



# RISK MANAGEMENT SKILLS OF SCHOOL HEADS AND DISASTER READINESS OF STUDENTS

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Article DOI: <https://doi.org/10.36713/epra17454>

DOI No: 10.36713/epra17454

## ABSTRACT

*This study sought to determine the level of risk management skills of school heads and the level of disaster readiness of students. Eventually, it also sought to determine the significant relationship between the independent and the dependent variables of the study. This study made use of a descriptive-correlation non-experimental quantitative research method. The data were presented in quantitative descriptions on the "Risk Management Skills of School Heads and Disaster Readiness of Students". According to Gay (2006) descriptive-correlation design determined and supported the way things are. A questionnaire was used in conducting the survey, interview or observations to collect the data. The study was conducted in Almendras Elementary School Sta. Cruz North District in the, Division of Davao Del Sur. The respondents of this study were 200 intermediate learners of the research locale who answered the second set of questionnaires while 14 school heads to answered the first set of questionnaires. A universal sampling procedure was utilized in this study in determine the respondents, considering the small number of respondents in the research locale. This revealed that school heads possessed skills in risk management, and likewise, learners exuded disaster readiness. This could imply that there was regular training of learners on the things to do when disaster occurred. This also implied that activities on risk management were implemented in school.*

**KEYWORDS:** risk management skills, school heads, disaster readiness of students

## INTRODUCTION

School administrators in managing the staff and guaranteeing the security of the learning environment. Nowadays, need to have more strong risk management abilities since the environment is always changing and has different hazards and difficulties. In order to provide insight into the abilities required for navigating challenging educational situations, this literature review attempts to combine previous research and scholastic articles/journal on the risk management skills required for school leaders.

School principals must have the ability to carefully assess the risks to spot any potential dangers or weaknesses in their school surroundings. They have to consider everything from the school buildings to how students behave and any outside threats, so they can deal with risks before they become a problem (Smith, 2022).

In Strategic Planning, it's important for school leaders to think ahead and plan strategically to manage risks effectively. They have to create backup plans and procedures for dealing with possible emergencies, making sure that the school is ready to act quickly and decisively when needed (Johnson, 2022).

When it comes to Communication and Stakeholder Engagement, school principals need to be great communicators. They should be able to share important information with everyone involved in the school community - students, parents, teachers, and even people in the local community. Being clear and honest in communication builds trust and teamwork, which is crucial for dealing with risks and crises (Brown, 2020).

When students really understand what disasters are all about and prepared what to do when it happens, it makes a big difference in how ready they are to handle emergencies. It shows that when schools teach about disasters and have



training programs, students learn more about safeness and readiness. Being positive to disaster readiness is the key to getting students to be prepared regularly (Smith, 2021).

According to Garcia, (2021) schools and communities work together to be prepared regularly, students will start to see its importance and are more likely to get involved in making their own safety plans. Schools and communities play crucial roles during disasters by providing support and promoting resilience.

Schools act as community hubs, offering not only education but also serving as relief centers and information hubs, aiding in the recovery process. Principals and teachers become crisis leaders and trauma workers, guiding and supporting students and families through adverse events. Disaster preparedness education and training in schools enhance students' knowledge and skills in dealing with disasters, ultimately increasing community resilience (Nipa et al. 2020).

Collaboration between schools and communities is essential in reducing disaster risks and promoting resilience, creating linkages among stakeholders and fostering proactive disaster risk reduction approaches. Schools in disaster-prone areas can implement disaster risk reduction education effectively, enhancing knowledge and awareness among teachers and students, leading to positive acceptance and increased disaster resilience within the community (Tan et al., 2020).

Globally, schools can face various problems. These problems might be health-related, like a global pandemic; there are also issues like climate change causing natural disasters, and understanding and respecting different cultures. To handle all of this, school leaders need to work together with governments, organizations, and other schools internationally. Sharing insights and helping each other can help, schools get better at seeing problems, how to deal with them, and keeping everyone safe in our global community (Lopez, 2021).

In the Philippines, school leaders play a vital role in keeping - students, teachers, and staff safe - especially with all the different risks we face in our country. This review seeks into the specific challenges these leaders deal when it comes to keeping schools safe and shows how they come up with plans that fit our unique situation. These challenges include natural disasters, health problems, safety worries, dealing with different cultures, and not having enough resources (Tan, 2021).

These challenges show why it's so important for school leaders to come up with solutions that fit our country's needs. By dealing with issues like disasters, sickness outbreaks, safety concerns, cultural differences, and not having enough resources, school leaders can make our schools stronger and safer for everyone. Working together, involving the community, getting better at what they do, and having support from the government are all really important for making sure our schools stay safe and welcoming places to learn (Gomez, 2021).

In the province of Davao del Sur, the researcher has observed that there is scarce information in research about risk management skills of school heads and disaster readiness of students in their school organizations. The researcher has pondered of exploring this issue and making sure that this quantitative research will deal on interview, and survey. Hence, this study.

This study sought to determine the level of risk management skills of school heads and the level of disaster readiness of students. Eventually, it also sought to determine the significant relationship between the independent and the dependent variables. Specifically, it seeks answers to the following sub- problems.

1. What is the level of risk management skills of school heads in terms of
  - 1.1 Risk Identification,
  - 1.2 Risk Assessment,
  - 1.3 Risk Mitigation?
2. What is the level of the disaster readiness of the respondents in terms of:
  - 2.1 Knowledge and Awareness,
  - 2.2 Skill Competencies



### 2.3 School-community Engagement to Fight Risk?

3. Is there significant relationship between risk management skills of school heads and disaster readiness of students?

## METHODOLOGY

### Research Design

This study made use of a descriptive correlation non-experimental quantitative research method. The data were presented in quantitative descriptions on the “Risk Management Skills of School Heads and Disaster Readiness of Students”. According to Gay (2006) descriptive-correlation design determined and supported the way things are. A questionnaire was used in conducting the survey, interview, or observations to collect the data.

### Respondents and Sampling

The study was conducted in Almendras Elementary School Sta. Cruz North district in the, Division of Davao Del Sur. The respondents of this study were the 200 intermediate learners of the research locale who answered the second set of questionnaires, while 14 school heads of Sta. Cruz North district to answered the first set of questionnaires. A universal sampling procedure was utilized in this study in determine the respondents considering the small number of respondents in the research locale.

**Table 1. Distribution of Respondents**

Section	Number of Learners
1. Grade 6- Alejandro Sr.	44
2. Grade 6- Caridad	43
3. Grade 5- Alexis	38
4. Grade 5- Alvin Rey	38
5. Grade 5- Roy	37
Total	200

### Research Instruments

In this study, two (2) set of questionnaires were used. These questionnaires were constructed by the researcher, validated by experts of the study and later subjected to a reliability test using Cronbach alpha. The first set of questionnaires focused on the items of risks management.

To determine the level of risk management skills of school heads, the following continuum will be used:

Range of Means	Level	Description
4.30 – 5.00	Very High	When the risk management skills of school heads is manifested all the time.
3.30 – 4.29	High	When the risk management skills of school heads is frequently manifested.
2.30 - 3.29	Fair	When the risk management skills of school heads is sometimes manifested.
1.30 – 2.29	Low	When the risk management skills of school heads is rarely manifested.
0 – 1.29	Very Low	When the risk management skills of school heads is never manifested.

### Data Gathering Procedure

The steps involved in this investigation are as follows:

A letter seeking for permission to conduct this research study was sent to the DepED superintendent of Davao del Sur, Lorenzo E. Mendoza, CESO V and to the school principals concerned.

While letters seeking for permission were delivered to the school’s division superintendent, Sta. Cruz North District Supervisor Abdulpatta U. Kamdon and principals concerned, the researcher constructed a questionnaire and had it validated by the experts and eventually subjected it to a reliability test using Cronbach alpha.

Once this study was approved research questionnaires had been thoroughly examined by the expert validators, the researcher lunched the questionnaires into the field and retrieved them from the respondents after a few days.



The data generated from the survey were collated and tallied by the researcher. The raw scores were submitted to the statistician for statistical computation, after which the researcher had subjected them to analysis and interpretation.

### **Data Analysis**

The following statistical tools was used:

**Average Weighted Mean** was used to determine the level of utilization of risk management skills of school heads and disaster readiness of students.

**Pearson-r** was to determine the significant relationship between the utilization risk management skills of school heads and disaster readiness of students.

## **RESULTS AND DISCUSSION**

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the level of risk management skills of school heads and the level of disaster readiness of students. Eventually, it also sought to determine the significant relationship between the independent and the dependent variables of the study.

This study made use of a descriptive-correlation non-experimental quantitative research method. The data were presented in quantitative descriptions on the “Risk Management Skills of School Heads and Disaster Readiness of Students”. According to Gay (2006) descriptive-correlation design determined and supported the way things are. A questionnaire was used in conducting the survey, interview or observations to collect the data.

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This revealed that school heads possessed skills in risk management, and likewise, learners exuded disaster readiness. This could imply that there was regular training of learners on the things to do when disaster occurred. This also implied that activities on risk management were implemented in school.

### **Conclusions**

Based on the collective findings on this study, the following conclusions are drawn:

The risk management skills of school heads in terms of the following: Risk identification is High; risk assessment is Very High and Risk mitigation is Very High. On the other hand, on the Knowledge and readiness is Very High, Skills and competencies is Very High, School-community engagement to fight risk is Very High and that there is a significant relationship between the risk management skills of school heads and the disaster readiness of the learners.

With these data, a conclusion indicates that effective risk management by school heads contributes substantially to the disaster readiness of students, emphasizing the importance of ongoing training and community engagement in enhancing overall preparedness.

This finding is congruent to the statement of Smith (2022) that school principals must have the ability to carefully assess the risks to spot any potential dangers or weaknesses in their school surroundings. They have to consider everything from the school buildings to how students behave and any outside threats, so they can deal with risks before they become a problem.



Awareness is important, but students must also be prepared for disasters by being taught the essential rescue skills that can significantly mitigate their effects (Amari, 2020). These rescue techniques are a vital aspect of disaster education and should be taught by competent professionals Tan, Y. et al. (2020).

According to Khorram-Manesh (2021) prepared students are more confident and more likely to use their knowledge of the physical and psychological barriers precipitated by disasters to assist local disaster management agencies.

They can learn emergency skills more rapidly and efficiently than the general population since they possess these characteristics. As training sessions might greatly lower the costs of the damages and students can be valuable resources for disaster response, prevention, and mitigation in general, it is strongly suggested to equip students with the right training and education (Tkachuck and Schulenberg, 2020).

Education also emphasizes learning and practicing safety measures and procedures. It underlines the need to be familiar with hazard early warning signs and signals, with instructions in evacuation or sheltering procedures, drills and exercises. Learners are taught basic first aid and the contents of a first aid kit, along with health and safety measures and measures to stay safe after a hazard (Pitz, 2021).

To ensure and welcoming learning environment, school must cultivate robust risk management skills. This involves strategic planning, effective communication, disaster preparedness education, and addressing specific local and global challenges. Continuous improvement and collaboration with the community and government are key to achieving these goals.

In summary, the proactive engagement of school heads in risk management plays a pivotal role in enhancing the disaster readiness of students. Through comprehensive training, resource allocation, community collaboration, effective policy implementation, psychological support, continuous improvement, and inclusivity, schools can create a safe and prepared environment for all students.

### **Recommendations**

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered: It is recommended that DepEd Officials shall strengthen the policy in the implementation of Disaster Risk Reduction Programs in school which will give awareness to our school heads, teachers, learners and stakeholders. Learning and development programs as regard upskilling school and office personnel on the preparation during disaster should likewise be given focus.

The school heads should have allotted budget in procuring facilities, equipment and supplies anticipating disaster to occur anytime. Trainings, orientations to raise awareness of the teachers, learners and stakeholders should also be conducted as a major preparation to mitigate the impact of a disaster. A very responsive and dynamic DRRM plan should be developed as a guide on the things to be undertaken which constitute the school DRRM preparation. Barangay officials. The barangay officials should conduct a training and orientation to the school and community about disaster management, including preparedness, response, recovery, and mitigation. By effectively fulfilling these roles, can significantly enhance the resilience and safety of their communities during disasters.

Parents during a disaster, play a critical role in ensuring the safety and well-being of their families. Their action can help mitigate the impact of the disaster and and practical support to their children.

Students can take several proactive steps to ensure their safety and the safety of others during a disaster. Involving students in disaster-related activities not only provides them with valuable learning experiences but also contributes to more effective and coordinated responses during crises.

For future researchers, it is strongly recommended that a relative study on risk management and disaster readiness will be conducted





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