

Resiliency to Natural Disasters of Capiz State University (CapSU): Basis to Strengthen Disaster Risk Reduction Management Program

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Abstract

The Philippines is located at the south-eastern part of Asia that is prone to climatic and geographical hazards. Last 2013, the Province of Capiz was hardly hit by Super Typhoon Yolanda. It created devastating effects to human lives, and environment. Thus, this study was conducted to determine the level of resiliency to natural disasters of CAPSU as Basis to Strengthen Disaster Risk Reduction Management Program. Findings show that faculty/staff respondents showed high level of resiliency, observes 5R's and records cellphone hotline numbers. They participated in earthquake/fire drill, tree growing projects, volunteers on community recovery/clean - up drive. Student respondents developed the skills in the four DRRM thematic areas but not in high extent, practiced "Drop, Cover, and Hold-on", unplug appliances, and turn - off gas supply, attended preparedness lectures; and volunteer services. Second district Campus/Satellite colleges showed high level of resiliency because these are areas prone to floods, soil erosion and earthquakes. The lesser the number of faculty/staff and student population the easier it is to implement DRRM activities. Roxas City and Burias campus, Dayao, Pilar, Dumarao and Tapaz satellite colleges faculty showed high level of resiliency to four thematic areas. These campuses have well -trained experts in DRRM, offers BS Criminology and Social work courses which exhibits self-discipline, safety preparedness and wide understanding to adapt to adverse events. Administration may consider to conduct trainings related to First Aid, and correct handling of fire extinguisher.

Keywords: Environment, Calamities, Disasters, Resiliency

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Introduction

Philippines as an archipelago is located at the south-eastern part of Asia which is prone to climatic and geographical hazards. It is exposed to various natural disasters and calamities. According to the NDCC (2008), this country is situated in the Pacific ring of fire where two tectonic plates, the Pacific plate and Eurasian plate, meet. It is also located along the typhoon belt on the North Pacific basin in the Pacific where 75 percent of the typhoons originate. Last 2013, Super Typhoon Yolanda hardly hit the Province of Capiz which created devastating and tremendous effects to human lives, properties and environment. As a consequence of the extreme rainfall events, flash floods, flooding and landslides have become more prevalent. According to Kofi Annan as cited in NSTP worktext, 2014 "natural disasters are part of life. But hazards only become disasters when people's lives and livelihoods are sweep away...let us remind ourselves that we can and must reduce the impact of disasters by building sustainable communities that have long-term capacity to live with risk."

In response to such scenario, Capiz State University has performed and conducted a series of Disaster Risk Management Activities, like earthquake and fire drills, symposia and information dissemination programs related to floods, landslides and other natural calamities. Data presented was satisfactory, however, there was no baseline data confirming how resilient Capiz State University (CapSU) to mitigate and respond to natural disasters. Therefore, this study was conducted.

Generally, this study determined the level of resiliency to natural disasters of Capiz State University (CAPSU) as Basis to Strengthen Disaster Risk Reduction Management Program for the school year 2018-2019. Specifically, it sought to answer the following: 1. What is the level of resiliency to natural disasters of CapSU as a whole and in terms of four thematic areas and when classified according to faculty/staff and student respondents? 2. What is the level of resiliency to natural disasters of CapSU in terms of four thematic areas and when grouped according to institution's profile and when respondents are classified according to faculty/staff and students? 3. What are basic equipage available in CapSU campuses? 4. Is there significant difference between the level of resiliency to natural disasters of CapSU and when grouped according to institution's profile and when respondents are classified according to faculty/staff and students? 5. Is there significant difference between the level of resiliency to natural disasters of CapSU and when respondents are classified according to faculty/staff and students? 6. What plans and policies can be formulated to strengthen Disaster Risk Management program?

Methodology

Participants of the Study

Out of 679 faculty and staff, 240 were selected as sample respondents and out of 10,795 student population, 386 was identified as sample participants using the Slovin's formula. Random sampling technique was used in selecting the respondents.

Research Design

A descriptive survey research design applying the quantitative and qualitative mixed method to gather the data was used. The instrument used was a researcher – modified questionnaire where some of the items were adopted from the study of Butalon, et.al (2019). The distribution of questionnaire was conducted last March 14 – 15 and 19 - 22, 2019 in all nine (9) campuses of Capiz State University. In order to validate the results gathered a Focus Group Discussion (FGD) was organized and was conducted last May 7, 2019 at CapSU Main Accreditation room which was actively participated by selected student leaders, faculty, staff and NSTP/DRRM coordinators.

Statistical Tool and Analysis

To present the descriptive data frequency, mean and percentages was used as statistical tools, on the other hand t-test for independent samples and Analysis of Variance (ANOVA) was utilized to explain the inferential data. All inferential results were set at 5% level of significance. Narrative from accounts of respondents were processed using thematic analysis.

Conceptual Framework

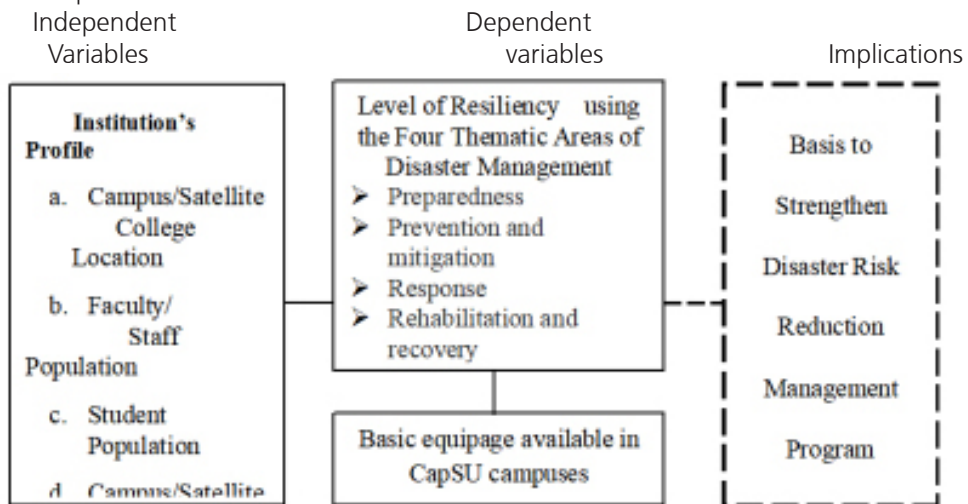


Figure 1. Schematic diagram showing the relationship between the four thematic areas of disaster risk reduction management.

Results and Discussions

Level of resiliency to natural disasters of CapSU as a whole and in terms of four thematic areas and when classified according to faculty/staff and student respondents

In terms of faculty/staff respondents, data reveals that as a whole the respondents were “highly resilient” to natural disasters. Likewise, among the four thematic areas faculty/staff respondents were “highly resilient” in disaster response and prevention and mitigation, respectively. On the other hand, faculty/staff respondents were “resilient” in disaster preparedness and recovery and rehabilitation. These results show that the university system is prepared in case of natural disasters. The university has an established mechanism in responding, preventing and mitigating the effects of natural calamities. The university also has activities geared toward recovery and rehabilitation.

Considering student respondents, data reveal generally the respondents were “resilient”. Moreover, among the four thematic areas student respondents were “highly resilient” in disaster response and prevention and mitigation, respectively. In contrast, student respondents were “resilient” in disaster preparedness and recovery and rehabilitation (mean=4.08). This only show that the university’s initiatives to train students to become resilient and be prepared in times of disaster reflect in the results of this study.

Table 1. Level of resiliency to natural disasters of CapSU as a whole and in terms of four thematic areas and when classified according to faculty/staff and student respondents.

Four Thematic Areas	Faculty / Staff Respondents		Student Respondents	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
- Disaster Preparedness	3.92	Resilient	4.00	Resilient
- Prevention and Mitigation	4.39	Highly Resilient	4.27	Highly Resilient
- Disaster Response	4.59	Highly Resilient	4.42	Highly Resilient
- Recovery And Rehabilitation	3.93	Resilient	4.08	Resilient
- As a Whole	4.21	Highly Resilient	4.19	Resilient
Level of Resiliency				
Scale of Means	Verbal Interpretation	2.61-3.40	Moderately Resilient	
4.21-5.00	Highly Resilient	1.81-2.60	Less Resilient	
3.41-4.20	Resilient	1.00-1.80	Least Resilient	

The findings of this study are in accordance to the study of Akumo (2011) as cited by Atinon, 2019 that majority of students in Kenya have been sensitized on the dangers of fire and in terms of lessening the effect of natural hazards. Borres et.al, 2018, find out that the students participate in recycling activities and practice

the 3R's to prevent and lessen environmental problems. In general, this means that school was effective in implementing programs related to disaster risk reduction and management. This also supports the provisions of The State Disaster Management Plan, (n.d) which states that prevention & mitigation approach to minimize risk from the hazard side. It largely depends upon training, discipline, technology and system in place.

Moreover, this result conforms to the result of the study of Guevarra et al (2007) as cited by Haguisan, 2016 that most schools in Luzon have conducted trainings in building the competencies of their teachers in disaster preparedness. This result also supports the findings of Almalbis (2015) that the conduct of training and drills, seminars among the community will most likely increase the level of preparedness against disasters.

Accordingly the Disaster and Emergency Preparedness: Guidance for Schools (2010) emphasized that good drills are a learning process. They begin with advance preparation by staff, providing an opportunity to train students in classroom groups, remember procedures, and check on provisions.

Level of resiliency to natural disasters of CapSU in terms of four thematic areas , when grouped according to institutions' profile and when classified according to faculty/staff and students respondents

According to faculty/staff and student respondents, campus/satellite colleges located in the second district of Capiz were "highly resilient", than those in the first district of Capiz. This is best explained by the fact that campuses and satellite colleges in the first District, primarily Main Campus and Dayao Satellite Campus, are located Roxas City, which is usually at risk during typhoons and floods. Furthermore, the Main Campus is situated in a condensed urban location, with very limited space, making it challenging for the students and faculty to escape in times of earthquake. In support to this, results from the focus group discussion with faculty and students reveal that certain practices were observed by the different campuses of Capiz State University to insure that they are disaster-resilient. A respondent from the Bailan campus said:

"We conduct our fire, emergency, and earthquake drill and we really have to do it. Per classroom, per adviser and every faculty were oriented of what they are going to do and should be prepared. We also gather emergency contact numbers and there are individuals assigned to check if we still have ample emergency kit. Each classroom should have one of that. After emergency drills we were given our strengths and weaknesses which is somehow help faculty members to be knowledgeable enough and maybe this time we could do this not just as a faculty in our school but also in our family that is very helpful."

In the Main Campus, waste management is imbedded in the campus's disaster risk reduction management program and maximizing the potentials of the community to ensure that the institution remains disaster resilient.

"We also strengthen waste management program. Last year, we formed an emergency response team composed of students. We are awaiting guidelines so that we can extend our help to the community. We also have a group responsible for the awareness, prevention and protection of natural resources. We have also programs and researches on how to prevent fire, we have fire alarm system.

Table 2. Level of resiliency to natural disasters of CapSU in terms of four thematic areas , when grouped according to institutions' profile and when classified according to faculty/staff and students respondents.

Category	Faculty/Staff Grand Mean	V. I	Students Grand Mean	V.I
Campus/Satellite college Location				
First District	4.19	Resilient	4.15	Resilient
Second District	4.24	Highly Resilient	4.32	Highly Resilient
Faculty/ staff population				
80 and above	4.20	Resilient	4.15	Resilient
Below 80	4.22	Highly Resilient	4.28	Highly Resilient
Student population				
1000 and Above	4.18	Resilient	4.14	Resilient
Below 1000	4.24	Highly Resilient	4.30	Highly Resilient
Campus/Satellite College				
Roxas City	4.21	Highly Resilient	4.14	Resilient
Dayao	4.23	Highly Resilient	4.27	Highly Resilient
Pontevedra	4.13	Resilient	4.08	Resilient
Pilar	4.23	Highly Resilient	4.21	Highly Resilient
Burias	4.28	Highly Resilient	4.38	Highly Resilient
Poblacion	3.98	Resilient	4.23	Highly Resilient
Sigma	4.14	Resilient	4.43	Highly Resilient
Dumarao	4.44	Highly Resilient	4.15	Resilient
Tapaz	4.42	Highly Resilient	4.34	Highly Resilient
Level of Resiliency				
Scale of Means	Verbal Interpretation	2.61-3.40	Moderately Resilient	
4.21-5.00	Highly Resilient	1.81-2.60	Less Resilient	
3.41-4.20	Resilient	1.00-1.80	Least Resilient	

The campuses' collaboration with other organizations, particularly with the local government unit is cited as among the best practices that enable the academic community to prepare and be resilient during natural disasters. One respondent from CapSU Pilar mentioned:

We have collaboration with the municipal disaster office sa pilar and a I have plan to DILG to ask the help para sa mga trainings kung may ara sila mga trainings pa sa amon students as well as to our faculty.

As per evaluation of faculty/staff and student respondents, those with below 80 faculty/ staff population were rated “highly resilient”, whereas those with 80 and above showed a “resilient” result. Likewise, as rated by faculty/staff and student respondents, those with below 1000 student population were identified to be “highly resilient” as compared to 1000 and above student population with a “resilient” rating. When classified according to campus, faculty/staff respondents identified that Roxas City and Burias campus, Dayao, Pilar, Dumarao and Tapaz satellite colleges were “highly resilient”. Nonetheless, faculty/staff respondents identified Pontevedra campus, Poblacion and Sigma satellite colleges to have a “resilient” result. Similarly, as evaluated by student respondents, Burias campus, Dayao, Pilar, Poblacion, Dumarao, Sigma, and Tapaz satellite colleges were “highly resilient” to natural disasters. On the other hand, student respondents recognized Roxas City and Pontevedra campus as well as Dayao satellite college to have “resilient” result. It is inferred that it is easier to manage campuses/satellite colleges with less population than campuses/satellite colleges with higher number of enrollees.

Basic equipage available in CapSU campuses/satellite colleges

Among the lists presented, safety vest got the highest number of pieces (28) followed by two-way radio transceiver (25) and helmet got (23). Tent canvas composed of 10 pieces, medical kit nine (9), mobile VHF Antenna and fire extinguisher composed of seven (7) pieces. Moreover, equipage with six (6) number of pieces were cell phone, laptop, rescue rope, lifejacket, life buoy, throw bag, stretcher, shovel, axe and fire drum.

On the hand, the university do not have the following materials: Mobile Kitchen, Textblaster System (Emergency Field Deployment), Digital VHF Repeater System (Digital Communications), flotation ring, concrete cutter, shoring, pulling and lifting system. While the university as a whole already started acquiring equipage, a need to continuously acquire more facilities to be used in times of distress and disaster would ensure that the university will remain resilient in times of natural calamities. Also, the need for other campuses and satellite colleges to acquire facilities and infrastructure was emphasized during the focus group discussion. As discussed by one respondent:

Probably, our buildings. When it comes to the and equipments, the Main campus has sufficient, but other campuses lag behind so there is a need to keep purchasing.

Aside from the facilities, the need for continued capacity building, such as drills, trainings, and workshops were also emphasized during the discussions.

Difference in the Faculty/Staff level of resiliency to natural disasters and when grouped according institutions profile

There was no significant difference in the faculty/staff level of resiliency to natural disasters and when grouped according to institutions' profile specifically in terms of campus/satellite college location, faculty/staff population and student population, campus/satellite college. Hence, all computed p - values was greater than 0.05 alpha, therefore null hypotheses was accepted. Thus, regardless of the abovementioned factors, the faculty and staff remain resilient and prepared to face natural calamities.

Difference in the Students' level of resiliency to natural disasters and when grouped according institutions profile

However, there was a significant difference in the students' level of resiliency to natural disasters and when grouped according to institutions' profile specifically in terms of campus/satellite college location, faculty/staff population, student population and campus/satellite college. Since, all computed p - values was lesser than 0.05 alpha, therefore null hypotheses was rejected. The students' resiliency, therefore, varied according to the campus/satellite college where they are enrolled, the faculty and staff population, student population and campus/satellite college.

Table 3. Difference in the students' level of resiliency to natural disasters and when grouped according campus/satellite college location, faculty/ staff population and student population and campus/ satellite college.

Variable	N	Mean	Mean Difference	t-ratio	p - value	Remarks
Campus/satellite college location						
First District	288	4.15	-.17089	-3.159	0.002	s
Second District	98	4.32				
Total	396					
Faculty/ staff population						
1000 and above	258	4.14	-.15170	-3.031	0.003	s
below 1000	128	4.30				
Total	396					
Student population						
80 and above	246	4.15	-.13360	-2.719	0.007	s
below 80	140	4.28				
Total	396					

Legend: $p < 0.05$ significant (s), $p > 0.05$ not significant (ns)

Table 8.b. Difference in the Students' level of resiliency to natural disasters and when grouped according campus/ satellite college

Source of Variation	Sum of Squares	df	Mean Square	F	P-Value	Remarks
Between Groups	4.338	8	.542	2.557	.010	s
Within Groups	79.954	377	.212			
Total	84.292	385				

Legend: $p < 0.05$ significant (s), $p > 0.05$ not significant (ns)

Moreover, Fennis and Johnston (2010) as cited by Haguisan, 2016 agrees with the result of this study. Findings stated that students who have participated in hazard education programs are more likely to have better knowledge of safety behaviors and higher household preparedness.

Difference between the level of resiliency to natural disasters of CapSU and when respondents are classified according to faculty/staff and students

There was a significant difference in the level of resiliency to natural disaster and when respondents are classified according to faculty/staff and students. Since, computed p - values was lesser than 0.05 alpha, therefore null hypotheses was rejected. Mean value reveals that faculty/staff were highly resilient ($M=4.21$) as compared to the student respondents ($M=4.19$).

Table 4. Difference between the level of resiliency to natural disasters of CapSU and when respondents are classified according to faculty/staff and students

Variable	N	Mean	Mean Difference	t-ratio	p - value	Remarks
Faculty/ Staff	240	4.21	-0.10486	-1.181	0.023	s
Students	386	4.19				
Total	170					

Legend: $p < 0.05$ significant (s), $p > 0.05$ not significant (ns)

In relation to this, a study by Clarkson (2016) found that faculty were very much ready and resilient in term of disaster preparedness and resiliency in terms of natural calamities because their number one concern was their family members. They want their family to be safe and secured when calamities occurred.

Plans and policies formulated to strengthen Disaster Risk Management program

Table 9 presents the Plans and policies formulated to strengthen Disaster Risk

Management program.

Data reveals that in the first thematic area Disaster preparedness, there is a need to enhance the awareness and knowledge of the University on disaster risk preparedness and also establish and strengthen the capacities of the students and faculty to anticipate, cope and recover from the negative impacts of emergency occurrences. This will be realized through Contingency Planning, Pre-emptive Evacuation, Earthquake and Fire Drills, Crisis Simulation Exercises. The coordinating agencies to spearhead the realization of this plans were: DILG – Lead Agency, Capiz PDRRMO, Roxas City CDRRMO, MDRRMO's, PNP, and BFP.

Furthermore, considering the prevention and mitigation category, it is necessary to reduce the vulnerability and exposure of the University to all risks and avoid probable hazards and mitigate their potential impacts and exposure by enhancing the learned capacities. This can be achieved through Community-Based DRR-CCA Hazard Assessment, Scientific-Based DRR-CCA Hazard Assessment, Hazard Mapping and Analysis and Monitoring. DOST – Lead Agency, PAGASA, PHIVOLCS, DICT, NTC PDRRMO, CDRRMO and MDRRMO's will be the coordinating agencies to implement such program.

Likewise, in terms of disaster response category, there is a need to reduce the vulnerability and exposure of the University from all risks, as well as, avoid probable hazards and mitigate their potential impacts and exposure by enhancing the learning capacities. This can be realized through community-based DRR-CCA Hazard, Assessment Scientific-Based DRR-CCA Hazard Assessment, Hazard Mapping and Analysis and Monitoring. The coordinating agencies for this are composed of the Department of Science and Technology (DOST) as the lead agency, Philippine Atmospheric, Geophysical and Astronomical Services Administration is the National Meteorological and Hydrological Services Agency (PAGASA), Philippine Institute of Volcanology and Seismology (PHIVOLCS), Department of Information and Communications Technology (DICT), National Telecommunications Commission (NTC), Provincial Disaster Risk Reduction and Management Office (PDRRMO), City Disaster Risk Reduction and Management Office (CDRRMO) and Municipal Disaster Risk Reduction and Management Offices (MDRRMOs).

Lastly, in terms of recovery and rehabilitation category, the university may consider rehabilitating and developing resilient and self-reliant University affected by natural and human-induced disasters and calamities. Restore and improve the facilities and learning-working condition. The following actions will be done to achieve such plans: continuity of university operation, continuity of academic work, c. continuity of classes, and restoration of infrastructure. The coordinating agencies to assist the university in the implementation of this program are the following: National Economic and Development Authority (NEDA) – Lead Agency, Department of Social Welfare and Development (DSWD), Provincial Social Welfare and Development Office (PSWDO), Department of Public Works and Highway (DSWD), and institutional organizations (charitable groups, and foundations, among others).

Table 5. Plans and policies formulated to strengthen Disaster Risk Management program.

Four Thematic Areas	What to do	Coordinating Agencies
<p>A. Preparedness</p> <p>Enhance the awareness and knowledge of the University on disaster risk preparedness. Establish and strengthen the capacities of the students and faculty to anticipate, cope and recover from the negative impacts of emergency occurrences.</p>	<p>a. Contingency Planning b. Pre-emptive Evacuation c. Earthquake and fire Drills d. Crisis Simulation Exercises</p>	<p>a. DILG – Lead Agency b. Capiz PDRRMO c. Roxas City CDRRMO d. MDRRMO's e. INP f. BFP</p>
<p>B. Prevention and Mitigation</p> <p>Reduce the vulnerability and exposure of the University to all risks. Avoid probable hazards and mitigate their potential impacts and exposure by enhancing the learned capacities.</p>	<p>a. Community-Based DRR-CCA Hazard Assessment b. Scientific-Based DRR-CCA Hazard Assessment c. Hazard Mapping and Monitoring</p>	<p>a. DOST – Lead Agency b. PAGASA c. PHIVOLCS d. DICT e. NTC f. PDRRMO, CDRRMO and MDRRMO's</p>
<p>3. Prevention and Mitigation</p> <p>Reduce the vulnerability and exposure of the University to all risks. Avoid probable hazards and mitigate their potential impacts and exposure by enhancing the learned capacities.</p>	<p>a. Community-Based DRR-CCA Hazard Assessment b. Scientific-Based DRR-CCA Hazard Assessment c. Hazard Mapping d. Analysis and Monitoring</p>	<p>a. DOST – Lead Agency b. PAGASA c. PHIVOLCS d. DICT e. NTC f. PDRRMO, CDRRMO and MDRRMO's</p>
<p>D. Rehabilitation and Recovery</p> <p>Rehabilitate and develop resilient and self-reliant University affected by natural and human-induced disasters and calamities. Restore and improve the facilities and learning-working condition</p>	<p>a. Continuity of University Operation b. Continuity of Academic Work c. Continuity of Classes d. Restoration of Infrastructure</p>	<p>a. NEDA – Lead Agency b. DSWD c. PSWDO d. DPWH e. PED f. Institutional Organizations (Charitable/ Foundations)</p>

Conclusions and Implications

In general, faculty/staff respondents have high level of ability to prepare and plan for, absorb, recover from, and more successfully adapt to adverse events.

Respondents were alert, conscious and mindful of what appropriate action will be applied when disasters strikes like earthquake, and fire occurrences. They “highly practice” the prevention and mitigation category by practicing ways that could prevent creation of fire in the household or workplace, monitoring and maintenance of household appliances, correct usage of fire extinguisher, location of fire exits, observance of 5R's namely; reuse, reduce, recycle, repair, and rebuy; and recording of emergency hotline numbers in the cellphone.

Faculty/staff respondents know the location of the nearest evacuation points in case of emergency, participated in an earthquake and fire drill, have flashlight and extra batteries and store emergency lights, matches and candles accessible during emergency. Moreover, faculty/staff actively participates in tree growing activity, volunteers on the recovery activities conducted by the university for the victims of the disaster and calamities. and enthusiastically participate in a community clean - up drive.

Student respondents have acquired and developed the skills, capacity and capability using the four thematic areas of DRRM which are disaster preparedness, prevention and mitigation, disaster response and recovery and rehabilitation but not in high extent.

Students know how to execute “Drop, Cover, and Hold-on” when earthquake strikes, very much aware to stay away from trees, power lines, post and concrete structures in case of earthquake, and take the fastest and safest way to get out of the building in case of fire. Students “highly practice” the prevention and mitigation category. They always unplug the appliances (TV, electric fans, transistor radios, chargers and others) after using, always turn off the gas supply or LPG gas tank after use and store chemicals safely and keep flammable material such as lighters and matches out of children’s reach. Student respondents were prepared when natural calamities may occur because they attended meetings, seminar –workshops, and lectures related to disaster preparedness activities, food and material stock piling, emergency drills, preparation of emergency kit, and identification of the location of the nearest evacuation points. Furthermore, respondents practice rehabilitation and recovery by engaging/participating extension activities in affected communities through extending help, and render volunteer services.

Campus/Satellite colleges located in the Second district showed high level of readiness and ability to prepare and plan for, absorb, recover from, and more successfully adapt to adverse events. This may be because Burias campus, Poblacion and Sigma satellite colleges were highly prone to floods and flash floods, additionally, Dumarao satellite college is highly prone to soil erosion while Tapaz satellite college was identified as one of the earthquake prone area.

The lesser the number of faculty/staff population the easier it is to communicate, coordinate, and implement DRRM activities. The lesser the number of students the easier to organize, manage orientations, trainings, seminars/workshops of DRRM plans and programs as well as execute earthquake and fire drill activities.

Roxas City and Burias campus Dayao, Pilar, Dumarao and Tapaz satellite colleges showed high level of skills, abilities and capacities towards disaster preparedness, disaster response, prevention and mitigation; and rehabilitation and recovery towards natural disasters. Some of these campuses have well –trained experts in DRRM, offers BS Criminology and BS Social work courses which exhibits self-discipline, safety and preparedness and have high level of understanding to adapt

to adverse events.

Students studying in the mentioned institutions have high level of preparedness, quick to implement prevention and mitigation, proactive to disaster response, rehabilitation and recovery when natural disaster arises. These maybe because they were only few in numbers thus teachers/faculty and staff can easily monitor their behaviour and practices especially when DRRM related activities were being conducted in the campus. Roxas City and Pontevedra campus as well as Dayao satellite college have higher student population, thus, it is not easy to manage, perfectly perform and implement DRRM earthquake/fire drill.

Based from the listed equipage, the nine campuses showed few materials were only available. It is necessary to continue purchasing items with less number of materials presented. The university needs to provide additional budget to the DRRM offices of each campuses/satellite colleges to be at par with the global standard.

Whether campus/satellite colleges were located in the first district or second district of Capiz, with 80 and above or below 80 faculty/staff population and with 1000 and above or below 1000 student population, and campus/satellite colleges the faculty/staff respondents level of resiliency to natural disaster does not differ or still the same. This means that among the four (4) variables faculty/staff have the same level of ability to prepare and plan for, absorb, recover from, and more successfully adapt to adverse events.

Whether campus/satellite colleges were located in the first district or second district of Capiz, with 80 and above or below 80 faculty/staff population and with 1000 and above or below 1000 student population, and campus/satellite colleges the students' level of resiliency to natural disaster are not the same. The students' manner of disaster preparedness, prevention and mitigation, disaster response and recovery and rehabilitation differs considering the four (4) variables.

Recommendations

Disaster Prevention. School Administration may consider to organize and identify faculty /staff and students to attend training/seminars related to First Aid, Cardio Pulmonary Resuscitation (CPR), Basic life support (BLS). The school administration may encourage all faculty/staff and students to have a personal and family use "Disaster Survival Kit". Faculty/ staff are encouraged to prepare extra batteries for cellphone in order for easy access of communication in case of emergency. Students in particular are encouraged to become active participant in disaster prevention activities conducted by university. Furthermore, they are enjoined to share to their family members and neighborhood the lessons that they have learned about disaster prevention to ensure that knowledge application is transferred to the community.

Prevention and Mitigation. The school administration with the leadership of PDRRM Office to conduct regular orientation and demonstration to use even the

basic prevention and mitigation facilities, like fire extinguisher. Faculty/staff and students are encouraged to check and report all electrical hazards both in school and respective homes. The CapSU Community is encouraged to have a complete list of emergency hot lines stored in their respective cell phone. A database of contact numbers of faculty, students, and staff may be designed as a convenient way of disseminating information in times of disasters, with data privacy in mind.

Disaster Response. Faculty/staff and students are encouraged to identify and be familiar with location of marked exits in a certain building or establishments. Everybody is reminded to stay indoors if within a structurally sound building during an earthquake because our first instinct is to move out from the building. Since an overwhelming population of the university is composed of students, it is crucial that they are highly familiar of disaster response measures since their lives are most at risk in times of calamities.

Recovery and Rehabilitation . The school administration through th office of DRRM may consider to conduct basic training skill on First Aid. Faculty/staff and students is encouraged to volunteer to give lectures to the victims of disaster to become productive. The university may consider to provide and increase additional budget intended for the PDRRMC of each campus/satellite college to purchase prescribed standard equipage.

School administration may device a monitoring system to check and monitor the active participation and involvement of the CapSU Personnel and stakeholders during DRRM activities.

Roxas City Main and Pontevedra Campuses as well as Dayao satellite college faculty/staff who were identified to have higher student population rate is encourage to strictly monitor the attendance of the students during the implementation of DRRM plans and programs so that mastery, and formation of attitude in case of natural disaster occurrence will be strengthened and casualties will be lessened.

Burias Campus, Pilar, Poblacion, Sigma, Dumarao and Tapaz satellite college is encouraged to sustain and improve their level of resiliency through active involvement/participation in DRRM activities within the university.

The nine campuses showed few materials were only available. It is necessary to continue purchasing items with less number of materials presented. The university needs to provide additional budget to the DRRM offices of each campuses/satellite colleges to be at par with the global standard.

The university as a whole is encouraged to formulate Resilient programs and activities as corporate social responsibility in the community through maintaining and strengthening, linkages, collaboration and cooperation with the LGU's and other stakeholders in local, regional, national and international level.

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