

ASSESSMENT OF DISASTER PREPAREDNESS AMONG GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENTS IN BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study assesses disaster preparedness among Grade 12 Humanities and Social Sciences students at Bestlink College of the Philippines, drawing on Ajzen's Theory of Planned Behavior to understand how attitudes, subjective norms, and perceived control influence readiness. It examines essential preparedness components—learning skills, planning, and securing belongings—and considers how these translate into effective responses during emergencies. The findings aim to inform educators, parents, and policymakers by mapping the flow from inputs (student knowledge and resources) through processes (training and planning) to outputs (actual preparedness behavior). An exploratory descriptive quantitative design is employed to evaluate disaster preparedness in a sample of 200 Grade 12 students selected via cluster sampling to ensure representativeness. A three-part survey questionnaire—covering preparedness strategies, anticipated challenges, and overall assessment—was developed and validated by the research adviser. Data collection involved administration and retrieval of the instrument under standardized conditions, and responses were analyzed using descriptive statistics to derive weighted means and identify prominent challenges. Students reported strong agreement on preparedness strategies, with mean scores of 3.46 for learning skills, 3.42 for planning, and 3.40 for securing belongings. Overall preparedness behavior achieved a composite mean of 3.43, indicating high self-reported readiness. In preparation for imminent disasters, respondents also strongly endorsed measures related to temporary shelter (3.49), communication (3.39), and emergency kit assembly (3.45), yielding an overall composite mean of 3.44 for anticipatory actions. The most frequently cited obstacle was lack of resources (23.23%), prompting the formulation of a targeted action plan. The findings demonstrated that Grade 12 students perceived themselves as well prepared in key domains but were constrained by resource shortages. As a result, an action plan was proposed to strengthen resource allocation and training opportunities. Recommendations include integrating regular disaster drills into the curriculum, ensuring access to essential supplies, and conducting further research to refine evidence-based policies. These measures are expected to enhance students' capacity for effective disaster response and resilience.

RECOMMENDED CITATION

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