

School Heads' Socio-Psychological Perspectives, Organizational Culture, and the Disaster Risk Reduction Management: Input to Community Resiliency Program

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Abstract

The study investigates the intricate interplay between school heads' socio-psychological perspectives, organizational culture, and their role in enhancing disaster risk reduction management (DRRM) within educational institutions. With a growing recognition of the vital role schools play in community resiliency, this study aims to provide valuable insights that can inform the development and implementation of effective DRRM strategies.

By unraveling the layers of organizational culture within educational settings, the study aims to discern how it shapes the resilience of students, educators, and support staff in the face of unforeseen disasters. Additionally, the study delves into the organizational culture of schools, examining how cultural elements shape DRRM practices and policies.

The level of social-psychological perspective in terms of social cognition, social influence, attribute formation and change, group dynamics, social perception, and socialization ranges from high to very high. Additionally, the level of organizational culture in terms of supportive and pro-active, shared values and beliefs, leadership influence, adaptability, employee engagement and cultural change ranges from high to very high. Moreover, the level of school disaster risk reduction management in terms of prevention and mitigation, preparedness, response, monitoring and evaluation and rehabilitation and recovery ranges from high to very high.

Based on the results, the study concludes that there is significant difference in school disaster risk reduction management of the school heads when grouped according to age, gender, civil status, educational attainment, and position. There is also a partial significant relationship between socio-psychological perspective, organization culture, and school disaster risk reduction management. However, both socio-psychological perspective and organizational structure are not significant predictors of the latter.

Keywords: Socio-psychological; Organizational culture; Prevention

1. Introduction

Pursuant to Republic Act (RA) No. 10121 entitled The Philippine Disaster Risk Reduction and Management Act of 2010, which mandates all national government agencies to institutionalize policies, structures, coordination mechanisms and programs with continuing budget appropriation on Disaster Risk Reduction and Management (DRRM) from national to local levels and DepEd Order No. 50, s. 2011 entitled Creation of Disaster Risk Reduction and Management Office (DRRMO), which mandates the said office to initiate and spearhead the establishment of mechanisms which prepare, guarantee protection and increase resiliency of the Department of Education (DepEd) constituents in the face of disaster, the DepEd issues DepEd order No. 21 s. 2015 which enclosed Coordination and Information Management Protocols for the schools, schools divisions offices (SDOs) and regional offices (ROs) and coordinators to establish the system of coordination and information management and provide guidance to DepEd field offices, schools and DRRM coordinators on their respective roles and functions relative to DRRM implementation.

The Department of Education (DepEd) Order No. 50 and 80 series of 2011 had been put in place to ensure that the safety of both teachers and students in the Philippines is taken into consideration. By establishing

these orders, the DepEd is striving to ensure that all schools in the country are as prepared as possible for any emergency or disaster situation, reducing the potential risk to both teachers and students. By making sure that schools are adequately prepared for any emergency, the DepEd is determined to ensure the safety of the children and young adults.

As the school is considered the second home of the students, their safety and security must be guaranteed at all times especially in cases of disasters and emergencies. School heads should bear the responsibility for addressing the need for properly practiced DRR management in order to build a healthy learning environment.

Hence, the study investigated school heads socio-psychological perspectives, organizational culture and the disaster risk reduction management and input to community resiliency program. How school heads' decision-making, planning, and implementation of strategies geared towards enhancing community resiliency, this research endeavored to provide valuable insights that can inform policies and practices that could fortify public schools as pillars of community resilience.

As the researcher dug in these variables, this study was expected to contribute not only to the scholarly discourse on education and disaster management but also to offer practical recommendations for school heads, policymakers, and educators, fostering a resilient foundation for communities to thrive in the face of adversity.

1.1 Statement of the problem

Specifically, it aims to answer the following questions:

1. What is the profile of the School Heads with regards to:

- 1.1 Age;
- 1.2 Gender;
- 1.3 Civil Status;
- 1.4 Educational Attainment; and
- 1.5 Rank / Position?

2. What is the level of socio-psychological perspective in terms of:

- 2.1. Social Cognition;
- 2.2. Social Influence;
- 2.3. Attribute Formation and Change;
- 2.4. Group Dynamics;
- 2.5. Social Perception; and
- 2.6. Socialization?

3. What is the level of organizational culture in terms of:

- 3.1. Supportive and Pro-active;
- 3.2. Shared values and Beliefs;
- 3.3. Leadership Influence;
- 3.4. Adaptability;
- 3.5. Employee Engagement; and
- 3.6. Cultural Change?

4. What is the level of school Disaster Risk Reduction Management in terms of:

- 4.1. Prevention and Mitigation;
- 4.2. Preparedness;
- 4.3. Response;
- 4.4 Monitoring and Evaluation; and
- 4.5. Rehabilitation and Recovery?

5. Is there a significant difference in School Disaster Risk Reduction Management of the School Heads when grouped according to profile.

6. Is there a significant relationship between socio-psychological perspective and school disaster risk reduction management?

7. Is there a significant relationship between organizational culture and school disaster risk reduction management?

8. Singly or in combination are socio-psychological perspective and organizational culture are significant predictors of school. Disaster risk reduction management?

9. Based on the result of the study what community resiliency. Program may be proposed?

1. Methodology

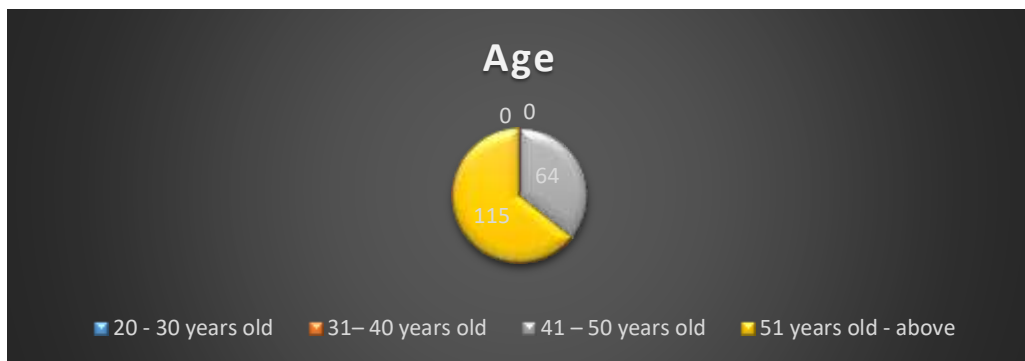
This study will utilize the descriptive-correlational design since it describes certain phenomena, particularly the school Disaster Risk Reduction Management intervention practices. The study is also a correlational one since relationships between the variables were investigated.

To achieve these objectives, this study will employ a quantitative approach. The quantitative phase will utilize surveys to measure socio-psychological perspectives and organizational culture indicators, allowing for broader generalizations and statistical analysis.

2. Results and Discussion

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The study posts that the socio-psychological perspectives and organizational culture are connected to school DRMM.

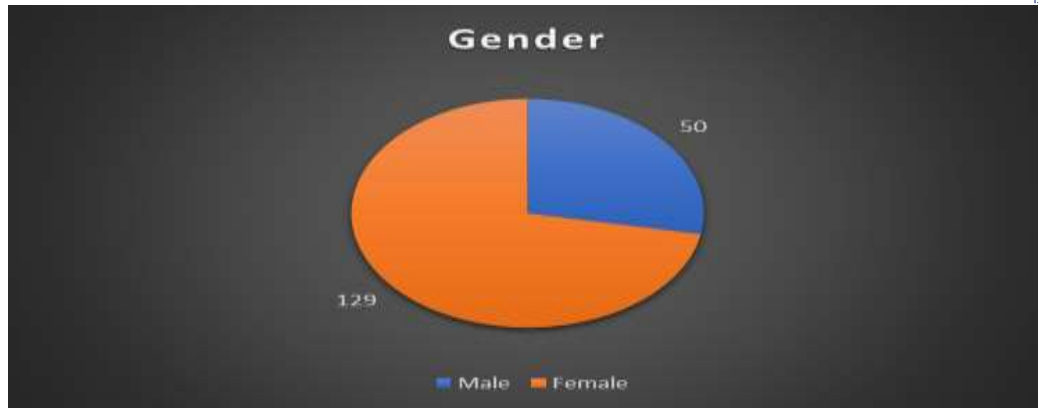
Profile of the School Heads



Graph 1.1. Profile of the School Heads with Regards to Age

The graph shows that there are no respondents or 0% under 20 - 30 years old and 31- 40 years old. Then, 64 respondents under 41-50 years old which is 35.8%. Lastly, 51 years old – above has a frequency of 115 or 64.2% which is the majority of the respondents.

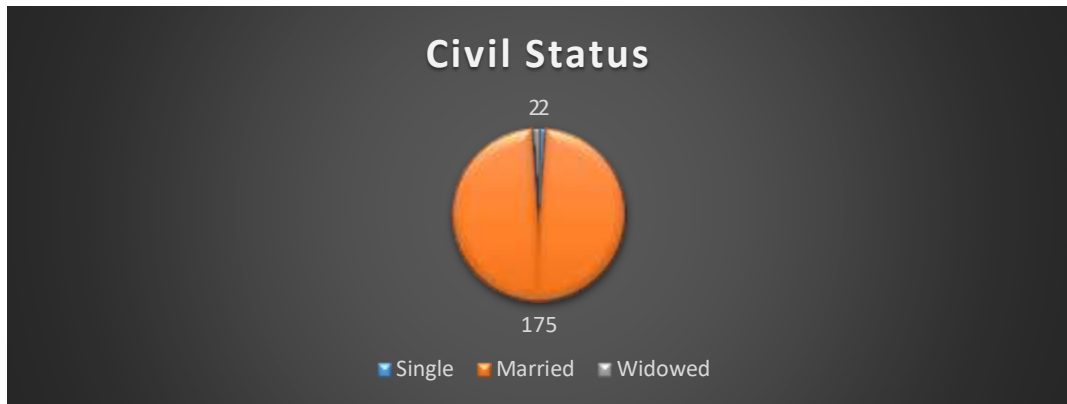
Professional and managerial maturity will contribute meaningfully to the implementation of the program. They should be more knowledgeable and professional in risk reduction and management of disasters.



Graph 1.2. Profile of the School Heads with Regards to Gender

The graph shows that there are 50 respondents or 27.9% under Male. Lastly, female has a frequency of 129 or 72.1% which is the majority of the respondents.

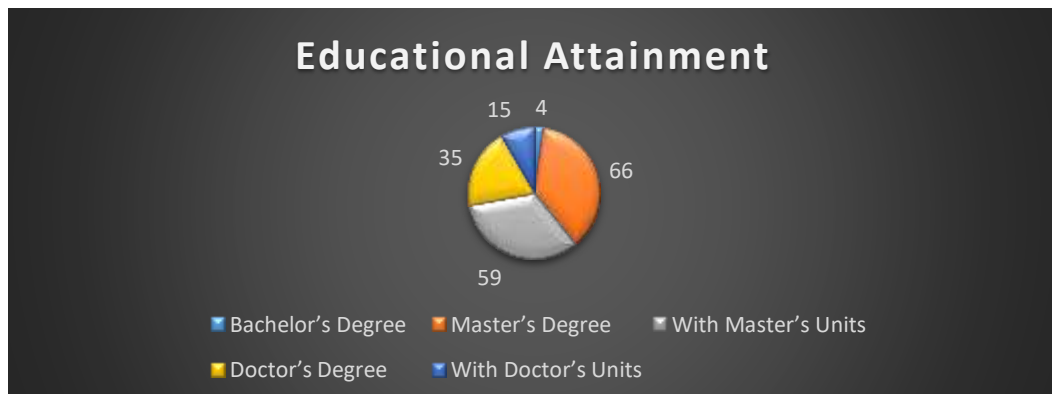
The results of this was connected to the Philippines 1987 Constitution Article II section 14 firmly states that “The state recognizes the role of women in the nation-building and shall ensure the fundamental equality before the law”.



Graph 1.3. Profile of the School Heads with Regards to Civil Status

The graph shows that there are 2 respondents or 1.1% under Single. Then, 175 respondents under Married which is 97.8% which is the majority of the sample. Lastly, widowed has a frequency of 2 or 1.1%.

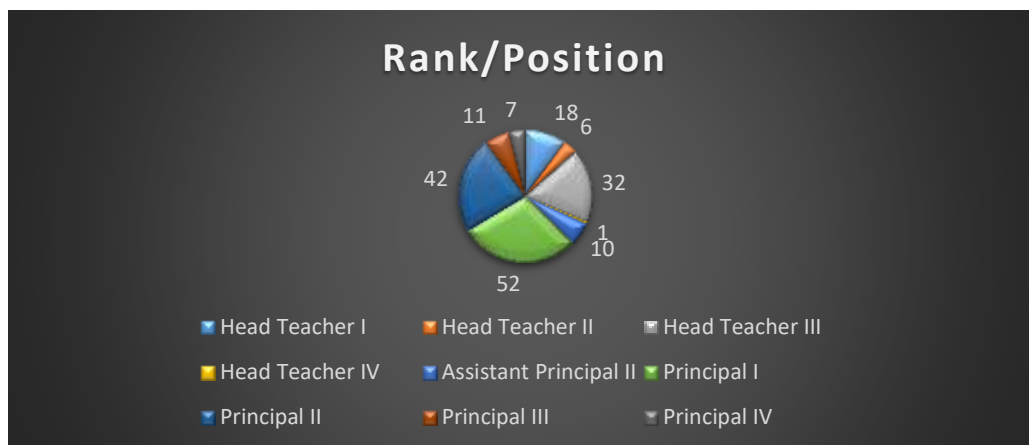
This was demonstrated to by the study that a school’s success essentially depends on the effectiveness of its leader, namely the principal. Principals therefore need to have strong leadership qualities to ensure a school’s success. Leadership styles may vary vis-à-vis the various demographic factors of the leader and the followers as well.



Graph 1.4. Profile of the School Heads with Regards to Educational Attainment

The graph shows that there are 4 respondents or 2.2% under Bachelor's Degree. Then, 66 respondents under Master's Degree which is 36.9% which is the majority of the sample. Next, with Master's Units has a frequency 59 or 33.0%. Also, Doctor's Degree has 35 or 19.6%. Lastly, With Doctor Units has a frequency of 15 or 8.4%.

Article XIV, Section 2(1) of the 1987 Philippine Constitution, "the State shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and the society." This effectiveness would be achievable if leaders possess competencies and skills essential to the demands of the country.

**Graph 1.5** Profile of the School Heads with Regards to Rank/ Position

The graph shows that there are 18 respondents or 10.1% under Head Teacher I. Then, 6 respondents under Head Teacher II which is 3.4%. For Head Teacher III, there are 32 or 17.9%. Head Teacher IV has the least which is 1 or 0.6%. Then, Assistant Principal II has 10 or 5.6%. Principal I have frequency of 52 or 29.1% and the majority of the sample. Also, Principal II has 42 or 23.5%. Next, Principal III has 11 or 6.1%. Lastly, Principal IV has a frequency of 7 or 3.9%.

The Republic Act 10533 or Enhanced Basic Education Act of 2013 Section 2 paragraph C clearly specifies that Superintendents, Principals, Subject Area Coordinators, and others Instructional Leaders shall likewise undergo workshops and trainings to enhance their skills on their role as academic, administrative and community leaders. As responsible in over-all operations of their schools, it is imperative for the School Heads to equip themselves with necessary skills and competencies that will be their weapon in running their schools and merit that quality education are met.

Level of Socio-Psychological Perspective

Table 2.1. Level of Socio-Psychological Perspective in terms of Social Cognition

Statements	MEAN	SD	REMARKS
By participating in training exercises and drills, school administrator, teachers and students can build their confidence and ability to respond effectively during a disaster.	4.31	0.62	Strongly Agree
By having a strong foundation in perception, knowledge, and skills related to disaster management, school head and teachers can create a safe and supportive learning environment while equipping their	4.27	0.65	Strongly Agree

students with the necessary tools to respond to disasters effectively.			
By possessing the necessary skills about disaster preparedness teacher can effectively communicate and educate their students.	4.24	0.59	Strongly Agree
By formally giving the decision to the school head on matters that need to be supported in the implementation of DRR in school, both specifically and in an integrated manner.	4.21	0.58	Strongly Agree
By setting the school as an essential environment for conducting disaster risk reduction education and advocacy.	4.25	0.68	Strongly Agree
Weighted Mean		4.25	
SD		0.57	
Verbal Interpretation		Very High	

Table 2.1 presents the Level of Social-Psychological Perspective in terms of Social Cognition. From the statements, “By participating in training exercises and drills, school administrator, teachers and students can build their confidence and ability to respond effectively during a disaster.” yielded the highest mean score ($M=4.31$, $SD=0.62$) and was remarked as “Very High”. On the other hand, “By formally giving the decision to the school head on matters that need to be supported in the implementation of DRR in school, both specifically and in an integrated manner.” received the lowest mean score of responses with ($M=4.21$, $SD=0.58$) yet was also remarked Very High.

The level of Social-Psychological Perspective in terms of Social Cognition attained a weighted mean score of 4.25 and a standard deviation of 0.57 and was Very High among the respondents

Table 2.2. Level of Socio-Psychological Perspective in terms of Social Influence

Statements	MEAN	SD	REMARKS
The school disseminates and updates posts emergency report throughout the school radar system.	4.23	0.66	Strongly Agree
Cultural practices and beliefs can influence how individuals and groups respond to disasters.	4.23	0.62	Strongly Agree
School has an updated available and accessible information for disasters situation.	4.28	0.68	Strongly Agree
Social networks affect evacuation decisions of an individual.	4.22	0.63	Strongly Agree
Engagement of learner and school personnel in disaster preparedness increase the capacity for response.	4.25	0.66	Strongly Agree
Weighted Mean		4.24	
SD		0.59	
Verbal Interpretation		Very High	

Table 2.2 presents the Level of Social-Psychological Perspective in terms of Social Influence. From the statements, “School has an updated available and accessible information for disasters situation.” yielded the highest mean score ($M=4.28$, $SD=0.68$) and was remarked as “Very High”. On the other hand, “Social networks affect evacuation decisions of an individual.” received the lowest mean score of responses with ($M=4.22$, $SD=0.63$) yet was also remarked Very High.

The level of Social-Psychological Perspective in terms of Social Influence attained a weighted mean score of 4.24 and a standard deviation of 0.59 and was Very High among the respondents.

The level of Social-Psychological Perspective in terms of Social Influence attained a weighted mean score of 4.24 and a standard deviation of 0.59 and was Very High among the respondents.

The results of this were go along with the study by Andriani et al, 2018 that the school head as a leader must be able to exert influence others. A leader has a superior nature that can bring others to a certain condition. A school principal must be able to influence others towards a change in accordance with the demands of the situation.

Table 2.3 presents the Level of Social-Psychological Perspective in terms of Attribute Formation and Change. From the statements, "School includes budget allocation for Disaster Risk Reduction Management activities and School improves knowledge and skills in disaster risk reduction and adaptation to disaster risks." yielded the highest mean score ($M=4.24$, $SD=0.59$) and was remarked as "Very High". On the other hand, "School develops income generating projects to support DRRM activities and programs." received the lowest mean score of responses with ($M=4.04$, $SD=0.67$) yet was also remarked High.

Table 2.3. Level of Socio-Psychological Perspective in terms of Attribute Formation and Change

<i>Statements</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
School develops income generating projects to support DRRM activities and programs.	4.04	0.67	Agree
School includes budget allocation for Disaster Risk Reduction Management activities.	4.24	0.59	Strongly Agree
School adopts to a disaster risk reduction and management approach that is holistic, comprehensive, integrated, and proactive to lessen the impact of disaster.	4.16	0.68	Agree
School promotes the involvement and participation of all sectors and all stakeholders concerned, at all levels, especially the local community.	4.20	0.61	Strongly Agree
School improves knowledge and skills in disaster risk reduction and adaptation to disaster risks.	4.24	0.59	Strongly Agree
Weighted Mean		4.18	
SD		0.56	
Verbal Interpretation		High	

The level of Social-Psychological Perspective in terms of Attribute Formation and Change attained a weighted mean score of 4.18 and a standard deviation of 0.56 and was High among the respondents.

The result of the study was underpinned by (Kerrissey and Edmonson 2020), some activities differentiate effective leaders from the rest of the crowd when faced with adversity. What is required is a proactive, inclusive, and transparent approach that does not downplay information or delay a response.

Table 2.4. Level of Socio-Psychological Perspective in terms of Group Dynamics

<i>Statements</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
Disaster Risk Reduction and Climate Change Adaptation is integrated from kindergarten to Senior High School in subject areas such as Health, Social Studies, and Science.	4.15	0.67	Agree
The classroom teaching of DRRM is supplemented by various co-curricular activities such as poster making, slogan and essay writing, multi-hazard drills, solid waste management and posting of hazard maps.	4.23	0.63	Strongly Agree
Transforming school emergency management training into "authentic" experiences is the best way to raise awareness, increase learning, and emphasize collaboration.	4.20	0.62	Strongly Agree
School includes concept and practices of disaster risk reduction into relevant education and training materials.	4.11	0.66	Agree

Skills and competencies of students are assessed through measurable Learning and Risk Reduction (LRR) outcomes.	4.15	0.63	Agree
Weighted Mean	4.17		
SD	0.59		
Verbal Interpretation	High		

Table 2.4 presents the Level of Social-Psychological Perspective in

terms of Group Dynamics. From the statements, “The classroom teaching of DRRM is supplemented by various co-curricular activities such as poster making, slogan and essay writing, multi-hazard drills, solid waste management and posting of hazard maps.” yielded the highest mean score ($M=4.23$, $SD=0.63$) and was remarked as “Very High”. On the other hand, “School includes concept and practices of disaster risk reduction into relevant education and training materials.” received the lowest mean score of responses with ($M=4.11$, $SD=0.66$) yet was also remarked High.

The level of Social-Psychological Perspective in terms of Group Dynamics attained a weighted mean score of 4.17 and a standard deviation of 0.59 and was High among the respondents.

The result was transpired to the study that group work amongst collegiate individuals from diverse experiences and backgrounds are sometimes asked to come together to achieve a common goal especially in difficult times. Teamwork is not only important in the classroom but is also in critical situations such as disaster. Group dynamics is a critical factor in group performance. Understanding how the group works and if and how it is developing will help the team leader to lead the team better. In organizational development context, the need for managing or improving the group dynamics will lead to an intervention.

Table 2.5. Level of Socio-Psychological Perspective in terms of Social Perception

Statements	MEAN	SD	REMARKS
School is open to collaborating to partners such as stakeholders and parents in handling a disaster.	4.24	0.66	Strongly Agree
Disaster Risk Reduction training should be mandatory.	4.23	0.63	Strongly Agree
Schools should provide capacity building and awareness for families and learners.	4.10	0.65	Agree
Perception influences response to disasters and their readiness to employ precautionary behaviors to lessen the associated risks.	4.12	0.72	Agree
Disaster risk reduction is systematically treated across the curriculum and through the grade levels.	4.26	0.60	Strongly Agree
Weighted Mean	4.19		
SD	0.57		
Verbal Interpretation	High		

Table 2.5 presents the Level of Social-Psychological Perspective in terms of Social Perception. From the statements, “Disaster risk reduction is systematically treated across the curriculum and through the grade levels.” yielded the highest mean score ($M=4.26$, $SD=0.60$) and was remarked as “Very High”. On the other hand, “Schools should provide capacity building and awareness for families and learners.” received the lowest mean score of responses with ($M=4.10$, $SD=0.65$) yet was also remarked High.

The level of Social-Psychological Perspective in terms of Social Perception attained a weighted mean score of 4.19 and a standard deviation of 0.57 and was High among the respondents.

Table 2.6. Level of Social-Psychological Perspective in terms of Socialization

<i>Statements</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
School participates in different DRRM/CCA/EiE activities of the LGU.	4.20	0.67	Strongly Agree
School has a student -family reunification plan that is clearly disseminated to students, teachers, and parents.	4.24	0.63	Strongly Agree
School has partnerships that could be tapped to support DRRM programs and activities including those after a disaster.	4.23	0.63	Strongly Agree
School utilize the DRRM Team consisting of personnel from different offices as defined roles and responsibilities in RM 14 s. 2015.	4.28	0.57	Strongly Agree
School is working with community partners and build from their expertise to develop, implement, and sustain EOPs that are collaboratively based on the unique characteristics of the school.	4.23	0.60	Strongly Agree
Weighted Mean	4.23		
SD	0.54		
Verbal Interpretation	Very High		

Table 2.6 presents the Level of Social-Psychological Perspective in terms of Socialization. From the statements, “School utilize the DRRM Team consisting of personnel from different offices as defined roles and responsibilities in RM 14 s. 2015.” yielded the highest mean score ($M=4.28$, $SD=0.57$) and was remarked as “Very High”. On the other hand, “School participates in different DRRM/CCA/EiE activities of the LGU.” received the lowest mean score of responses with ($M=4.20$, $SD=0.67$) yet was also remarked Very High.

The level of Social-Psychological Perspective in terms of Socialization attained a weighted mean score of 4.23 and a standard deviation of 0.54 and was Very High among the respondents.

Level of Organizational Culture

Table 3.1. *Level of Organizational Culture in terms of Supportive and Proactive*

<i>Statements</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
School head supports school DRRM coordinator and his team and orients them with their respective roles, responsibilities and functions.	4.31	0.62	Strongly Agree
School head integrates DRRM into the School Improvement Plan (SIP) with the allotment of budget for the related activities.	4.28	0.64	Strongly Agree
School head raise students and school personnel awareness of disaster risks that influence their attitudes to be more proactive in disaster preparedness.	4.25	0.60	Strongly Agree
School head ensures that students actively engage in pre-empting and facing potential disaster, then the medium through which they learn should be one of active engagement.	4.24	0.59	Strongly Agree
School head make sure preparedness planning are quick and effective actions from school personnel in the event of a disaster by integrating and utilizing the disaster management systems.	4.29	0.67	Strongly Agree
Weighted Mean	4.27		
SD	0.57		
Verbal Interpretation	Very High		

Table 3.1 presents the Level of Organizational Culture in terms of Supportive and Proactive. From the statements, “School head supports school DRRM coordinator and his team and orients them with their

respective roles, responsibilities and functions.” yielded the highest mean score ($M=4.31$, $SD=0.62$) and was remarked as “Very High”. On the other hand, “School head ensures that students actively engage in pre-empting and facing potential disaster, then the medium through which they learn should be one of active engagement.” received the lowest mean score of responses with ($M=4.24$, $SD=0.59$) yet was also remarked Very High.

The Level of Organizational Culture in terms of Supportive and Proactive attained a weighted mean score of 4.27 and a standard deviation of 0.57 and was Very High among the respondents.

Table 3.2. Level of Organizational Culture in terms of Shared values and Beliefs

<i>Statements</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The school community resilience to disasters strengthen by incorporating traditional and community practices into disaster risk reduction efforts.	4.25	0.69	Strongly Agree
The influence of religious beliefs help individuals' and communities' prioritized their actions during and after a disaster.	4.23	0.63	Strongly Agree
Teacher professional development in Disaster risk reduction (DRR) must be sustained.	4.30	0.68	Strongly Agree
School ensure that communities are engaged in the development of vulnerability reduction strategies and the communication of risk information through diverse sources, formats, and audiences.	4.22	0.64	Strongly Agree
Personal experience with disaster has a positive influence on behavior, they know how to deal with it.	4.28	0.68	Strongly Agree
Weighted Mean		4.26	
SD		0.60	
Verbal Interpretation		Very High	

Table 3.2 presents the Level of Organizational Culture in terms of Shared values and Beliefs. From the statements, “Teacher professional development in Disaster risk reduction (DRR) must be sustained.” yielded the highest mean score ($M=4.30$, $SD=0.68$) and was remarked as “Very High”. On the other hand, “School ensure that communities are engaged in the development of vulnerability reduction strategies and the communication of risk information through diverse sources, formats, and audiences.” received the lowest mean score of responses with ($M=4.22$, $SD=0.64$) yet was also remarked Very High.

The Level of Organizational Culture in terms of Shared values and Beliefs attained a weighted mean score of 4.26 and a standard deviation of 0.60 and was Very High among the respondents

Table 3.3. Level of Organizational Culture in terms of Leadership Influence

<i>Statements</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
School head needs to adapt strategies, policies, and procedures based on evolving circumstances.	4.07	0.71	Strongly Agree
School head provides exceptional leadership that is both sensitive and directed as well as flexible and adaptable.	4.27	0.60	Strongly Agree
School head effectively manage the anxiety, frustrations, and anger throughout the crisis situation.	4.21	0.69	Strongly Agree
School head utilize the use of trustworthy and credible voices for the benefit of school community, to act swiftly and with foresight, making	4.21	0.63	Strongly Agree

speedy critical decisions on complex issues.	4.27	0.60	Strongly Agree
School head is important in times of crisis by providing certainty, hope, guidance, efficiency of resources and ensuring open and trusted communication among the school community.			

Weighted Mean	4.21
SD	0.58
Verbal Interpretation	Very High

Table 3.3 presents the Level of Organizational Culture in terms of Leadership Influence. From the statements, “School head provides exceptional leadership that is both sensitive and directed as well as flexible and adaptable and School head is important in times of crisis by providing certainty, hope, guidance, efficiency of resources and ensuring open and trusted communication among the school community.” yielded the highest mean score (M=4.27, SD=0.60) and was remarked as “Very High”. On the other hand, “School head needs to adapt strategies, policies, and procedures based on evolving circumstances.” received the lowest mean score of responses with (M=4.07, SD=0.71) yet was also remarked High.

Table 3.4. Level of Organizational Culture in terms of Adaptability

Statements	MEAN	SD	REMARKS
School adapts to localized existing guidelines, policies, activities, and programs relating to DRRM education school safety.	4.22	0.68	Strongly Agree
School has ready resumption strategies and alternative delivery modes to ensure education continuity.	4.27	0.64	Strongly Agree
School has pre-identified spaces for putting up Temporary Learning Shelters in the aftermath of the disaster.	4.22	0.64	Strongly Agree
School has Contingency Plan that can be turned into response action when disaster strikes.	4.17	0.67	Agree
School has necessary functioning equipment in case of a disaster such as fire extinguisher, handheld/base radio generator, etc.	4.20	0.64	Strongly Agree
Weighted Mean	4.22		
SD	0.60		
Verbal Interpretation	Very High		

Table 3.4 presents the Level of Organizational Culture in terms of Adaptability. From the statements, “School has ready resumption strategies and alternative delivery modes to ensure education continuity.” yielded the highest mean score (M=4.27, SD=0.64) and was remarked as “Very High”. On the other hand, “School has Contingency Plan that can be turned into response action when disaster strikes.” received the lowest mean score of responses with (M=4.17, SD=0.67) yet was also remarked High.

The Level of Organizational Culture in terms of Adaptability attained a weighted mean score of 4.22 and a standard deviation of 0.60 and was Very High among the respondents.

Table 3.5. Level of Organizational Culture in terms of Employee Engagement

Statements	MEAN	SD	REMARKS
Training programs for teachers, learners and the community are in place to promote safety, security, and protection.	4.30	0.68	Strongly Agree
Teachers and other education personnel are provided with the skills to give psychosocial support for the learners’ emotional wellbeing.	4.27	0.64	Strongly Agree
Students and non-teaching personnel are involved in the development and implementation of various activities like regular hazard-specific drills initiated by the other stakeholders and partner	4.16	0.65	Agree

agencies.			
School has capacity-building and training opportunities for community members, children, and youth, to manage education in emergency activities.	4.15	0.74	Agree
School has assigned School DRMM focal person with designation letter signed by School Head and PSDS.	4.30	0.62	Strongly Agree
Weighted Mean		4.24	
SD		0.59	
Verbal Interpretation		Very High	

Table 3.5 presents the Level of Organizational Culture in terms of Employee Engagement. From the statements, "Training programs for teachers, learners and the community are in place to promote safety, security, and protection and School has assigned School DRMM focal person with designation letter signed by School Head and PSDS." yielded the highest mean score ($M=4.30$, $SD=0.68$) and was remarked as "Very High". On the other hand, "School has capacity-building and training opportunities for community members, children, and youth, to manage education in emergency activities." received the lowest mean score of responses with ($M=4.15$, $SD=0.74$) yet was also remarked High.

The Level of Organizational Culture in terms of Employee Engagement attained a weighted mean score of 4.24 and a standard deviation of 0.59 and was Very High among the respondents.

Table 3.6. Level of Organizational Culture in terms of Cultural Change

Statements	MEAN	SD	REMARKS
School head integrate the socio-cultural dimensions of DRR in school curricula to promote engagement.	4.22	0.66	Strongly Agree
School head participate in emergency plan drafting and emergency planning for disaster situations in school.	4.23	0.65	Strongly Agree
School head find relevant information or research related to disaster preparedness and management specifically in designated school area.	4.23	0.64	Strongly Agree
School head viewed annually the School Disaster Risk Reduction Management (DRRM) Plan and School Improvement Plan (SIP) with DRRM integration.	4.27	0.63	Strongly Agree
School head has encouraging measures and improvement plan to practice that build upon already existing cultural values and practices.	4.21	0.62	Strongly Agree
Weighted Mean		4.23	
SD		0.56	
Verbal Interpretation		Very High	

Table 3.6 presents the Level of Organizational Culture in terms of Cultural Change. From the statements, "School head viewed annually the School Disaster Risk Reduction Management (DRRM) Plan and School Improvement Plan (SIP) with DRRM integration." yielded the highest mean score ($M=4.27$, $SD=0.63$) and was remarked as "Very High". On the other hand, "School head has encouraging measures and improvement plan to practice that build upon already existing cultural values and practices." received the lowest mean score of responses with ($M=4.21$, $SD=0.62$) yet was also remarked Very High.

The Level of Organizational Culture in terms of Cultural Change attained a weighted mean score of 4.23 and a standard deviation of 0.56 and was Very High among the respondents.

Level of School Disaster Risk Reduction Management

Table 4.1. Level of School Disaster Risk Reduction Management in terms of Prevention and Mitigation

<i>Statements</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
School head established coordination from Local Government Unit or Barangay Officials.	4.30	0.63	Strongly Agree
School head participated in our school/community drills to know how to respond appropriately and recover in times of disaster.	4.26	0.66	Strongly Agree
Brigada Eskwela is conducted yearly to ensure schools safety and preparedness.	4.23	0.60	Strongly Agree
School head conducted student-led school watching and hazard mapping as per D.O 23., s. 2015 and incorporates its results to the School DRRM Plan and SIP.	4.21	0.59	Strongly Agree
School head coordinated school partnerships in supporting the school DRRM programs and activities in kind specially, in the aftermath of a disaster or emergency exit.	4.23	0.69	Strongly Agree
Weighted Mean		4.25	
SD		0.58	
Verbal Interpretation		Very High	

Table 4.1 presents Level of School Disaster Risk Reduction Management in terms of Prevention and Mitigation. From the statements, “School head established coordination from Local Government Unit or Barangay Officials” yielded the highest mean score ($M=4.30$, $SD=0.63$) and was remarked as “Very High”. On the other hand, “School head conducted student-led school watching and hazard mapping as per D.O 23., s. 2015 and incorporates its results to the School DRRM Plan and SIP.” received the lowest mean score of responses with ($M=4.21$, $SD=0.59$) yet was also remarked Very High.

The Level of School Disaster Risk Reduction Management in terms of

Prevention and Mitigation attained a weighted mean score of 4.25 and a standard deviation of 0.58 and was Very High among the respondents.

Table 4.2. Level of School Disaster Risk Reduction Management in terms of Preparedness

<i>Statements</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
The school regularly conducts drills led by the authorized officials and school DRRM coordinator or in-charge.	4.23	0.66	Strongly Agree
The school is equipped with Evacuation Plans and Procedures, Functional Early Warning System and Personnel Tracking System in case of Disaster.	4.23	0.62	Strongly Agree
School has a DRRM capacity building plan for students, teachers and school personnel.	4.28	0.68	Strongly Agree
School has available and accessible quality and up to date DRRM materials.	4.22	0.64	Strongly Agree
School prepares DRMM corner with updated IEC materials posted in every classroom.	4.25	0.67	Strongly Agree
Weighted Mean		4.24	

SD	0.59
Verbal Interpretation	Very High

Table 4.2 presents Level of School Disaster Risk Reduction Management in terms of Preparedness. From the statements, “School has a DRRM capacity building plan for students, teachers and school personnel.” yielded the highest mean score ($M=4.28$, $SD=0.68$) and was remarked as “Very High”. On the other hand, “School has available and accessible quality and up to date DRRM materials.” received the lowest mean score of responses with ($M=4.22$, $SD=0.64$) yet was also remarked Very High.

The Level of School Disaster Risk Reduction Management in terms of Preparedness attained a weighted mean score of 4.24 and a standard deviation of 0.59 and was Very High among the respondents.

Table 4.3. Level of School Disaster Risk Reduction Management in terms of Response

Statements	MEAN	SD	REMARKS
Schools must have contingency plan for educational continuity as quickly as possible following disasters’ impact.	4.08	0.68	Strongly Agree
Schools should be knowledgeable to standard response skills including basic emergency procedures and procedures for specific hazards and accessing provisions during an emergency.	4.26	0.61	Strongly Agree
The most important aspect of response capacity is organization and mobilization of existing skills and resources.	4.17	0.70	Strongly Agree
School personnel understand and prepare to assume any response role, as needed.	4.22	0.62	Strongly Agree
School faculty and staff meeting is an important way to debrief, and to discuss ways to improve upon both mitigation measures and response preparedness.	4.26	0.61	Strongly Agree
Weighted Mean		4.20	
SD		0.58	
Verbal Interpretation		Very High	

Table 4.3 presents Level of School Disaster Risk Reduction Management in terms of Response. From the statements, “Schools should be knowledgeable to standard response skills including basic emergency procedures and procedures for specific hazards and accessing provisions during an emergency and School faculty and staff meeting is an important way to debrief, and to discuss ways to improve upon both mitigation measures and response preparedness.” yielded the highest mean score ($M=4.26$, $SD=0.61$) and was remarked as “Very High”. On the other hand, “Schools must have contingency plan for educational continuity as quickly as possible following disasters’ impact.” received the lowest mean score of responses with ($M=4.08$, $SD=0.68$) yet was also remarked High.

Table 4.4. Level of School Disaster Risk Reduction Management in terms of Monitoring and Evaluation

Statements	MEAN	SD	REMARKS
The school DRRM Team conducts annual review of school DRRM plans and SIP with DRRM integration.	4.15	0.67	Agree
School carries out evaluation and monitoring to assess sustainable implementation.	4.21	0.64	Strongly Agree
Data collection and consolidation of programs and activities on DRRM, to monitor results and impact exists.	4.18	0.62	Agree
School has taken appropriate actions to unsafe school buildings	4.10	0.66	Agree

such as upgraded, retrofitted, repaired, non-usage.
 School conducted risk assessment of buildings in coordination with
 Physical Facilities Coordinator and other support agencies.

Weighted Mean

SD

Verbal Interpretation

4.13

0.64

Agree

4.16

0.59

High

Table 4.4 presents Level of School Disaster Risk Reduction Management in terms of Monitoring and Evaluation. From the statements, “School carries out evaluation and monitoring to assess sustainable implementation.” yielded the highest mean score ($M=4.21$, $SD=0.64$) and was remarked as “Very High”. On the other hand, “School has taken appropriate actions to unsafe school buildings such as upgraded, retrofitted, repaired, non-usage.” received the lowest mean score of responses with ($M=4.10$, $SD=0.66$) yet was also remarked High.

The Level of School Disaster Risk Reduction Management in terms of Monitoring and Evaluation attained a weighted mean score of 4.16 and a standard deviation of 0.59 and was High among the respondents.

Table 4.5. Level of School Disaster Risk Reduction Management in terms of Rehabilitation and Recovery

Statements	MEAN	SD	REMARKS
School provides DRRM Plan which includes measures covering risk assessment, risk reduction and rehabilitation and recovery.	4.23	0.66	Strongly Agree
School has psychosocial support integrated in the learning process of students as a recovery mechanism to allow students, and teachers to cope with their experience.	4.22	0.64	Strongly Agree
School has psychosocial interventions for students and personnel.	4.11	0.65	Agree
The local government's response to disasters is critical in promoting effective disaster response and recovery.	4.12	0.71	Agree
The roles and responsibilities of authorized officials are defined, documented, and assigned.	4.25	0.61	Strongly Agree
Weighted Mean		4.19	
SD		0.57	
Verbal Interpretation		High	

Table 4.5 presents Level of School Disaster Risk Reduction Management in terms of Rehabilitation and Recovery. From the statements, “The roles and responsibilities of authorized officials are defined, documented, and assigned.” yielded the highest mean score ($M=4.25$, $SD=0.61$) and was remarked as “Very High”. On the other hand, “S School has psychosocial interventions for students and personnel.” received the lowest mean score of responses with ($M=4.11$, $SD=0.65$) yet was also remarked High.

The Level of School Disaster Risk Reduction Management in terms of Rehabilitation and Recovery attained a weighted mean score of 4.19 and a standard deviation of 0.57 and was High among the respondents.

Test of Significant difference in School Disaster Risk Reduction Management of the School Heads when grouped according to profile

Table 5. Test of Significant Difference in School Disaster Risk Reduction Management of the School Heads when Grouped According to Profile

	Profile of the School Heads
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School Disaster Risk Reduction Management		Age	Gender	Civil Status	Educational Attainment	Rank/Position
Prevention and Mitigation	F-value	2.541	.383	.373	.716	.801
	Sig. (2-tailed)	.113	.537	.690	.582	.602
	N	179	179	179	179	179
Preparedness	F-value	4.263**	.002	.352	1.488	.747
	Sig. (2-tailed)	.040	.962	.704	.208	.650
	N	179	179	179	179	179
Response	F-value	5.220**	.000	1.714	1.002	1.202
	Sig. (2-tailed)	.024	.990	.183	.408	.301
	N	179	179	179	179	179
Monitoring and Evaluation	F-value	2.304	.979	1.321	.427	1.200
	Sig. (2-tailed)	.131	.324	.270	.789	.302
	N	179	179	179	179	179
Rehabilitation and Recovery	F-value	3.389	.164	.214	.845	.730
	Sig. (2-tailed)	.067	.677	.808	.499	.665
	N	179	179	179	179	179

$p < 0.05 = \text{significant}$

Table 5 shows the Test of significant difference in School Disaster Risk Reduction Management of the School Heads when grouped according to profile.

The table reveals that preparedness ($f = 4.263$, $p = 0.040$) and response ($f = 5.220$, $p = 0.024$) has a significant difference to age. On the other hand, the p-values 0.537, 0.962, 0.990, 0.324, and 0.677 is greater than the 0.05 level of significance and does not have significance on gender. While, 0.690, 0.704, 0.183, 0.270 and 0.808 is greater than the 0.05 level of significance and does not have significance on civil status. Then, p-values 0.582, 0.208, 0.408, 0.789 and 0.499 is greater than the 0.05 level of significance and does not have significance on educational attainment. Also, 0.602, 0.650, 0.301, 0.302, 0.665 is greater than the 0.05 level of significance and does not have significance on civil status. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is no significance. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant difference in School Disaster Risk Reduction Management of the School Heads when grouped according to profile" is accepted. There are factors that affect the study that make the result not significant. It implies that there is no significant difference in School Disaster Risk Reduction Management of the School Heads when grouped according to profile.

Test of significant relationship between socio-psychological perspective and school disaster risk reduction management

Table 6. Test of Significant Relationship between Socio-Psychological Perspective and School Disaster Risk Reduction Management

Socio-Psychological Perspective		School Disaster Risk Reduction Management				
		Prevention and Mitigation	Preparedness	Response	Monitoring and Evaluation	Rehabilitation and Recovery
Social Cognition	Pearson Correlation	.112	.065	.023	.003	.126
	Sig. (2-tailed)	.134	.384	.763	.965	.093

	N	179	179	179	179	179
Social Influence	Pearson Correlation	.105	.083	.056	.044	.131
	Sig. (2-tailed)	.161	.270	.458	.563	.080
	N	179	179	179	179	179
Attribute Formation and Change	Pearson Correlation	.076	.089	.033	.018	.127
	Sig. (2-tailed)	.312	.236	.663	.807	.091
	N	179	179	179	179	179
Group Dynamics	Pearson Correlation	.075	.092	.052	.048	.170*
	Sig. (2-tailed)	.316	.220	.492	.527	.023
	N	179	179	179	179	179
Social Perception	Pearson Correlation	.136	.092	.078	.087	.186*
	Sig. (2-tailed)	.069	.222	.301	.247	.013
	N	179	179	179	179	179
Socialization	Pearson Correlation	.127	.105	.079	.042	.191*
	Sig. (2-tailed)	.092	.161	.291	.576	.010
	N	179	179	179	179	179

Legend:

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

The correlation coefficients measure the strength and direction of the relationship between the socio-psychological perspective and school disaster risk reduction management. A positive correlation indicates that as school heads' socio-psychological perspective increase, school disaster risk reduction management tends to increase.

The table reveals that Group Dynamics ($r = 0.170$, $p = 0.023$), social perception ($r = 0.186$, $p = 0.013$) and socialization ($r = 0.191$, $p = 0.010$), has a significant relationship to rehabilitation and recovery. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is no significance. The correlation coefficients range from 0.170 to 0.191, indicating a very weak positive relationship. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between socio-psychological perspective and school disaster risk reduction management" is accepted. It implies there are factors that made the result not significant. This means that there is no correlation between socio-psychological perspective and school disaster risk reduction management.

Test of significant relationship between organizational culture and school disaster risk reduction management

Table 7. Test of Significant Relationship Between Organizational Culture and School Disaster Risk Reduction Management

	School Disaster Risk Reduction Management
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Organizational Culture		Prevention and Mitigation	Preparedness	Response	Monitoring and Evaluation	Rehabilitation and Recovery
Supportive and Proactive	Pearson Correlation	.172*	.072	.112	.113	.101
	Sig. (2-tailed)	.021	.340	.136	.132	.178
	N	179	179	179	179	179
Shared values and Beliefs	Pearson Correlation	.224**	.153*	.200**	.190*	.185*
	Sig. (2-tailed)	.003	.041	.007	.011	.013
	N	179	179	179	179	179
Leadership Influence	Pearson Correlation	.145	.103	.193**	.162*	.146
	Sig. (2-tailed)	.053	.170	.009	.030	.051
	N	179	179	179	179	179
Adaptability	Pearson Correlation	.224**	.165*	.209**	.276**	.262**
	Sig. (2-tailed)	.003	.027	.005	.000	.000
	N	179	179	179	179	179
Employee Engagement	Pearson Correlation	.206**	.169*	.185*	.244**	.241**
	Sig. (2-tailed)	.006	.024	.013	.001	.001
	N	179	179	179	179	179
Cultural Change	Pearson Correlation	.118	.098	.148*	.219**	.191*
	Sig. (2-tailed)	.115	.190	.048	.003	.010
	N	179	179	179	179	179

Legend:

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

The correlation coefficients measure the strength and direction of the relationship between the organizational culture and school disaster risk reduction management. A positive correlation indicates that as school organizational culture increase, school disaster risk reduction management also tends to increase.

Correlations were computed among six organizational culture on data for 179 school heads. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The table reveals that the correlation coefficients range from 0.072 to 0.276, indicating a very weak to weak positive relationship. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is no significance. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between organization culture and school disaster risk reduction management” is accepted. implies there are factors that made the result not significant. This means that there is no correlation between organizational culture and school disaster risk reduction management.

Test of Singly or in combination are socio-psychological perspective and organizational structure are significant predictors of school disaster risk reduction management.

Legend: *Significant at 0.05

The table presents the results of ANOVA examining single analysis of school heads on socio-psychological perspective and organizational culture as predictors of school disaster risk reduction management. Only the Prevention and Mitigation and Monitoring and Evaluation have significant effect to the Adaptability of school heads. Supportive and Pro-Active of school heads. The majority of F-test of the overall model is not significant ($F(5, 249)$ with, $p > 0.05$), indicating that the model is not a good fit for the data.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “Singly are socio-psychological perspective and organizational structure are significant predictors of school disaster risk reduction management.” is accepted, which incites that there is no significant effect between them.

Table 8.2. Combination Analysis of Socio-Psychological Perspective and Organizational Culture are Significant Predictors of School Disaster Risk Reduction Management

Model		Sum of Squares	df	Mean Square	F	Sig.
Prevention and Mitigation;	Regression	6.094	12	.508	1.584	.101 ^b
	Residual	53.213	166	.321		
	Total	59.307	178			
Preparedness;	Regression	4.651	12	.388	1.108	.357 ^b
	Residual	58.089	166	.350		
	Total	62.740	178			
Response	Regression	4.844	12	.404	1.199	.287 ^b
	Residual	55.875	166	.337		
	Total	60.719	178			
Monitoring and Evaluation	Regression	7.907	12	.659	2.009	.026 ^b
	Residual	54.456	166	.328		
	Total	62.362	178			
Rehabilitation and Recovery	Regression	8.405	12	.700	2.305	.010 ^b
	Residual	50.443	166	.304		
	Total	58.848	178			

Legend: *Significant at 0.05

The table presents the results of ANOVA examining combination analysis of school heads of monitoring and evaluation and rehabilitation and recovery are predictors of school disaster risk reduction management. The *Rehabilitation and Recovery* of school heads have significant effect to the school disaster risk reduction management. The F-test of the overall model is significant ($F(12, 166)$ with, $p > 0.05$), indicating that the model is not a good fit for the data.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “In combination are of socio-psychological perspective and organizational culture are significant predictors of school disaster risk reduction management” is accepted, which incites that there is no significant effect between them.

3. Conclusion and Recommendation

Based on the findings, the following conclusions were drawn.

1. There is no significant difference in School Disaster Risk Reduction Management of the School Heads when grouped according to profile.
2. There is no correlation between socio-psychological perspective and school disaster risk reduction management.
3. There is no significant relationship between organization culture and school disaster risk

reduction management.

4. Singly are socio-psychological perspective and organizational structure are significant predictors of school disaster risk reduction management.
5. In combination are of socio-psychological perspective and organizational culture are significant predictors of school disaster risk reduction management.

Based on the conclusions drawn from the study, the following were recommended:

Through the finding of this study, since there is no significant difference in School Disaster Risk Reduction Management of the School Heads when grouped according to profile, the researcher recommends offer ongoing professional development opportunities for school heads to stay updated on the latest developments and best practices in DRRM. This can include workshops, seminars, and online courses. Also, Since it was found out that there no correlation between socio-psychological perspective and school disaster risk reduction management, review existing DRRM policies and guidelines to ensure they are grounded in practical considerations rather than relying heavily on socio-psychological perspectives. Last, it reveals that there is no significant relationship between organization culture and school disaster risk reduction management, try to identify and adopt best practices in DRRM from other schools with successful disaster preparedness and response records, focusing on practical strategies that can be implemented regardless of organizational culture.

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