Disaster Management Awareness and Preparedness of Marian Students

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ABSTRACT

This research study aimed to determine the level of awareness and preparedness among the students at Saint Mary's University. The study used a quantitative-descriptive research method. Four hundred (400) respondents were involved in the study: 100 students from each of the 4 schools, divided according to the enrollment in each course offered at those schools. A validated, reliability-tested questionnaire was used to collect the data for this study. The survey questionnaire gathered data regarding the (1) level of awareness of Marian students in terms of three disasters: earthquake, fire incident, and typhoon. (2) The perceived level of disaster preparedness of the students, and lastly, (3) the preferred manner/s in which they want to receive disaster information. A point system was used to determine whether students were highly aware, moderately aware, slightly aware, or not aware during an earthquake, fire, or typhoon. The same system is applied to students' perceived level of disaster preparedness and the manner(s) in which they want to receive disaster information. Based on the results, the students are highly aware of earthquakes, fire incidents, and typhoons, but are only moderately prepared for disasters. Most have received and attended disaster preparedness training and drills through the NSTP program and other learning areas; however, a few were not taught, nor are they sure they can perform what they have learned during a disaster. Most of our respondents also did not discuss an emergency plan in their family and have not assembled a "Disaster Supply Kit". Regarding preferred methods for receiving disaster information, nearly all respondents preferred technological means, such as TV and radio. Only a handful prefer to receive information through newspapers and notification services.

INTRODUCTION

Rationale

Disaster is defined as a serious disruption of the performance of a community or society involving widespread human, material, economic, or environmental losses and impacts that exceed the affected community or society's ability to cope using its own resources (PDDRM Act of 2010). According to Merriam-Webster, a disaster is something (such as a flood, tornado, plane crash, or fire) that occurs suddenly and causes significant suffering or death.

In general, there are two types of disasters- natural and manmade. A natural disaster is generally unpredictable and uncontrollable; thus, it may occur at anytime and anywhere. Climate change, the result of environmental destruction, is the main driver of this kind of disaster. Typhoons, landslides, floods, earthquakes, volcanic eruptions, and the like are examples of this type of disaster. On the other hand, man-made disasters such as nuclear explosions, biochemical or chemical warfare, toxic emissions, global warming, terrorism, and the like are all caused by people rather than nature. For many years, people have been looking for ways to prepare for and reduce the impact of disasters. The inevitable cannot be stopped, but communities can prepare for them through disaster management (Mamogale, 2011). The International Federation of Red Cross & Red Crescent Societies defines disaster management as the management and organization of equipment, resources, and responsibilities, or the role of an individual in dealing with all humanitarian aspects of emergencies, specifically preparedness, response, and recovery, in order to reduce the impact of disasters.

Disaster management was so important that it became one of the main agenda items during the second session of the United Nations International Strategy for Disaster Reduction (UNISDR) Global Platform for Disaster Risk Reduction in June 2009. Different countries participated in the said event and expressed commitment to national assessments of the safety of existing education and health facilities, which should be undertaken by 2011. The pledge was reiterated during the 2011 session. Concrete action plans for safer schools and hospitals should be developed and implemented in all disaster-prone countries by 2015. Disaster risk reduction should be incorporated in all school curricula by the same year.

According to Assessing School Safety from Disasters, A (Global Baseline Report 2012), 81 countries worldwide implemented disaster management, awareness, and preparedness programs, mostly focusing on educational aspects. Some of these countries include the following. In the United States, the American Red Cross, also known as the master of disaster, responded to all major disasters, providing curriculum materials in a package for teaching children ages 5-14. The program was conducted in 43 school districts with 380 local Red Cross chapters on a voluntary basis, providing volunteers to help reach more than 5 million students over 6 years. The program was implemented by many school authorities, allowing teachers to incorporate disaster risk reduction education into core subjects such as science, social studies, and math (UNISDR, 2008).

In Vietnam, the UNISDR (2008) and Global Education Cluster (2011) reported that the Vietnam Red Cross Society has developed curriculum materials and skilled trainers reaching more than 15,000 teachers and 500,000 children in 30 communities. The program has led to successful massive typhoon evacuations and reduced loss of life, therefore fulfilling the mandate of the Ministry of Education to include disaster preparedness education in the primary school curriculum by 2010 (Assessing School Safety from Disasters: A Global Baseline Report, 2012).

In the Philippines, the government provides an example of a Disaster Risk Reduction (DRR) curriculum, primarily mainstreamed at the secondary or high school level through a centralized, competency-based approach, prioritizing the advancement of DRR practices in the education system. The government incorporated DDR into Social Studies and Natural Science subjects in one secondary grade level (i.e., first year high school, grade 7). Further incorporation of DRR into other grade levels is presently ongoing. Students are also participating in activities such as tree planting and earthquake drills in February and July. Nevertheless, as of 2011, the Philippines is still held back by a lack of audio-visual equipment, poverty, and non-formal training of teachers in disaster risk reduction (Assessing School Safety from Disasters: A Global Baseline Report, 2012).

One of the laws that was enacted in relation to disaster management was Republic Act No. 10121 also known as the Philippine Disaster Risk Reduction and Management Act of 2010 which develop, promote, and implement a comprehensive National Disaster Risk Reduction and Management Plan (NDRRMP) that aims to strengthen the capacity of the national government and the local government units (LGUs), together with partner stakeholders, to build the disaster resilience of communities, and to institutionalize arrangements and measures for reducing disaster risks, including projected climate risks, and enhancing disaster preparedness and response capabilities at all levels (Sec.2e of R.A. 10121); adopt and implement a coherent, comprehensive, integrated, efficient and responsive disaster risk reduction program incorporated in the development plan at various levels of government adhering to the principles of good governance such as transparency and accountability within the context of poverty alleviation and environmental protection (Sec. 2f of R.A. 10121).

Disaster management is necessary and important because of the following reasons: First, it averts a disaster. A person who knows how to deal with a disaster can help prevent it before it occurs. For example, a person who is knowledgeable or aware of fire incidents can prevent them before they happen. Second, it reduces the impact of disasters. Anticipating the effects of certain types of disasters can reduce the community's vulnerability. Lastly, it minimizes losses. Disaster management awareness can help minimize deaths and property damage.

An example of a school that demonstrated effective disaster management in the province of Nueva Vizcaya is Bintawan National High School (BNHS) in Villaverde, which was recognized as the best public school for outstanding efforts in disaster management and humanitarian response. According to Defense Secretary Delfin Lorenzana, who is concurrent NDRRMC chief, Gawad KALASAG, or Kalamidad at Sakuna Labanan, Sariling Galingang Kaligtasan is the government's recognition scheme to various stakeholders that design and implement

Disaster Risk Reduction and Management (DRRM) programs, projects, and activities. At the 18th Gawad Kalasag, NDRRMC awarded 9 local DRRM Councils, 2 individuals, 13 groups/institutions, and 2 Hall of Fame awardees for their outstanding contributions in DRRM and humanitarian assistance (NDRRMC, 2017).

Saint Mary's University is presently implementing a disaster management program. The provisions are laid down in the Campus Safety and Disaster Preparedness (CSDP) Committee which is headed by the Vice President for Administration as the Chairman, the Dean of Student Affairs and Services as Vice Chairman and the Academic deans, Basic Education Principals, Associate Dean of Student Affairs and Services for Men, Associate Dean of Student Affairs and Services for Women, Head of the PPPDMO, Coordinator of Criminology, MERT Adviser, University Medical Teams, NSTP Coordinator, Head of Security Agency and SCC President as members.

Aside from the CSDP, the school also has a Campus Safety and Disaster Preparedness Team headed by the University President as the Incident Commander; he is responsible for providing overall direction of the University's emergency response. Next in rank is the Vice President for Administration, serving as the Ground Commander, who is responsible for overseeing the coordination of the University's emergency response. The next team is the Medical Team, composed of the University Physician and the MERT Adviser, who is accountable for providing immediate medical care to a person who has been injured or needs medical attention. The Associate Dean of Students Affairs and Services for Men serve as the Security Team. They are in charge of securing the incident site to prevent further harm to disaster victims and to secure the area from theft. The school also has a Firefighting Team, led by the Coordinator of the Criminology Department. The team is responsible for securing fire safety in the event of an emergency. The Coordinator of Criminology also leads the Salvage Team, which has authority to assist in moving out tagged physical assets in the event of a fire. The Communication Team is captained by the MERT Adviser, who is responsible for informing the proper authorities of the disaster and communities of responders for immediate assistance. Second to the last team is the Transportation Team, headed by the VP for Administration. The team provides vehicles to transport students, personnel and equipment. The last team is the Documentation Team headed by the Adviser of The Marian. The team is in charge for documenting and preparing reports during Earthquake and Fire Drills.

The school also has a Marian Emergency Response Team which is an organization that is responsible for recruiting members to help in times of calamities. They train interested Marian students in disaster management. The school was chosen as the research environment because it has an effective disaster management program. However, it was observed that during the conduct of disaster-related drills, such as an earthquake drill, many students do not take it seriously. Some were laughing while doing the "duck, cover and hold", others were texting while going out from the building and etc.

Disaster management helps people in a way that can develop their chances for personal and collective survival, protection and preservation of property, protection of crucial resources, and faster recovery (Noel, 2015). Everyone is a victim without disaster management. According to UNISDR (2006-2007), children, especially those attending school in times of disaster, are among the most susceptible population group when a natural hazard strikes. In addition, school buildings are destroyed in the process further preventing access to education and taking away the countless lives of children and teachers. It is further supported during an earthquake in Pakistan back in 2005 where over 16, 000 children died in a school that collapsed. Children therefore need to be protected before a disaster occurs (Mamogale, 2011).

In connection with these incidents, the researchers found the necessity to conduct a research regarding the awareness and preparedness of Marian students. Saint Mary's University was chosen as the research environment because the researchers want to assess the level of disaster management awareness and preparedness of Marian Students.

This study was conducted to give recommendations to improve the different programs of SMU regarding disaster management awareness and preparedness of Marian students so as to avoid or reduce the impact of disasters such as injury, disease and the loss of lives.

Statement of the Problem

This study aimed to determine the disaster management, awareness and preparedness of the students of Saint Mary's University. Specifically, it sought to answer and explain the following problems:

1. What is the level of awareness of Marian students in terms of the following disasters: 1.1) Earthquake;

1.2.) Fire; and

1.3) Typhoon.

2. What is the perceived level of disaster preparedness of Marian students?

3. What are the preferred manner/s of Marian Student in which they want to receive disaster information?

Conceptual Framework of the Study

In this study, three disasters were chosen: earthquake, fire and typhoon. These three were chosen because these are the most common disasters in the country. The country is also located near the typhoon belt and ring of fire so this makes it prone to typhoons and earthquakes. On an average, about twenty (20) Tropical Cyclones hit the Philippine Area of Responsibility (PAR) every year, and about half of that makes landfall (Adonis, 2017). In 2013, a total of 12, 301 fire incidents occurred nationwide translating to Php. 5.5 billion worth of property damage. Across the regions, Region 2 (Cagayan Valley) ranked 5" which had property damages worth at about Php. 39.5 million (0.7 percent) and with NCR (Metro Manila) as the 15 . The region was accounted for more than half (51.5 percent) of the total value of property damage at Php. 2.8 billion (De Costo & Gumela, 2014).Awareness and preparedness were chosen due to the reason

Figure 1 presents the research paradigm study. The respondents of this study were evaluated according to 3 levels; the level of awareness of the students in terms of three disasters namely earthquake, typhoon and fire.

Perceived level of disaster awareness of Marian students in terms of the following disasters: 1.1) Earthquake 1.2) Fire Incident 1.3) Typhoon	Perceived level of disaster preparedness of Marian students in terms of the following disasters: 2.1) Earthquake 2,2) Fire Incident 2.3) Typhoon	Preferred manner/s of Marian student in which they want to receive disaster information

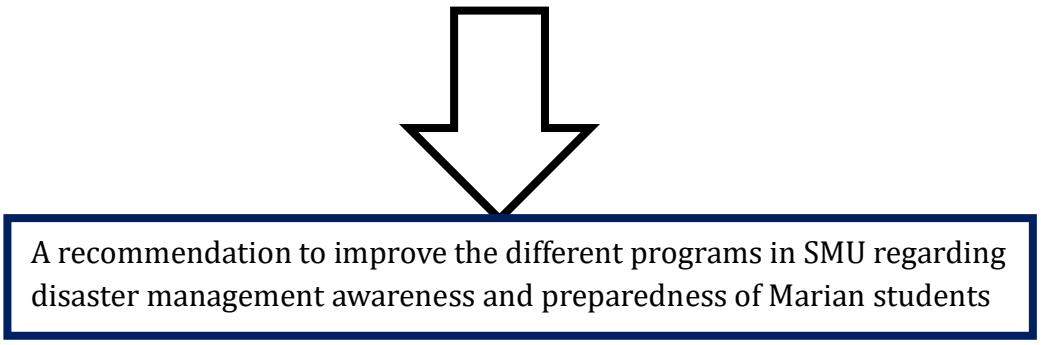

Figure 1. Paradigm of the Study

Significance of the Study

This study determines the degree of disaster management awareness and preparedness of an ordinary citizen specifically the students towards the calamities. This study could relatively serve the following:

The Students. This study can help determine their level of awareness and preparedness and give recommendations for their improvement so as to avoid or reduce the impact of disasters such as injury, disease and worse loss of life.

The faculty, staff and Administration of Saint Mary's University. This study will help them determine the awareness and preparedness of the students in times of disaster. It can also determine if the equipment and facilities are functional. It can help in the implementation of programs related to disaster management.

Other Institutions. This study could serve as a basis of implementing programs in each of their respective schools when it comes to disaster management, preparedness and awareness.

The Researchers. The result of this study could be a source of knowledge and a potential help for us in approaching disasters in the near future.

The Future Researchers. Aside from learning the importance of disaster management awareness and preparedness of an individual, this study can serve as a basis for future researchers in conducting a study regarding the integration of disaster management related subjects in the curriculum of primary, secondary and tertiary level schools.

Scope and Limitation

This research aimed to study the disaster management, awareness and preparedness of Marian students in terms of earthquake, fire incident and typhoon. Specifically, it sought to answer and explain the following problems: the level of awareness of Marian students in terms of the following disasters: earthquake, fire and typhoon. Second, the perceived level of disaster preparedness of Marian students and lastly, the preferred manner/s of Marian Student in which they want to receive disaster information. The basis on the level of awareness and preparedness of Marian students was limited to the data obtained using survey questionnaire which was formulated by the researchers based on the Safety Policies and Procedures of Saint Mary's University. This study was conducted at Saint Mary's University, Bayombong, Nueva Vizcaya from December 4-8, 2017. Respondents of this study were bona fide students of the university who were enrolled under the School of Accountancy and Business, School of Teacher Education and Humanities, School of Health and Natural Sciences, and School of Engineering, Architecture, and Information Technology. Graduate School is not included in this study.

Definition of Terms

For better understanding of this research, the following terms were defined. **Awareness.** Merriam-Webster Dictionary defines awareness as knowing or understanding a lot about what is happening in the world or around you. In this study, it refers to the state vigilance, observance and alertness among the students regarding disaster management. In this study, awareness means being conscious or mindful anything about disaster. It is described as not aware, slightly aware, moderately aware, and highly aware.

Disaster. Merriam-Webster Dictionary defines disaster as a swift catastrophic event bringing great damage, loss, or great misfortune or failure. In our study, this refers to sudden tragic event that may happen anywhere or anytime. There are two general kinds of disaster-natural and man-made disaster. In this study, three disasters were chosen: earthquake, fire incident and typhoon.

Disaster Awareness. This refers to student's state of consciousness, observance and alertness in times of disaster.

Disaster Management. This refers to the organized and skillful control of a disaster when it occurs.

Disaster Preparedness. This refers to actions performed in advance of a disaster to eliminate the need for any last-minute actions and to ensure relief and fast recovery (Coppola, 2015).

Earthquake. In this study, it is a phenomenon that involves the shaking of the earth's surface that result to great destruction, damage to property and loss of life.

Fire Incident. An incident that involves the burning of properties that become destructive when not controlled.

Level of Awareness. In this study, it refers to the following: not aware, slightly aware, moderately aware, and highly aware.

Level of Preparedness. In this study, it refers to the following: not prepared, slightly prepared, moderately prepared and highly prepared.

Preparedness. Merriam-Webster dictionary defines preparedness as the fact of being ready for something. In our study this refers to the state of being ready. It is described as not prepared, slightly prepared, moderately prepared and highly prepared.

Typhoon. Merriam-Webster dictionary defines that typhoon is an extremely large, powerful, and destructive storm that occurs especially in the region of the Philippines or the China Sea. According to this study, a typhoon is a formation of strong winds and heavy rains that causes destruction of life and properties.

METHODOLOGY

Research Design

This study employed a quantitative-descriptive research design to determine the level of disaster management awareness and preparedness among Marian students. Descriptive research was a fact-finding exercise using a survey conducted among selected Marian students, with adequate interpretation of the findings. The descriptive research method further emphasized careful data classification and a report on the assessment and analysis of data collected from the Marian respondents, which enabled an accurate interpretation of the data.

Research Environment

This study was conducted at Saint Mary's University, Bayombong, Nueva Vizcaya. It consisted of four (4) schools namely the School of Teacher Education and Humanities (STEH), School of Accountancy and Business (SAB), School of Engineering Architecture and Information Technology (SEAT), School of Health and Natural Sciences (SHANS). SMU is an institution that supports the holistic development of students. It encourages students to improve in all aspects of life - intellectually, socially, spiritually and emotionally. The total number of enrolled tertiary students for the first semester of the school year 2017-2018 was 3,412. Saint Mary's University was chosen as the research environment because the researchers wanted to assess the level of disaster management awareness and preparedness of Marian Students. Saint Mary's University employs a good disaster management program, but it was observed that during the conduct of disaster-related drills, such as the earthquake drill, many students took it for granted; some of them laughed while doing the so-called "duck, cover, and hold", some of them were texting while going out from the building, and many other instances.

Research Respondents

There were 3,412 students at Saint Mary's University. A stratified sampling technique was used to ensure proportional representation across the four schools: the School of Teacher Education and Humanities (STEH), School of Accountancy and Business (SAB), School of Engineering, Architecture, and Information Technology (SEAT), and School of Health and Natural Sciences (SHANS). A sample size of 400 was determined using Slovin's formula ($e = 0.05$) to achieve a 95% confidence level. 100 students were randomly assigned to each school. Graduate school, post-baccalaureate school, and senior high school were not included in this study. Moreover, Tables 1-3 show the description of the respondents by age, sex, and year level.

Table 1. Profile of Respondents according to Age

Age	**Frequency**	**Percent**
17.0	18	4.5
18.0	164	41
19.0	126	31.5
20.0	73	18.3
21.0	73	18.3
22 and above	6	1.5
TOTAL	**400**	**100.0**

Table 1 shows the profile of respondents according to their age. Majority of our respondents are aged eighteen while, one hundred twenty-six or thirty-one point five percent respondents are at the age of 19, 73 or 18.3% of the respondents are at the age of 20, 4.5% or 18 respondents are aged 17. Thirteen or three point three percent respondents are aged 21 and 1.5% or 6 respondents are at the age of 22 and above.

Table 2. Profile of Respondents according to Sex

Sex	**Frequency**	**Percent**
Male	256	64.0
Female	144	36.0
Total	400	100.0

Table 2 summarizes the respondents' profiles by sex.

Most respondents were male (64%), whereas females comprised 36%.

Table 3. Profile of Respondents according to Year level

Year level	**Frequency**	**Percent**
None	63	15.75
First year	38	9.5
Second year	2	.5
Third year	202	50.5
Fourth year	95	23.8
Total	400	100.0

As shown in Table 3 above, (9.5%) of the respondents are first-year students, (.5%) are second-year students, (50.5%) are third-year students, (23.8%) are fourth-year students, and 15.75% are composed of students who did not fill out the year level on the questionnaire.

Research Instrument

The study used a researcher-made questionnaire to collect data. The survey questionnaire was designed to gather information based on the level of disaster response of Marian students. Some of the questions were formulated by the researchers based on Saint Mary's University's Safety Policies and Procedures, presented to and validated by the University Research Ethics Committee, specifically in part I of the questionnaire, the Level of Disaster Awareness of Marian Students. Part II of the questionnaire, the Level of Disaster Preparedness of Marian Students, was adopted and modified from the research of Mamogale (2011) and the Emergency Preparedness Questionnaire (1999-2017). Part III of the questionnaire, which was the Manner/s in which Marian students want to receive ongoing emergency/ disaster information, was also adopted from the Emergency Preparedness Questionnaire (1999-2017). The questionnaire also gathers information on the profile of Marian students, such as age, sex, year level, and course. The questionnaire checklist tool of this research has three (3) parts. The first part (I) assesses awareness through positive and negative statements. The table below lists the correct and incorrect actions during an earthquake, a fire incident, and a typhoon.

Disaster:	**Right Actions**	**Wrong Actions**
Earthquake	Items 3,5,6,8 and 10	Items 1,2,4,7 and 9
Fire Incident	Items 1,2,3,6,7 and 8	Items 4 and 5
Typhoon	Items 1,2,4 and 5	Items 3,6,7 and 8

The second part consisted of the perceived level of preparedness of Marian students in disaster management. All items except item 4 were adopted from Mamogale's (2011) research. Item number 4 of part II and the third part, which were preferred Manner/s in which to receive ongoing emergency/disaster information, were both adopted from the Emergency Preparedness Questionnaire (1999-2017).

A pilot test was conducted with 50 randomly selected students not included in the final sample. Reliability analysis using Cronbach's alpha yielded an initial coefficient of $\alpha = 0.335$, indicating poor internal consistency. After item analysis, 10 items with low corrected item-total correlations (<0.20) were deleted. The final 25-item instrument achieved an acceptable reliability ($\alpha = 0.627$), acknowledging, as a limitation to the study, that the final alpha remains below the conventional threshold of 0.70, suggesting that future studies should develop a better instrument.

Data Gathering Procedure

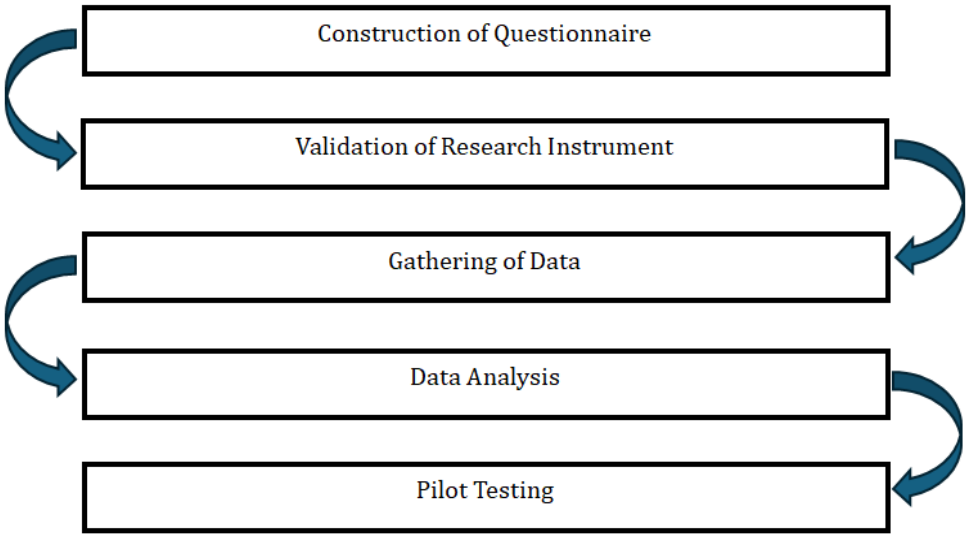

Figure 2. Flow Chart of Data Gathering Procedure

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The data for this research were collected through a survey questionnaire. The survey was created using suitable questions modified from related research and individual questions formed by the researcher. These questionnaires were presented to the research instructor and the advisers concerned, and suggestions were made to improve the recommended items. After the University Research Center validated the questionnaire, it was distributed to the selected Marian Students. The researcher assured the confidentiality of their survey sheets since the identities are not important. The researcher recognized that people's consciousness may also affect their honesty and effectiveness in completing the survey and therefore offered them the option to remain anonymous. After the survey questionnaires were completed, the data were analyzed and tabulated. Treatment of Data. For the statistical analysis, the mean and standard deviation were used to determine the level of disaster management awareness and preparedness among Marian students. A formula was not used in the statistical analysis of the data. Instead, it was embedded into the software that the statistician uses. The collected data were tallied, summarized, and tabulated to facilitate analysis and interpretation. To describe the level of awareness of Marian students, the following scales were used:

Score	**Level of Disaster Awareness**
9-10	Highly Aware
6-8	Moderately Aware
3-5	Slightly Aware
0-2	Not Aware

a. Earthquake

Score	**Level of Disaster Awareness**
7-8	Highly Aware
5-6	Moderately Aware
3-4	Slightly Aware
0-2	Not Aware

b. Fire Incident & Typhoon

To determine the perceived level of disaster preparedness of Marian students, the following scale was used:

Score	**Level of Perceived Preparedness**
16-20	Highly Prepared
11-15	Moderately Prepared
6-10	Slightly Prepared
0-5	Not Prepared

The summary of the result of the level of awareness, perceived level of disaster preparedness and preferred manner/s of Marian Student in which they want to receive disaster information was presented using frequency counts and percent. Mean and standard deviation were computed to describe the group characteristics in terms of awareness, preparedness and preferred manner/s of receiving disaster information.

RESULTS AND DISCUSSION

Section 1. Level of awareness of Marian students in terms of an Earthquake

Table 4. Level of Awareness (Earthquake)

Level of Awareness	Frequency	Percent
Moderately aware	65	16.3
Highly aware	335	83.8
Total	**400**	**100.0**

Mean =**9.36** (Highly Aware), Standard Deviation =**0.882**

Table 4 shows the level of awareness of the students according to 2 levels; moderately aware and highly aware. The table shows that 83.8% are highly aware and 16.3% are moderately aware. It can be inferred that this result is the outcome of the school's annual earthquake drills. During an earthquake drill, a teacher or faculty staff guides the students in going out of the building. An announcer or representative gives a set of instructions to facilitate the order of the earthquake drill or gives information or update about the drill. According to the study conducted by Ziauddin (2016), one cause of casualty in school during an earthquake is the lack of awareness on the part of students, teachers, school authorities and guardians about earthquake disaster. Whereas, based on Akumu (2013), disaster awareness and preparedness guidelines were not obtainable in most schools (89.6%) and large number of secondary schools (75.0%) did not even have school safety sub-committees. In contrast with his study, Saint Mary's University has Campus Safety and Disaster Preparedness (CSDP) Committee which supervises the students on the proper way of dealing disaster.

Moreover, the frequency counts and percents in each item of the questionnaire were presented in Table 5.

Table 5. Frequency and Percentage of Earthquake questions (Right Actions)

STATEMENT	Frequency and Percentage of Respondents who got the **correct answers**	
	Frequency	**Percent**
3. During the earthquake, I should move away from windows, glass, or light fractures.	338.0	84.5
5. Once the shaking stops, I should evacuate the building and proceed using predetermined routes to identified evacuation areas.	392.0	98
6. Outdoors, I should move quickly away from the building and look out for falling debris.	383.0	95.75
8. While the siren or bell is ringing, I should perform duck, cover and hold	304.0	76
10. In the evacuation area, I should follow the instruction of my professor.	390.0	97.5

The table above shows the frequency and percentage of right actions. It shows that statement 8 had the highest awareness during an earthquake incident. Ninety-eight point five percent or three hundred ninety-four students

are aware that when the siren or the bell is ringing, they should perform duck, cover, and hold position. On the other hand, 2.75% (11) got the statement wrong. Statement number 8 is followed by statement number 5, which had 98.25%, whereas 1.5 got it wrong. Third in ranking is statement number 10, which garnered 98% or a frequency of 392, and 2.0% or eight students got the statement wrong It can be deduced that the majority of the respondents knew the duck, cover and hold position because it was always mentioned during earthquake drills and can be seen in posters and signage around the school. It is common knowledge among the respondents. The term is also popularly heard on the radio and seen during commercial breaks. The respondents were also knowledgeable that once the shaking stops, they should evacuate the building and proceed using predetermined routes to identified evacuation areas because this was the result of Repeated instructions given by their professors and teachers back in high school and elementary. On the other hand, a few respondents answered incorrectly to statements 3 and 6 because they were in a hurry to leave the building and didn't have time to look out for falling debris or move away from windows. glass, or light fractures.

According to Ziauddin (2016), 100% of the students confirmed that their school conducted regular earthquake drills. As a result, students became better prepared and more aware of how to respond to an earthquake.

Table 6. Frequency and Percentage of Earthquake questions (Wrong Actions)

STATEMENT	Frequency and Percentage of Respondents who got the **correct answers**	
	Frequency	**Percent**
1. When the shaking starts/ bell rings/ siren begins, I should run out of the building immediately and seek refuge near the trees.	**338.0**	**84.5**
2. I should ignore the teacher's instructions because I'm old enough to make my own decisions.	**392.0**	**98**
4. Once I am on the outside of the building, I should go back and retrieve my belongings.	**383.0**	**95.75**
7. I am aware that the evacuation area of SMU is located at Tonus Gymnasium.	**304.0**	**76**
9. I am aware that when the siren or bell rings during an earthquake, it indicates a break time.	**390.0**	**97.5**

The table above shows the frequency and percentage of wrong actions. Statement no. 2 got the highest correct answer, which is 98% or equivalent to 392students. In statement no. 9,97.5% or 390 students got the statement correct, on the other hand, ten or two point five percent got the statement wrong. It is followed by statement no. 4 which got the third highest correct answer, only 17 students or 4.5% got the statement wrong. On the other hand, statement number 7 was lowest in ranking. There were only 76% or 304 students who got statement no. 7 correct. Twenty-four percent or 96 students got the statement wrong. It can be assumed that statement number 2 (I should ignore the teacher's instruction because I'm old enough to make my own decisions) got the highest percentage because the respondents were aware that the statement was wrong The respondents still recognized their professors or teachers as persons of authority. As a proof, they followed the set of instructions given by their professors or teachers. Respondents also knew that statement number 9 was wrong action because they were well-informed that when the siren or bell rings, it indicates earthquake. On the other hand, statement number 7 (I am aware that the evacuation area of SMU is located at Tonus Gymnasium.) got the lowest percentage because several students are not aware that the correct evacuation area is at the oval. Meanwhile 62 respondents got the wrong answer on statement number 1 because they think that it might be safer to seek refuge under or near the trees. Ziauddin (2016) found in his study the level of awareness of the students during

earthquakes, the dos and don'ts, as well as understanding the risks of the quake to life and property. About 88% of the children surveyed had a basic understanding of what to do during an earthquake, such as drop, cover, and hold, while the 12% remaining 12% don't know what to do.

Level of Awareness of Marian students in terms of Fire Incident

Table 7. Level of Awareness of Marian Students in terms of a fire incident

Level of Awareness	**Frequency**	**Percent**
Slightly aware	1	.3
Moderately aware	44	11.0
Highly aware	355	88.8
Total	**400**	**100.0**

Mean =7.40 (Moderately Aware), Standard Deviation =**0.72**

Table 7 shows the level of awareness of the students in terms of a fire incident. It shows that 1 or .3% among the 400 students are slightly aware, 44 or 11.0% are moderately aware, and 355 or 88.8% are highly aware. Students have a higher percentage of awareness of fire incidents.

It can be deduced that the majority of the respondents are highly aware because the BFP or other organizations conduct regular symposiums on fire prevention. Students already have the basic knowledge, such as the location and proper use of a fire extinguisher.

According to James (2007), as cited by Akumu (2013), fire drills are very important yet ignored by many schools. There are only 8.4% who said they had preventive talks and fire management, which shows that only a few schools have realized the advantage of fire preventive talks.

Moreover, the frequency counts and percentages in each item of the questionnaire regarding fire incidents were presented in Table 8.

Table 8. Frequency and Percentage of Fire Incident questions (Right Actions)

STATEMENT	Frequency and Percentage of Respondents who got the **correct answer**	
	Frequency	**Percent**
1. I am aware that when there is fire or smoke detected, I should immediately sound or raise the alarm.	**351.0**	**87.75**
2. I should report the matter to the nearest security guard of any station of any office which will notify the fire department	**396.0**	**99**
3. If the fire is just starting or in its early stage, I should fight the fire with the use of the nearest fire extinguisher provided in the area.	**392.0**	**98**
6. When I am located at the 2nd, 3rd, or 4th floor of the building during the fire incident, I should use the fire exit instead of jumping out from the building.	**383.0**	**95.75**

7. Usually, the location of fire extinguisher is located outside the room or the corridor.	**398.0**	**99.5**
8. Using water in extinguishing electrical fire is dangerous.	**350.0**	**87.5**

In table 8, statement number 7 garnered the highest percentage of awareness during fire incident. Ninety-nine point five percent, or 398 students, agreed that the common location of a fire extinguisher is outside the room or the corridor. Second, I rank statement number 2, which says that "one should report the matter to the nearest security guard of any offices, who will notify the fire department". Third is statement number 3. Three hundred ninety-two students or 98% of the respondents agree with the statement "if the fire is just starting or in its early stage, they should fight the fire with the use of the nearest fire extinguisher provided in the area". Only 2 students got the statement wrong. It can be derived from the table above that statement number 7 got the highest percentage because the locations of fire extinguishers in the building are noticeable. One can locate a fire extinguisher at the corridor or inside the room. Almost all of the respondents also answered statement number 2 correctly (I should report the matter to the nearest security guard of any station of any office which will notify the fire department) because it is a moral obligation to report the situation to proper authorities. On the other hand, some students got the wrong answer on statement numbers & because they were not informed about the proper extinguishing agent of electrical fire. Some respondents also got the wrong answer in statement number 1, maybe because they were frightened during the incident, and they did not know what to do first. Based on Grant (2002) as cited by Akumu (2013), disaster awareness regarding fires can be integrated in an institution through deliberately posting safety rules, evacuation exits, installing firefighting equipment, maintain buildings, organizing seminars on fire disaster awareness and involving child-to - child peer education, the use of print media, songs, electronic and action learning and the use of science education to present studies of disaster risk. Another study conducted by the Arson Control Forum (2006), as cited by Akumu (2013), showed that 64% of schools offered fire safety education, and 62% had taken some safety measures against fire.

Table 9. Frequency and Percentage of Fire Incident questions (Wrong Actions)

STATEMENT	Frequency and Percentage of Respondents who got the **correct answers**	
	Frequency	**Percent**
1. I should save first my belongings before myself.	**392.0**	**98**
5. The location of medical services is at the Tonus Gymnasium.	**297.0**	**74.25**

As seen above, statement number 4 still received a high percentage even though the statement is wrong. Statement number 5 garnered the lowest percentage. One hundred three students believed that the location of medical services is at the Tonus Gymnasium although the correct location of medical services is at the oval. It can be assumed from the table above that 392 respondents answered correctly for statement number l because of the rule of self-preservation. It was their instinct that they should think of their safety first before anything else. On the other hand, there were 103 respondents who got the wrong answer on statement number 2 because the correct evacuation is at the oval. The oval which is away from buildings will help them to avoid broken windows, falling debris, dangling utility wires or outwardly collapsing wall.

A study conducted by Arson Control Forum (2006) as cited by Akumu (2013), showed that 64 percent of the schools taught fire safety education and 62 percent had taken some safety measures against fire.

Level of awareness of Marian students in terms of a Typhoon

Table 10. Level of awareness of Marian students in terms of a Typhoon

Level of Awareness	Frequency	Percent
Slightly aware	1	.3

Moderately aware	115	28.8
Highly aware	284	71.0
Total	**400**	**100.0**

Mean =7(Moderately aware), Standard Deviation =**1.639**

Table 10 shows the level of awareness of the students in terms of a typhoon. It shows that 0.3 %or one student is slightly aware, 28.8% or 115 students are moderately aware and 71.0% or 284 students are highly aware. Majority of the respondents are highly aware because news or weather updates are accessible to the masses. News such as weather forecasts can be read or heard through TV, radio, newspapers and PDRRMO SMS. With the help of technology, the respondents easily receive information at anytime, anywhere. According to the study of Akumu (2013), he found that majority of his respondents (85.4%) are confronted with rain related disasters such as strong winds/storms, floods, thunder and lightning.

Furthermore, frequencies and percentages of typhoon question were presented in table 11.

Table 11. Frequency and Percentage of typhoon questions (Right Actions)

STATEMENT	Frequency and Percentage of Respondents who got the **correct answer**	
	Frequency	**Percent**
1. Winds of greater that 60 kph and up to 100 kph may be expected in at least 24 hours means signal no.2.	**268.0**	**67**
2. Outdoors, I should move quickly away from building and look out for falling debris.	**315.0**	**78.75**
4. I should inform my parents or guardians about the situation here in school.	**397.0**	**99.25**
5. When the school declares that there is no class, I should stay at home.	**393.0**	**98.25**

In table 11, statements number 4 and 5 garnered the highest percentage of awareness in a typhoon incident. Ninety-nine point twenty-five percent or 397 students agreed that they should inform their parents or guardians about the situation in school and when the school declares that there is no class, they should stay at home. On the other hand, statement number 1 garnered the lowest percentage of awareness in the typhoon incident. Sixty seven percent or 268 students noticed that statement number 1 is correct which says that "winds of greater than 60 kph and up to 100 kph may be expected in at least 24 hours means signal no. 2".

It can be inferred that almost all students know their responsibility to inform their parents or guardians regarding the situation in school during a typhoon. The respondents have many ways to communicate to their parents or guardians through the internet, SMS and many more. And statement number Salso got the correct answer because they might think that it is safer to stay at home. On the other hand, respondents got the wrong answer on statement number 1 due to confusion and lack of information of the students about the strength of typhoon signals. There were only 268 students who answered correctly. While in statement number 2 (Outdoors, I should move quickly away from building and look out for falling debris.), 75 respondents got the wrong answer because they are in a hurry going out of the building and doesn't have time to look out for falling debris. Based on the study of Akumu (2013), Homa Bay County or any place that is confronted with disasters that are associated with typhoons should be given more emphasis on disaster awareness and preparedness.

Table 12. Frequency and Percentage of typhoon questions (Wrong Actions)

STATEMENT	Frequency and Percentage of Respondents who got the **correct answer**	
	Frequency	**Percent**
3. The meaning of typhoon signal no.1 is strong winds of more than 185 kph that may be expected in at least 12 hours.	**335.0**	**83.75**
6. During a typhoon, I should go out and enjoy the rain.	**392.0**	**98**
7. I should panic and alarm my classmate when the lightning strikes.	**389.0**	**97.25**
8. I should turn off my phone to facilitate rescue and communication in times of emergencies.	**311.0**	**77.75**

Among wrong-action items (Table 12), the highest correct response rate (98%) was for rejecting the idea of going outside to enjoy the rain during a typhoon (Item 6), indicating strong intuitive safety awareness. Conversely, only 77.75% correctly disagreed with turning off phones to facilitate rescue (Item 8), revealing a knowledge gap regarding communication protocols during emergencies. It can be deduced that statement number 6 got the highest percentage because it is common sense that it is too dangerous to play outside during a typhoon. There are many falling rubble, fragments, debris, glass, and possible lighting. Respondents also answered correctly to statement number 7 because they know how to handle a typhoon incident calmly. Moreover, 89 respondents answered incorrectly to statement number 8 because they might have thought their phones or other gadgets could pose a danger. Respondents got statement number 3 wrong due to confusion and a lack of information about the strength of typhoon signals.

According to Gregorio and Kobayashi (n.d.), nationally mandated disaster drills focus on fire and earthquakes; however, communities suffer from other disasters, such as typhoons, landslides, and high tides.

The finding that students are "highly aware" but only "slightly prepared" aligns with the **Knowledge-Action Gap** in disaster literature (Paton & Johnston, 2017). Awareness does not automatically translate into preparedness behavior—a phenomenon explained by **Protection Motivation Theory** (Rogers, 1975), which posits that perceived threat severity, vulnerability, response efficacy, and self-efficacy collectively determine adaptive action. In this study, while students recognized threat severity (e.g., earthquake risks), low self-efficacy (i.e., not sure they can perform what they learned) likely reduced preparedness behaviors, such as assembling disaster supply kits (only 23.5%).

Section 2. Perceived level of disaster preparedness of Marian students

Table 13. Perceived level of disaster preparedness of Marian students

Level of Disaster Preparedness	**Frequency**	**Percent**
Not prepared	85	21.3
Slightly prepared	282	70.5
Moderately prepared	33	8.3
Total	**400**	**100.0**

Mean =**7.205**(Slightly prepared), Standard Deviation =**2.2817**

As can be viewed on Table 13 above, 8.3% or 33 students are moderately prepared in a disaster followed by seventy point five percent or two hundred eighty-two students who considered themselves as slightly prepared. Last is the level of not prepared, which is composed of 21.3% or 85 students. It can be deduced that most of the respondents are slightly prepared due to the reason that they lack information about preparation, or they were not taught how to do so. Some students are also not prepared at all if ever a disaster strikes. They have the knowledge, but they do not know how to apply it. Some students seem to be short on drills attended, like earthquake drills, etc. On the contrary, there are still a few students with sufficient learning and training experience to prepare for a disaster.

Research by Kaufman et al. (1999), as cited by Akumu (2013), emphasizes an ideal school plan for disaster preparedness.

Furthermore, frequencies and percentages were presented in Table 11 for the disaster year level.

Table 14. Year level when Disaster Management was taught

Year Level	**Frequency**	**Percent**
1st Year	303.0	75.75
2nd Year	141.0	35.25
3rd Year	115.0	28.75
4th Year	16.0	4
5th Year	1.0	0.25
None	1.0	0.25

From Table 14, 75.75% or 303 of the respondents were taught about disaster management during their freshmen year. It is followed by 35.25 % or 141 students who confirmed that they have learned about disaster management during their sophomore year. On the other hand, 0.25% or 1 student answered that he or she learned disaster management during his or her 5" year level in school.

It can be deduced that majority of the respondents have received disaster management when they were freshmen students because they are mandated to join at least one program in the National Service Training Program (NSTP). Disaster management is also absorbed in some other areas of learning.

In a study by Shaw (2004) as cited by Ziauddin (2016), he found that education together with self, family and community education can support a student to develop a "culture of disaster preparedness", which, as a result, will help children to take right decisions and actions as an adult. Shaw and Shiwaku (2007) as cited by Mamogale (2011),said that the role of disaster education is to promote measures for prevention of disaster risks and offer knowledge and information to students.

Table 15. Learning areas where disaster preparedness was taught

Area	**Frequency**	**Percent**
Social Sciences	68.0	17
Natural Sciences	114.0	28.5
NSTP/ROTC	298.0	74.5

Other	78.0	19.5
None (Not taught about disaster)	5.0	1.25

Table 15 shows that NSTP/ROTC got the highest percentage of learning area were the students learned about disaster preparedness. Seventy-four point five percent or 298 students confirmed that they learned disaster preparedness from NSTP/ROTC. Natural Sciences ranked second garnering 28.5% which composed of 114 students who learned disaster preparedness. It is followed by other learning areas such as MERT, MDRMMO trainings, Red Cross Youth Seminars, Water Safety Training, Health Sciences, etc. with a percentage of 19.5. Fourth in ranking is Social Sciences. On the contrary, 1.25% or 5 students stated that they were not taught disaster preparedness at all.

It can be concluded that most of the respondents were taught about disaster during their NSTP/ROTC classes. In addition, disaster management is absorbed in subjects such as natural and social sciences. Nonetheless, there are students who stated that they were not taught about disaster preparedness.

Based on the study of Mamogale (2011), it was found that even though the students' educators or teachers were not trained, they tend to be knowledgeable of disaster awareness and preparedness through Social Sciences education as well as from separate training programs at the school like emergency or disaster drills.

Furthermore, frequencies and percentages on the perception of disaster preparedness of the respondents were presented on table 16.

Table 16. Perception of disaster preparedness of respondents

Do you think that you know what to do during an emergency at school in the following disasters: **Typhoon/Earthquake/Fire incident**	**Frequency**	**Percent**
Yes	360.0	90
No	40.0	10

From Table 16, 360 or 90% of students answered that they know what to do during emergency at school. While, 40 (10%) students stated that they do not know what to do during disaster.

It can be assumed that due to the knowledge that they have collected through the repeated drills, exercises, manuals, subjects and social media they are already perceived to be prepared during emergency disaster situations at school.

According to the study of Mamogale (2011), almost all students indicated that they had been taught about disaster awareness and preparedness education inside their classrooms while some of them had never been taught about disaster. Based on the study of Carter (2001) as cited by Akumu (2013), the school at a distance from family and community, is the second important training ground for children where they are divulged more skills and knowledge.

Table 17. Action taken in perceived level of Preparedness

Action	**Frequency**	**Percent**
a. Collected preparedness information	149.0	37.25
b. Prepared and discussed family emergency plan	117.0	29.25

c. Have taken special training (First Aid, CPR, CERT, etc.)	206.0	51.5
d. Assembled a "Disaster Supply Kit"	94.0	23.5

As shown in table 17 above, 51.5% or 206 students stated that they have undergone or taken special training such as first aid, CPR, CERT and many more. Second in ranking is collected preparedness information, with a percentage of 37.25 or frequency count of 149.0. Followed by the action of preparing and discussing family emergency plan wherein 37.25% stated that they have done it. Lastly, statement d (Assembled a "Disaster Supply Kit"got the lowest percentage.

It can be inferred that almost all respondents have undergone special training such as First Aid, CPR, CERT, etc. The Marian Emergency Response Team (MERT) train interested students to deal with disaster management. There are also other institutions or organization such as Red Cross, MDRRMO and etc.

Ronan and Johnston (2003) as cited by Mamogale (2011), stated that when teaching students about natural and other hazards, it may be important to include information that supports them to understand what they can do individually to be prepared emotionally and physically.

Table 18. Attended disaster or emergency drills

Have you ever attended disaster/emergency drills conducted by the school or from outside institution/s?	**Frequency**	**Percent**
Yes	368.0	92
No	32.0	8

As can be glanced from table 18, 368 or 92% of the students have attended disaster or emergency drills conducted inside or outside the school. While, 32 (8%) respondents have not attended any emergency drill at all. It can be inferred that almost all of the respondents attended disaster/emergency drills conducted by the school or from outside institution/s because the school gives a diversity emergency/disaster drills such as earthquake drill. Organizations such as the MERT, RCY and the like conduct drills among its members to ensure that they are competent and prepared in an emergency situation. Some subjects also absorb drills in the lessons. An example is the Deftac of the criminology students, who conduct first aid drills and water safety survival drills.

Grant (2000) as cited by Akumu (2013), suggests that learners should acquire disaster awareness and preparedness in learning institutions they attend.

Table 19. Type of drills rehearsed in or from outside institution/s

Type of Drill	**Frequency**	**Percent**
Earthquake Drill	366.0	91.5
Rescue Drills	169.0	42.25
First Aid Drills	230.0	57.5
Others	48.0	12
None	3.0	0.75

As seen in Table 19 above, 91.5% or 366 students have undergone earthquake drills in or outside institution/s. While 57.5% or 230 students stated that they have rehearsed first aid drills. Rescue drills ranked third place with a percentage of 42.25 % and frequency of 169. Meanwhile, 12% among the respondents stated that they have rehearsed other drills such as Basic Life Support and Fire Drills. On the other hand, 0.75% affirmed that they have not rehearsed any drill at all.

It can be inferred that the earthquake drill is the most commonly practiced drill in our school. The respondents rarely practiced or rehearsed others drills such as fire drills. Aside from that, only few students grab the opportunity to acquire knowledge about first aid and rescue drills. Even though school organizations such as Marian Emergency Response Team recruit members to train on disaster preparedness.

Ozmen (2006), as cited by Mamogale (2013), revealed that the rate of damages caused by disasters may be reduced by training the people. In a study conducted by Johnston et al. (2011),as cited by Ziauddin (2016), the school is ready to safeguard the safety of the children by practicing emergency preparedness plans and drills. In a study by Mamogale (2013), all drills, such as the use of fire extinguishers, proper evacuation, and first aid, should be performed and practiced at school so that students can be familiarized with what they have learned. On the other hand, the remaining 10% of the respondents did not answer whether it was necessary to perform such drills at school or not.

This study found that in terms of Year level: Third-year students (50.5% of sample) showed the highest earthquake awareness (mean = 9.5), likely due to repeated NSTP exposure. However, fourth-year students (23.8%) reported lower family emergency planning 21% vs. 29% among third-year students, suggesting that preparedness behaviors decline as students approach graduation—a potential area for targeted intervention.

Furthermore, regarding sex, male students (64%) reported higher participation in special training (e.g., first aid, CPR) at 56%, compared to 43% among females. This may reflect greater male enrollment in criminology and NSTP-ROTC programs, which emphasize hands-on drills. However, females showed slightly higher awareness of correct fire evacuation procedures (90% vs. 86% for males), consistent with studies showing gender differences in risk perception (Gutteling & Wiegman, 1996).

Moreover, regarding age, students aged 18 (41% of the sample) were more likely to have attended disaster drills (95%) than those aged 22 and above (83%), suggesting that younger students benefit from more structured school-based drills.

CONCLUSION AND RECOMMENDATION

Summary

Disasters have haunted mankind since the beginning of time. It has taken away countless lives, infrastructures and livelihood. Old or young, rich or poor, disasters do not choose whose lives they take which is why it is crucial for everyone to know about disaster management and Saint Mary's University is not an exception. This particular study aimed to find out the disaster management, awareness and preparedness of the students of Saint Mary's University.

This study was conducted during the 2017-2018 school year among 400 students out of the 3,412 enrolled in the school. This study used the quantitative-descriptive research method. A validated, reliability-tested questionnaire was used to collect the data for this study. The survey questionnaire gathered data regarding the (1) level of awareness of Marian students in terms of three disasters: earthquake, fire incident, and typhoon. (2) The perceived level of disaster preparedness of the students, and lastly, (3) the preferred manner in which they want to receive disaster information.

A point system was used to determine whether students were highly aware, moderately aware, slightly aware, or not aware at all during an earthquake, fire, or typhoon incident. The system is applied to the perceived level of disaster preparedness of the students and the manner (s) in which they want to receive disaster information.

Summary of Findings

1. Disaster Awareness

a. Earthquake

Most of the students are highly aware when it comes to an earthquake incident but only a portion got the correct answer when it comes to the evacuation area. Many are not aware that the true evacuation area is at the oval and

not at the Tonus Gymnasium. Another thing is that the respondents answered statement 1 on earthquake (When the shaking starts / bell rings/ siren begins, I should run out of the building immediately and seek refuge near the trees wrongly. We can say that there would be many casualties if ever they acted like this during an earthquake. The proper way is that when the shaking starts, the respondents should perform duck, cover and hold position.

b. Fire

In terms of awareness in a fire incident, SMU students are moderately aware and only a few know the location of medical services. The students are not sure whether they should immediately sound or raise the alarm when fire or smoke detected. Furthermore, not many are aware that using water in extinguishing electrical fire is dangerous. It is a known fact that water is a great conductor of electricity. In addition, not many of the students are aware that they should use the fire exit instead of jumping out of the building when they are located at the 2nd, 3rd or 4th floor during the fire incident.

c. Typhoon

In terms of typhoon incident awareness, SMU students are moderately aware. Most of them are not aware of the strength of the typhoons. More are still confused whether or not they should turn off their phones to facilitate rescue and communication in times of emergencies.

2. Disaster Preparedness

In terms of disaster preparedness, they are slightly prepared. Most have received and attended disaster preparedness training and drills through the NSTP program and other learning areas. However, a few were neither taught nor sure if they can perform and execute what they have learned during a disaster. Most of the respondents also did not discuss with their family an emergency plan and have not assembled a disaster supply kit.

3. Preferred Manner/s in receiving Disaster Information

Nearly everyone prefers to receive disaster information through technological means like the TV and radio. Since we are living in a digital age, a large number of the respondents preferred to receive information through the media and internet. Only a handful of them prefer to receive information through the newspaper and notification services.

Conclusion

1. Saint Mary's University, in terms of disaster awareness during an earthquake, is highly aware except when it comes to the evacuation area during an earthquake. The respondents are also not aware of the proper earthquake procedure; they should not run out of the building and seek refuge near the trees. In terms of awareness in a fire incident, SMU students are moderately aware and only a few knew the location of medical services. The students are also confused of what to do if ever they come across with the said incident. In terms of typhoon incident awareness, SMU students are moderately aware but most are not well-informed about typhoon speeds.

2. In disaster preparedness, more than half of them have attended earthquake drills but are lacking in other types of drills. Other type drills are being overlooked even though 2 disasters can occur at the same time. An example is earthquake and fire -earthquake can start a fire. Moreover, students lack confidence in executing what they have learned in the said drills and not many of them have taken action within their families about disaster supply kits and emergency plans.

3. In the preferred manner in receiving disaster information, almost all prefer to receive information through devices, media and internet. Nonetheless, it is not a guarantee that the internet sources are reliable and must be first confirmed by other sources.

Recommendations

As a result of the study, the researchers came up with the following recommendations or suggestions:

Disaster Awareness

- ✓ Pamphlets and manuals regarding earthquake evacuation procedures should be distributed to all students. Location of the evacuation area must be highlighted.

Disaster Preparedness

- ✓ The school must implement a general subject regarding disaster management.
- ✓ Seminars regarding disaster preparedness and awareness at school and at home should be conducted.
- ✓ Trainings on survival, evacuation, firefighting, first aid should be mandatory for students and school personnel. Other type of trainings should also be encouraged.

Preferred manners in receiving disaster information

- ✓ Since the students prefer to receive information through the internet and SMS, Saint Mary's University should have a Facebook page, Twitter account and a general website regarding the dissemination of disaster information.

Other Recommendations

- ✓ There must be a system of information dissemination in the school during a typhoon since not all students can access the internet.
- ✓ Saint Mary's University tertiary level must have a general subject regarding disaster management. Basic first aid and fire drill training must be mandated for the students.
- ✓ To future researchers, further study must be conducted among all the students enrolled in each course and the staff members of the school. Variables such as age, sex, year level, and course may also be included in future studies to identify the differences and relationships with each other. Furthermore, other types of disasters such as landslides, floods, etc. must be included.

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