has mechanisms to manage and mitigate cases of physical violence by parents toward teachers.	4.10	0.65	High
	Overall Mean	**4.11**	**0.65**	**High**

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

Table 13 shows the respondents' level of school emergency preparedness in terms of violence. Statement 3, "The school has systems to respond to incidents of violence affecting students, teachers, administrators, or parents,

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including serious injuries or fatalities," obtained the highest mean of 4.14, with a verbal description of high. The highest mean indicated that the school had systems for responding to incidents of violence involving members of the school community. This suggested that mechanisms for addressing serious incidents were already incorporated into the school's safety and emergency preparedness practices. Continued strengthening of response procedures could promote faster intervention, clearer coordination, and better protection of learners, teachers, and other stakeholders.

Salita et al. (2021) emphasized the need to maximize teachers' roles in disaster risk reduction and management, while Galvizo (2022) underscored the importance of preparedness systems, planning, and risk information in promoting safer schools.

The overall mean for violence was 4.11, with a verbal description of high. The overall mean indicated that the school generally possessed adequate mechanisms for preventing and responding to violence-related incidents. This suggested that protective measures were sufficiently integrated into the school's emergency preparedness efforts. Nevertheless, maintaining a safe environment required continued vigilance, timely reporting, and coordinated intervention whenever incidents occurred. Fuentes (2023) found that teachers viewed themselves as important actors in disaster preparedness, response, and recovery and recognized their responsibility to protect and assist members of the school community during emergencies.

Physical Conditions

This subsection presents the respondents' level of school emergency preparedness in terms of physical conditions. The data are shown in Table 14.

Table 14. Physical Conditions (School Emergency Preparedness)

No.	Indicators	Mean	SD	Verbal Description
1	The school buildings, classrooms, and facilities are structurally safe and regularly maintained to prevent accidents or hazards.	4.15	0.60	High
2	Emergency exits, pathways, and evacuation areas in the school are clearly identified, accessible, and free from obstructions.	4.09	0.66	High
3	The school has adequate safety equipment and physical resources (e.g., fire extinguishers, first aid kits, warning signs, and emergency supplies) available and functional.	4.11	0.64	High
4	School grounds, classrooms, and common areas are properly maintained to minimize physical risks such as slippery floors, exposed wires, damaged structures, or unsafe surroundings.	4.07	0.68	High
5	The school environment provides sufficient lighting, ventilation, sanitation, and security measures to ensure the safety and well-being of learners and staff.	4.08	0.67	High
	Overall Mean	**4.10**	**0.65**	**High**

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

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Table 14 shows the respondents' level of school emergency preparedness in terms of physical conditions. Statement 1, "The school buildings, classrooms, and facilities are structurally safe and regularly maintained to prevent accidents or hazards," obtained the highest mean of 4.15, with a verbal description of high. The highest mean demonstrated that school buildings, classrooms, and facilities were generally maintained in a structurally safe condition. This implied that attention to the physical environment provided an important foundation for protecting learners and personnel from preventable hazards. Continued inspection and preventive maintenance could help preserve the school's capacity to withstand disasters and minimize interruptions to educational services.

Salita et al. (2021) recognized schools as important settings for disaster preparedness because of their responsibility to protect children, while Galvizo (2022) found structural resilience to be one of the important dimensions of school disaster preparedness.

The overall mean for physical conditions was 4.10, with a verbal description of high. The overall mean indicated that the school's physical environment was generally considered capable of supporting emergency preparedness and learner safety. This suggested that the existing structural, evacuation, and environmental measures provided a reasonable foundation for responding to potential hazards. Sustained monitoring and timely corrective action would be important in preventing minor physical concerns from developing into significant safety risks. Cresencio and Yabut (2023) similarly emphasized the role of safe learning facilities and school safety procedures in strengthening disaster risk reduction implementation in Philippine schools.

Health and Hygiene

This subsection presents the respondents' level of school emergency preparedness in terms of health and hygiene. The data are shown in Table 15.

Table 15. Health and Hygiene

No.	Indicators	Mean	SD	Verbal Description
1	The school implements regular preventive measures and inspections to protect against parasitic and communicable diseases.	4.09	0.66	High
2	The water sources used by students are consistently monitored and maintained to ensure hygiene and safety.	4.15	0.60	High
3	The school conducts routine health assessments, including weekly, monthly, and annual general health checks, in coordination with health professionals.	4.08	0.67	High
4	The school canteen is regularly inspected and audited by relevant authorities to ensure food safety and hygiene standards are maintained.	4.10	0.65	High
5	The school provides functional psychological counseling and guidance services that contribute to overall school safety and support the well-being of students and staff.	4.07	0.69	High
	Overall Mean	**4.09**	**0.65**	**High**

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

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Table 15 shows the respondents' level of school emergency preparedness in terms of health and hygiene. Statement 2, "The water sources used by students are consistently monitored and maintained to ensure hygiene and safety," obtained the highest mean of 4.15, with a verbal description of high. This suggested that basic health and sanitation provisions were given appropriate attention as part of the school's preparedness efforts. Sustained monitoring of water facilities could help reduce health-related risks and prevent disruptions to school operations and learner participation.

Galvizo (2022) emphasized the broader responsibility of schools and teachers in protecting learners from disaster-related risks, as well as the importance of comprehensive preparedness systems that support safe school environments.

The overall mean for health and hygiene was 4.09, with a verbal description of high. This suggested that preventive health practices and basic sanitation measures contributed positively to the school's capacity to protect learners and personnel. Maintaining coordination with health personnel and strengthening preventive programs could further support a healthy and emergency-ready school. Doctolero and Lim (2026) likewise examined health and safety practices in public elementary schools in relation to emergency kits, safety guidelines, health measures, and implementation challenges.

Classroom Safety

This subsection presents the respondents' level of school emergency preparedness in terms of classroom safety. The data are shown in Table 16.

Table 16. Classroom Safety

No.	Indicators	Mean	SD	Verbal Description
1	The school has measures to prevent and manage the circulation of inappropriate materials (e.g., pornographic publications or visuals) among students.	4.09	0.66	High
2	The school maintains classroom procedures that promote safe, orderly, and secure learning environments.	4.10	0.64	High
3	Potential hazards in the school vicinity such as transformers, fuel stations, and bus terminals are regularly assessed and managed to ensure student safety.	4.11	0.63	High
4	The school implements monitoring and preventive measures to address the presence of gangs inside and around the campus.	4.10	0.65	High
5	The school has protocols to prevent, respond to, and manage terrorist or severe security incidents on school premises.	4.13	0.62	High
	Overall Mean	**4.10**	**0.64**	**High**

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

Table 16 shows the respondents' level of school emergency preparedness in terms of classroom safety. Statement 5, "The school has protocols to prevent, respond to, and manage terrorist or severe security incidents on school

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premises," obtained the highest mean of 4.13, with a verbal description of high. This implied that the school recognized the need for established procedures to address threats that could endanger learners and personnel. Regular orientation, simulation, practice, and review of these protocols could enhance confidence and promote coordinated responses during critical incidents.

Salita et al. (2021) identified teachers as essential actors in school disaster preparedness, while Galvizo (2022) demonstrated that preparedness was strengthened through systematic plans, training, drills, and risk-monitoring mechanisms.

The overall mean for classroom safety was 4.10, with a verbal description of high. This suggested that the school had established protective practices intended to minimize threats that could interfere with learners' safety and learning. Continued classroom monitoring and periodic review of security procedures could help preserve this level of preparedness. Manliguez et al. (2023) found that schools needed to continually strengthen emergency preparedness and response systems, emphasizing the importance of maintaining and improving safety measures as part of comprehensive school safety.

Summary of the Respondents' Level of School Emergency Preparedness

This subsection presents the summary of the respondents' level of school emergency preparedness in terms of violence, physical conditions, health and hygiene, and classroom safety. The data are shown in Table 17.

Table 17. Summary of the Respondents' Level of School Emergency Preparedness

Variables	Mean	SD	Verbal Description
Violence	4.11	0.61	High
Physical Conditions	4.10	0.63	High
Health and Hygiene	4.09	0.65	High
Classroom Safety	4.10	0.60	High
Overall Mean	**4.10**	**0.62**	**High**

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

Table 17 shows that violence obtained the highest mean of 4.11, rated high, followed by physical conditions and classroom safety, both with a mean of 4.10, while health and hygiene obtained 4.09, also rated high. Overall, the respondents' level of school emergency preparedness obtained a mean of 4.10, indicating that emergency preparedness measures were generally well implemented. However, continued monitoring and improvement of safety, health, hygiene, and classroom conditions may further strengthen the school's emergency preparedness. This implies that the school has adequate preparedness measures to protect learners and personnel during emergencies. It also highlights the importance of sustaining preventive practices and regularly addressing areas that may affect the school's readiness and response capacity.

Test of Significant Relationship Between the Respondents' Level of School Safety Management and Their Level of School Emergency Preparedness

This subsection shows the significant relationship between the respondents' level of school safety management and their level of school emergency preparedness. The data are shown in Table 18.

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Table 18. Test of Significant Relationship Between the Respondents' Level of School Safety Management and Their Level of School Emergency Preparedness

Variables	Computed χ^2	df	*p*-value	Decision	Interpretation
School Safety Management × School Emergency Preparedness	18.42	9	0.031	Reject H_0	Significant relationship

Table 18 presents the test of the significant relationship between the respondents' level of school safety management and their level of school emergency preparedness. The computed chi-square value of 18.42 with 9 degrees of freedom yielded a *p*-value of 0.031, which was lower than the 0.05 level of significance. Therefore, the null hypothesis was rejected.

The finding implied that stronger safety management was associated with better emergency preparedness, particularly through effective policies, resource management, physical safety measures, and established practices. This finding was supported by Lavilles and Hordista (2023), who reported significant relationships between disaster awareness, preparation, and implementation of school Disaster Risk Reduction and Management Programs.

Challenges Encountered in School Safety Management and Emergency Readiness Among the Respondents

This subsection shows the challenges encountered in school safety management and emergency readiness among the respondents. The data are shown in Table 19.

Table 19. Challenges Encountered in School Safety Management and Emergency Readiness Among the Respondents

No.	Indicators	Mean	SD	Verbal Description
1	Insufficient training and seminars on school safety and emergency preparedness.	3.73	0.86	High
2	Limited availability of emergency equipment and safety resources in the school.	3.67	0.91	High
3	Lack of clear communication regarding safety protocols and emergency procedures.	3.60	0.94	High
4	Inadequate knowledge and skills in responding to emergency situations.	3.57	0.96	High
5	Insufficient time allocated for safety drills and preparedness activities.	3.83	0.82	High
6	Limited support from stakeholders in implementing school safety programs.	3.70	0.89	High
7	Difficulty in managing learners during emergencies and disaster situations.	3.77	0.85	High
8	Inadequate school facilities and infrastructure for ensuring safety and preparedness.	3.80	0.83	High

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No.	Indicators	Mean	SD	Verbal Description
9	Challenges in coordinating emergency response efforts among school personnel.	3.63	0.92	High
10	Limited funding for school safety management and emergency preparedness initiatives.	3.87	0.80	High
	Overall Mean	**3.71**	**0.88**	**High**

Legend: 1.00–1.80 = Very Low; 1.81–2.60 = Low; 2.61–3.40 = Moderate; 3.41–4.20 = High; 4.21–5.00 = Very High

Table 19 shows the challenges encountered in school safety management and emergency readiness among the respondents. Statement 10, "Limited funding for school safety management and emergency preparedness initiatives," obtained the highest mean of 3.87, with a verbal description of high. The highest mean showed that limited funding was the most prominent challenge experienced by the respondents. This suggested that financial constraints could limit the school's ability to continuously improve safety facilities, acquire emergency resources, and provide adequate preparedness activities. Addressing this concern through stronger resource allocation and stakeholder support could help sustain and improve existing safety initiatives.

Galvizo (2022) showed that training, drills, planning, and other preparedness components strengthen school disaster readiness, underscoring the continuing need to strengthen teachers' disaster preparedness capabilities.

The overall mean for the challenges encountered was 3.71, with a verbal description of high. The overall mean indicated that respondents continued to experience considerable challenges in implementing school safety management and emergency readiness measures. Abregana (2025) similarly identified gaps in DRRM-specific teacher training, instructional resources, and school–community partnerships.

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CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

This study determined the level of school safety management and emergency preparedness at Surigao City Pilot School, Surigao City, during School Year 2026–2027 as a basis for a School-Based Safety Plan. It was conducted with 30 teacher-respondents selected through purposive-convenience sampling, employed an adapted questionnaire, and used a descriptive-correlational research design. Simple percentage, weighted mean, and the chi-square test were used as statistical tools. The findings answered the questions on the respondents' profile; the level of school safety management; the level of school emergency preparedness; the significant relationship between the two variables; and the challenges encountered.

Profile of the respondents. The respondents represented varied age groups, with the largest group aged 31–40 years (33.33%), and were predominantly female (73.33%). Many had pursued graduate-level education, with 40.00% having units in a master's program and 26.67% holding a master's degree. Most had substantial teaching experience, with 11–20 years as the largest group (33.33%), and 90.00% had participated in related training and seminars, reflecting diverse professional backgrounds.

Level of school safety management. School safety management was generally at a high level (overall mean = 4.10), particularly in emergency equipment (4.11), physical conditions (4.09), legislation and rules (4.09), and practices and behavior (4.11). The school generally maintained accessible and functional safety resources, prepared facilities and disaster-response measures, implemented relevant policies and directives, and observed safety-related routines and responsibilities.

Level of school emergency preparedness. Emergency preparedness was likewise at a high level (overall mean = 4.10) across violence (4.11), physical conditions (4.10), health and hygiene (4.09), and classroom safety (4.10). The school had established measures for addressing violence, maintained safe and functional facilities, implemented health and sanitation practices, and provided procedures for managing classroom and security-related risks. Overall, the results indicated that the school had generally established appropriate systems and practices to support a safe and prepared learning environment.

Relationship between school safety management and emergency preparedness. There was a significant relationship between school safety management and school emergency preparedness among the respondents ($\chi^2 = 18.42$, df = 9, $p = 0.031$). The null hypothesis was rejected, indicating that the two variables were significantly associated and were closely related aspects of maintaining a secure and resilient school environment.

Challenges encountered. The respondents experienced various challenges in implementing school safety management and emergency readiness, particularly in training, resources, communication, preparedness skills, drills, stakeholder support, learner management, facilities, coordination, and funding. Limited funding was the most prominent challenge (mean = 3.87), followed by insufficient time for safety drills (3.83) and inadequate school facilities and infrastructure (3.80). Overall, the challenges encountered were generally described as high (overall mean = 3.71), indicating that several areas of school safety implementation remained demanding for the respondents.

Conclusions

Based on the findings, the study concluded that school safety management was significantly related to school emergency preparedness among the respondents. Thus, the null hypothesis stating that there was no significant relationship between the two variables was rejected. This indicated that effective school safety management was an important component of strengthening emergency preparedness within the school.

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The respondents generally perceived both school safety management and school emergency preparedness at Surigao City Pilot School as high, which indicated that safety resources, policies, facilities, health practices, and emergency procedures were generally well implemented. Nevertheless, the high level of challenges encountered, particularly limited funding, insufficient time for drills, and inadequate facilities, indicated that the school's safety and preparedness efforts required continued support and systematic improvement.

Recommendations

Based on the findings, the following recommendation was offered: the instructional supervision and strategic improvement plan entitled "School-Based Safety Plan" should be used as a guide for strengthening school safety management and emergency preparedness. The plan should be periodically reviewed and improved based on emerging safety concerns, available resources, and the needs of the school community.

In view of the challenges encountered, it is further recommended that school administrators and other stakeholders prioritize the allocation of funds and resources for safety and emergency equipment and facilities, provide sufficient time for regular safety drills and training of teachers, and strengthen communication, coordination, and stakeholder support in school safety management.

Proposed Output: School-Based Safety Plan

Rationale

The findings of the study served as the basis for the development of a School-Based Safety Plan designed to strengthen school safety management and emergency preparedness. Although the respondents generally assessed the school's safety management and emergency preparedness as high, several challenges remained in relation to training, emergency resources, communication, safety drills, facilities, coordination, and funding. These findings indicated the need for a systematic intervention that would reinforce existing practices while addressing areas that required further improvement.

The proposed plan was intended to provide the school with an organized framework for prevention, preparedness, response, and recovery. It focused on strengthening emergency equipment management, maintaining safe physical facilities, improving compliance with safety policies, enhancing health and hygiene practices, and promoting classroom and campus security. This approach was consistent with the Department of Education's directive requiring schools to prioritize the safety and well-being of learners and personnel, maintain learning continuity, and implement planned interventions (Department of Education, 2025).

The development of the School-Based Safety Plan was further supported by recent Philippine studies showing that school-based disaster risk reduction required coordinated policies, preparedness activities, resources, and capable personnel. Bongayon et al. (2025) found that disaster risk reduction and management coordination and information-management protocols were well implemented in a Philippine public elementary school, while Queroyla and Lomarda (2025) examined the relationship between DRRM program implementation and teachers' capabilities, emphasizing the importance of human resources, facilities, knowledge, policies, plans, and procedures.

Furthermore, the importance of developing context-responsive and evidence-based school safety programs was underscored. Escoto and Hussien (2024) specifically used teachers' and learners' disaster awareness and preparedness findings as the basis for a school Disaster Risk Reduction and Management plan, demonstrating how research results could be translated into practical school interventions. Similarly, Estrella et al. (2026) emphasized collaboration, vulnerability assessment, and learning processes as important factors in improving disaster preparedness among elementary school teachers.

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Objectives of the School-Based Safety Plan

General Objective. The School-Based Safety Plan aimed to strengthen teachers' capacity to implement effective school safety management and emergency preparedness practices by addressing identified gaps in emergency equipment, physical safety, policies and procedures, health and hygiene, classroom security, training, communication, and emergency response. The plan also aimed to promote coordinated and consistent safety practices that would enhance the school's ability to prevent, prepare for, respond to, and recover from emergencies.

Specific Objectives. The plan sought to implement a School-Based Safety Plan that achieves the goals of the school and the researcher's objectives, namely:

1. To strengthen school safety management by conducting hands-on safety training and simulation exercises; performing regular inspection and inventory of emergency equipment; reviewing and disseminating school safety policies and protocols; strengthening visitor monitoring and safety reporting procedures; and assigning clear safety responsibilities to teachers and staff.

2. To strengthen school emergency preparedness by conducting regular earthquake, fire, and evacuation drills; providing hands-on first-aid and emergency-response training; establishing clear procedures for violence and security incidents; strengthening health and hygiene practices; and conducting classroom-based emergency orientation and preparedness activities.

Scheme of Implementation

The Scheme of Implementation provided a systematic framework for translating the findings of the study into specific and manageable activities. It identified the areas of concern, objectives, strategies, persons involved, budget, source of funds, time frame, expected outcomes, actual accomplishments, and means of verification. This structure ensured that the proposed interventions were aligned with the identified needs and that responsibilities, resources, and implementation schedules were clearly defined. The scheme also served as a practical guide for implementing the plan, particularly in strengthening teachers' school safety management and emergency preparedness at Surigao City Pilot School, Surigao City. The School-Based Safety Plan is presented in Table 20.

Through the plan, teachers and school personnel are expected to demonstrate improved knowledge and practical skills in school safety management: emergency equipment is expected to remain functional, accessible, and properly monitored, while safety policies, reporting procedures, and assigned responsibilities are expected to be implemented more consistently. Teachers and learners are likewise expected to demonstrate greater readiness and confidence in responding to emergencies and security incidents, with more coordinated emergency responses, improved first-aid and evacuation practices, strengthened health and hygiene measures, and greater awareness of appropriate safety procedures.

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Table 20. School-Based Safety Plan for Strengthening School Safety Management and Emergency Preparedness at Surigao City Pilot School

Areas of Concern	Objectives	Strategies / Key Activities	Persons Involved	Budget (₱)	Source of Funds	Time Frame	Expected Outcomes	Actual Accomplishments / Remarks	Means of Verification
1. Emergency Equipment and Supplies	To ensure the availability, accessibility, and proper maintenance of emergency equipment.	Conduct an inventory of fire extinguishers, first-aid kits, emergency lights, alarms, and other safety supplies; inspect expiration dates and functionality; replace or report damaged equipment.	School Head, Safety Coordinator, Teachers, Property Custodian	2,000	School MOOE / Approved Funding Sources	Monthly inspection; quarterly inventory	Emergency equipment is available, functional, accessible, and properly maintained.	To be completed after implementation.	Inventory forms, inspection checklists, maintenance records
2. Physical Safety and School Facilities	To identify and address physical hazards within the school premises.	Inspect classrooms, corridors, stairways, electrical connections, playgrounds, and evacuation routes; report hazards and recommend corrective actions.	School Head, Safety Coordinator, Teachers, Maintenance Personnel	2,000	School MOOE / Approved School Funds	Monthly and as needed	School hazards are identified and addressed promptly to reduce the risk of accidents and injuries.	To be completed after implementation.	Safety inspection reports, hazard reports, photographs
3. Safety Policies and Procedures	To strengthen teachers' understanding and consistent implementation of school safety policies.	Review, update, and disseminate emergency procedures, evacuation protocols, incident-reporting guidelines, and school safety rules during meetings and orientations.	School Head, Safety Coordinator, Teachers, Non-Teaching Personnel	500	School MOOE / Existing School Resources	First quarter; reviewed annually	Teachers and staff understand their safety responsibilities and follow established protocols.	To be completed after implementation.	Approved safety policies, meeting minutes, attendance sheets
4. Teacher Safety Training and Capacity Building	To improve teachers' competencies in school safety management and emergency response.	Conduct training on hazard identification, emergency procedures, risk reduction, incident reporting, and appropriate response to school emergencies.	School Head, Safety Coordinator, Teachers, Qualified Resource Speakers, DRRM Personnel	3,000	School MOOE / Approved Training Funds / Partner Support	First and second quarters	Teachers demonstrate improved knowledge and skills in preventing and managing emergencies.	To be completed after implementation.	Training attendance, evaluation forms, training reports

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Areas of Concern	Objectives	Strategies / Key Activities	Persons Involved	Budget (₱)	Source of Funds	Time Frame	Expected Outcomes	Actual Accomplishments / Remarks	Means of Verification
5. Earthquake, Fire, and Evacuation Drills	To prepare teachers and learners to respond properly to common school emergencies.	Conduct scheduled earthquake and fire drills; practice evacuation routes, assembly procedures, headcounts, and communication protocols; evaluate drill performance.	School Head, Safety Coordinator, Teachers, Learners, DRRM Personnel	1,500	School MOOE / Available School Resources / Partner Support	At least once per quarter, subject to applicable DepEd and DRRM guidelines	Teachers and learners demonstrate appropriate evacuation and emergency-response procedures.	To be completed after implementation.	Drill reports, attendance and headcount records, evaluation checklists
6. First Aid and Emergency Response	To strengthen teachers' ability to provide initial assistance during emergencies.	Organize practical first-aid and basic emergency-response training through qualified providers; orient staff on emergency contacts, referral procedures, and access to first-aid supplies.	School Head, Teachers, School Health Personnel, Qualified First-Aid Trainers	2,500	School MOOE / Approved Training Funds / Partner Support	Second quarter; refresher as needed	Teachers understand basic emergency-response procedures and know when to seek professional assistance.	To be completed after implementation.	Training records, demonstration checklists, emergency contact directory
7. School Security and Violence Prevention	To strengthen measures for preventing and responding to security incidents and violence.	Review visitor registration and identification procedures; orient staff on access control, supervision of school entrances, incident reporting, child protection, and referral procedures.	School Head, Child Protection Committee, Safety Coordinator, Teachers, Security Personnel	1,000	School MOOE / Existing School Resources	Continuous; reviewed quarterly	School personnel follow consistent procedures for visitor monitoring, reporting, and responding to security concerns.	To be completed after implementation.	Visitor logbook, incident reports, monitoring forms
8. Health, Hygiene, and Sanitation	To promote safe, clean, and healthy learning environments.	Conduct regular inspections of toilets, handwashing stations, drinking-water facilities, waste-disposal areas, and classrooms; reinforce handwashing and sanitation practices.	School Head, Teachers, School Health Personnel, Learners, Utility Personnel	1,500	School MOOE / Approved Health and Sanitation Funds / Partner Support	Weekly monitoring; monthly evaluation	School facilities are maintained in a clean and sanitary condition, and learners practice proper hygiene.	To be completed after implementation.	Sanitation checklists, inspection reports, health activity records

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Areas of Concern	Objectives	Strategies / Key Activities	Persons Involved	Budget (₱)	Source of Funds	Time Frame	Expected Outcomes	Actual Accomplishments / Remarks	Means of Verification
9. Classroom Safety and Emergency Orientation	To ensure that teachers and learners understand classroom-specific hazards and emergency procedures.	Orient learners on classroom evacuation routes, safe movement, emergency signals, reporting hazards, and appropriate behavior during emergencies; display classroom emergency instructions.	Teachers, Learners, Safety Coordinator	500	School MOOE / Teacher-Made Materials	Beginning of the school year; reinforced quarterly	Learners know basic classroom safety rules and the appropriate actions to take during emergencies.	To be completed after implementation.	Classroom safety displays, orientation records, observation checklists
10. Communication, Monitoring, and Recovery Planning	To improve coordination before, during, and after emergencies and sustain school preparedness.	Update emergency contact lists; identify communication responsibilities; establish procedures for reporting incidents and accounting for learners; review emergency response and recovery arrangements after drills or incidents.	School Head, Safety Coordinator, Teachers, Non-Teaching Personnel, Parents, DRRM Partners	1,500	School MOOE / Approved Funds / Partner Support	Quarterly review; after drills or incidents	Communication and coordination improve, safety gaps are addressed, and recovery arrangements are clearly defined.	To be completed after implementation.	Updated contact directory, monitoring reports, incident records, after-action reports
TOTAL				**₱16,000**					

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