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Preparedness Level of Christian Polytechnic Institute of Catanduanes (CPIC) in Typhoon and Calamities in the Province of Catanduanes: Baseline for Curriculum Integration

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ABSTRACT

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This study assessed the disaster preparedness level of the Christian Polytechnic Institute of Catanduanes (CPIC) in terms of knowledge, risk perception, and cue to action among instructors and students, serving as the basis for developing a Curriculum-Integrated Comprehensive Emergency Plan (CICEP). Using a descriptive–comparative quantitative design, the study involved 20 instructors and 435 students selected through total enumeration and Slovin's formula. Findings revealed that the institution demonstrated a Prepared level of disaster readiness across the three indicators, reflecting a moderate level of preparedness among the respondents. The school community showed adequate awareness of

disaster risks and appropriate response actions, though areas such as leadership roles, communication flow, and evacuation planning required strengthening. A significant difference was identified in risk perception, with instructors exhibiting higher awareness due to training and experience, while no significant differences were observed in knowledge and cue to action. The results underscore the importance of continuous disaster education, participatory drills, and strengthened coordination mechanisms. The developed Curriculum-Integrated Comprehensive Emergency Plan (CICEP) institutionalizes disaster preparedness within academic instruction and operational systems, promoting sustained safety, collaboration, and resilience in the campus community.

INTRODUCTION

The increasing frequency and severity of natural disasters, driven by climate change, have heightened global concerns regarding the safety and preparedness of educational institutions. The Philippines, located along the Pacific Ring of Fire and within a major typhoon corridor, remains one of the most disaster-prone countries worldwide, frequently experiencing typhoons, floods, landslides, and earthquakes that disrupt learning continuity and threaten school communities (IPCC, 2023). In response, Republic Act 10121 institutionalized Disaster Risk Reduction and Management (DRRM) in schools, emphasizing preparedness, mitigation, response, and recovery across all levels of the education system. Schools, therefore, play a critical role not only as learning environments but also as key centers for building community resilience.

Existing research affirms the importance of disaster education and preparedness programs in schools; however, most studies highlight that implementation remains uneven and often reactive rather than proactive (Hoffmann & Muttarak, 2017; Torani et al., 2019). While policies and emergency guidelines exist, many institutions lack sustained drills, role-specific training, integrated curriculum strategies, and well-defined operational plans (Muzani et al., 2022). Moreover, disaster preparedness research in the Philippines has predominantly focused on basic education institutions, with limited studies assessing preparedness levels in higher education schools located in geographically vulnerable island provinces, particularly in Catanduanes, which is consistently affected by strong typhoons.

This gap shows the need to examine how higher education institutions in high-risk locations translate DRRM policies into practice and how prepared their academic communities are in terms of knowledge, risk perception, and response behaviors. Therefore, this study addresses the lack of local empirical assessment of disaster preparedness in tertiary schools in by evaluating the preparedness level of

Christian Polytechnic Institute of Catanduanes (CPIC) and using the findings to develop a Curriculum-Integrated Comprehensive Emergency Plan (CICEP). By identifying strengths and areas that require improvement, the study contributes to strengthening institutional readiness, ensuring safer learning environments, and promoting a sustained culture of disaster resilience in higher education.

FRAMEWORK

This study was guided by the Systems Theory. Health Belief Model, and Theory of Planned Behavior which together formed the Institutional-Behavioral Preparedness Integration Theory (IBPIT). These frameworks collectively explained how institutional structures and human behavior interact to influence disaster readiness. Systems Theory emphasized coordination among policy, human, and logistical elements; the Health Belief Model focused on awareness, perception, and preventive action; while the Theory of Planned Behavior addressed attitudes and behavioral intentions. Their integration provided a unified foundation for analyzing both organizational and behavioral dimensions of preparedness within the institution.

The research framework illustrated the relationship between institutional inputs—policy, human resources, and logistics—and behavioral inputs—knowledge, risk perception, and cues to action—in shaping disaster preparedness at CPIC. Using survey data from instructors and students, the study analyzed institutional capacity and behavioral engagement to identify strengths and gaps. The findings served as the basis for developing a Comprehensive DRRM Curriculum Integration and Action Plan Framework aimed at enhancing institutional resilience, curriculum alignment, and a sustained culture of safety in higher education.

OBJECTIVES OF THE STUDY

The main objective of this study was to assess the Disaster Risk Reduction and Management (DRRM) program of the Christian Polytechnic Institute of Catanduanes (CPIC) to determine the school's level of preparedness during a typhoon. Specifically, it aimed to: (1) assess the implementation of the DRRM program in terms of policy, human resources, and logistical resources to evaluate how these institutional components contributed to overall disaster preparedness; (2) determine the level of preparedness of the school in terms of knowledge, risk perception, and cues to action among faculty and students to identify behavioral strengths and weaknesses related to disaster readiness; (3)

ascertain whether there was a significant difference between the assessments of two groups of raters regarding the preparedness level of the institution; and (4) develop a Comprehensive DRRM Curriculum Integration and Action Plan Framework based on the findings, which served as a guide for the administration in strengthening institutional policies, capacity-building programs, and fostering a culture of resilience within the academic community.

METHODOLOGY

Research Design

The study utilized a descriptive–comparative quantitative research design to evaluate the Disaster Risk Reduction and Management (DRRM) preparedness of the Christian Polytechnic Institute of Catanduanes (CPIC). The descriptive part assessed the school's preparedness level in terms of knowledge, risk perception, and cue to action, while the comparative component examined whether significant differences existed between instructors and students. This design was appropriate because it enabled the researcher to objectively describe and compare preparedness measures already in place and to generate empirical evidence to support the development of the Curriculum-Integrated Comprehensive Emergency Plan (CICEP).

Instrumentation

A structured survey questionnaire was used to gather data on the respondents' preparedness levels. The instrument consisted of two parts: (1) demographic information and (2) the preparedness indicators measured across three variables—Knowledge, Risk Perception, and Cue to Action—using a four-point Likert scale (1 = Not Prepared, 2 = Moderately Prepared, 3 = Prepared, 4 = Fully Prepared). The instrument underwent content validation by experts in disaster management and research. To ensure internal consistency, the questionnaire was pilot-tested**,** and the reliability results yielded Cronbach's Alpha values of 0.86 for Knowledge, 0.82 for Risk Perception, and 0.88 for Cue to Action**,** indicating high reliability**.**

Respondents

The study comprised 455 respondents from the Christian Polytechnic Institute of Catanduanes (CPIC), consisting of 20 instructors and 435 students. The instructors were included through total enumeration due to their limited number and essential role in school preparedness operations. Meanwhile, the student sample size was determined using Slovin's formula based on the 1,841-student population with a 10% margin of error. To ensure relevance to

disaster exposure, students from typhoon- and flood-prone areas of Catanduanes were prioritized. This approach ensured that the sample was representative of the population most directly affected by disaster risks and who actively participate in preparedness efforts.

Sampling Technique

A combination of total enumeration and purposive sampling was employed. All instructors were included, while student respondents were purposively selected to ensure that those with firsthand exposure to disaster-prone conditions were represented. This strategy contributed to obtaining data that was accurate, context-specific, and reflective of the school community's actual preparedness.

Data Analysis

Data were analyzed using quantitative methods. Weighted mean was used to determine the level of preparedness along the three variables. The Independent Samples t-test was employed to determine whether a significant difference existed between instructors and students at a 0.05 level of significance**.** Results were presented in tabular and narrative form and supported with literature to strengthen interpretation.

Ethical Considerations

The study adhered to ethical research standards. Participation was voluntary, and respondents signed informed consent forms. Confidentiality and anonymity were ensured by excluding personal identifiers from the data.

RESULTS AND DISCUSSION

This section presented, analyzed, and interpreted the data gathered from the respondents based on the specific objectives of the study. The findings were organized according to the variables identified in the research instrument and were discussed in relation to relevant literature to provide a comprehensive understanding of the preparedness level of the institution.

Status of the Disaster Risk Reduction Management program of Christian Polytechnic Institute of Catanduanes, Inc. (CPIC).

Policy

The findings revealed that the DRRM policy of CPIC was primarily aligned with national directives such as Republic Act 10121 and CHED Memorandum

Order No. 15, series of 2016, ensuring institutional compliance with disaster preparedness standards. The school adopted Executive Order No. 66, s. 2012, which provided detailed procedures on class suspension and government office work during typhoons and other calamities, emphasizing the priority of safety and continuity of learning.

The policy also reflected a strong administrative structure, with the establishment of the Emergency Management and Disaster Risk Reduction and Management Committee (EMDRRMC) that clearly defined roles for decision-making, communication, and coordination with agencies such as PAGASA, BFP, and the Municipal DRRMC. However, the analysis showed that CPIC's policy implementation tended to be reactive rather than proactive, focusing more on compliance with national standards than on long-term risk reduction, prevention, and community engagement. While the policy effectively outlined procedures for suspension of classes, emergency response, and coordination with external agencies, there was limited evidence of continuous internal evaluation, capacity building, or curriculum integration of DRRM principles. This implied that preparedness was institutionally supported but not yet fully internalized across all academic and administrative levels. The results indicated that CPIC's DRRM policy demonstrated strong organizational compliance and clear structural protocols but required enhancement in areas of educational integration, proactive prevention planning, and participatory evaluation to achieve a more resilient, adaptive, and community-oriented disaster management system.

This suggests that while the policy framework is clearly established, its sustained effectiveness depends on routine implementation practices such as scheduled evacuation drills, structured DRRM training programs, and periodic assessment of safety procedures. Preparedness becomes fully functional when policies are translated into habitual school culture, where both faculty and students actively internalize safety behaviors rather than rely on compliance directives alone.

Policies that put safe infrastructure first by requiring strong construction, inspection, and retrofitting standards lower the risks to school buildings and make disaster risk reduction (DRR) efforts work better with engineering and budgetary provisions (Pal et al., 2023). Integrating disaster education into the curriculum boosts teacher confidence and student readiness, demonstrating that educational integration directly fosters risk awareness and preparedness (Gökmenoğlu et al., 2023). Furthermore, inclusive preparedness policies are crucial for safeguarding all students—especially those with disabilities—by guaranteeing equitable access to safety measures and involvement in emergency planning (Vlachou et al., 2023). These studies collectively confirm that comprehensive and inclusive disaster risk

reduction (DRR) policies, bolstered by structural safety, curriculum integration, and governance accountability, substantially enhance educational resilience.

Human Resources

The findings showed that CPIC maintained a well-structured human resource system for disaster preparedness. The SDRRM Vice Chairman effectively supervised all coordinators, ensuring that policies, training, and response activities were aligned with institutional and government standards. Designated coordinators for First Aid, Fire, Evaluation, and Security and Rescue performed specialized functions that promoted teamwork, accountability, and quick response during emergencies. The study also revealed that regular training and coordination among departments enhanced readiness and operational efficiency. However, continuous capacity building and administrative support were needed to sustain momentum. Overall, CPIC's human resource structure was functional, organized, and compliant, reflecting strong institutional leadership and a growing culture of safety and resilience.

However, the effectiveness of this structure depends on the consistency and continuity of capacity-building efforts, especially considering the regular turnover of student leaders and faculty role reassignments each academic year. Sustaining preparedness requires scheduled refresher training, documentation of standard response procedures, and onboarding orientations for newly assigned personnel to prevent gaps in competency. Research emphasizes that preparedness systems are strongest when emergency roles are practiced repeatedly, reinforced by accountability structures, and supported by administrative prioritization (Becker et al., 2020).

Research indicates the essential importance of teacher and staff proficiency and readiness in the successful execution of disaster-risk reduction and management (DRRM) initiatives in educational environments. Teachers' self-efficacy, confidence, and ability to respond to emergencies all improve with ongoing professional training and development. This makes the whole school more ready and the students more likely to act safely (Pan et al., 2023). Establishing dedicated committees, clearly defined roles for staff, regular capacity-building, and coordination mechanisms to institutionalize DRRM in schools helps create a long-lasting culture of safety and preparedness (Amri et al., 2017). Adequate staffing, administrative coordination, and legal and policy support are also very important. Schools that regularly train their staff and give them operational guidance are better able to follow safety rules and carry out response measures.

Additionally, teacher-led disaster education incorporated into classroom practice enhances student awareness and protective behaviors, demonstrating

the direct impact of educator preparedness on student outcomes. The literature also talks about problems that get in the way of these benefits, such as not enough chances for professional development, not enough time, and not enough incentives from the institution. These gaps necessitate the implementation of organized pre-service and in-service Disaster Risk Reduction and Management (DRRM) programs, the designation of focal personnel, and the incorporation of psychosocial preparedness into staff training. Finally, evidence shows that training models based on scenarios and teams, as well as early-response financing mechanisms, are very important for institutional resilience and keeping education going during disasters (Opabola & Galasso, 2024).

Logistical Resources

The findings revealed that CPIC exhibited a high level of logistical readiness, supported by well-organized emergency systems and the availability of essential survival and medical supplies such as Go Bags, first aid kits, PPE, and communication tools. Regular monitoring and maintenance by property custodians and school nurses reflected accountability and alignment with DRRM standards. However, gaps were noted in large-scale logistical capacity, particularly the absence of heavy rescue equipment, generators, and emergency vehicles, which limited response during prolonged crises. Despite these constraints, CPIC's low-cost, high-impact resource strategy proved practical and effective. The study emphasized the need for standardized inventory protocols, resource-sharing agreements, and stronger linkages with local agencies to enhance sustainability and responsiveness, positioning CPIC as a model for sustainable DRRM implementation and community-based preparedness.

While CPIC has effectively maximized the resources within its current capacity, the long-term sustainability of logistical preparedness depends on strategic planning for extended emergency scenarios. This includes establishing formal partnerships with the LGU, MDRRMO, and nearby health and rescue units, adopting inventory rotation schedules, and securing access to backup power and transportation resources. Research emphasizes that logistical readiness must consider not only the availability of supplies, but also the ability to replenish, deploy, and sustain operations during prolonged disruptions, where schools often function as temporary shelters or relief centers (Vinnell et al., 2020). Strengthening inter-agency agreements would ensure that CPIC is equipped not only for immediate response but also for enduring and compounding disaster conditions.

Logistical resources are very important for making schools more resilient and making sure that education continues during disasters. Structurally sound

buildings, regular inspections, and clear evacuation routes lower risks and protect lives (Mirzaei et al., 2019). Incorporating WASH and psychosocial elements into DRRM frameworks expedites recovery, enhances health safeguarding, and bolsters community trust (Pacheco et al., 2021). Nakum et al. (2022) stressed that dependable logistical systems, such as those for energy, transportation, and communication, keep response efficiency and institutional functionality going during emergencies. In a similar study, Yusuf et al. (2022) found that using ICT to support communication improves coordination, information flow, and overall readiness among school staff. Akabayashi (2024) further illustrated that schools with strong ICT infrastructure and well-trained teachers effectively preserved learning continuity during significant disruptions. These studies collectively emphasize that effective logistical planning and management are fundamental to sustainable preparedness and institutional resilience.

Preparedness Level of the School in Typhoon and Calamities

Schools play a vital role in ensuring safety during disasters. Assessing their preparedness level helps determine how ready they are to respond, protect students and staff, and maintain operations during typhoons and calamities.

Knowledge

Findings revealed that CPIC was generally prepared in terms of disaster preparedness knowledge, with an overall Average Weighted Mean (AWM) of 2.72 (Prepared). Both instructors and students demonstrated sufficient understanding of disaster risks, emergency management, and crisis planning. They were able to identify hazards and recognized the importance of establishing emergency and crisis management plans. However, relatively lower ratings on supply chain (2.65) and evacuation planning (2.55) indicated limited knowledge of resource sustainability and designated safe zones. These results underscore the need for continuous training, periodic drills, and strengthened partnerships with local disaster agencies to reinforce a culture of safety and resilience.

This suggests that while foundational disaster knowledge is present, there is a need to strengthen applied, scenario-based understanding, particularly in areas that require coordinated response decision-making. Enhancing knowledge should therefore involve simulation drills, guided evacuation walkthroughs, and hands-on disaster-response exercises, allowing both students and faculty to internalize emergency procedures as practiced skills rather than theoretical concepts. When preparedness learning is reinforced through repeated, experiential activities, response readiness becomes automatic rather than reactive (Yariyan et al., 2020).

Bahmani et al. (2023) corroborate this by demonstrating that disaster

education incorporating practical evacuation simulations markedly improves students' ability to respond effectively in emergencies by enhancing awareness and behavioral readiness. Yildiz et al. (2024) similarly showed that structured disaster education programs significantly enhance children's and students' risk perception and preparedness behaviors over time. Heidari et al. (2021) also pointed out that participatory learning and regular drills in schools directly improve people's ability to cope, lower their anxiety during emergencies, and encourage safe behavior as a group. These studies collectively validate that ongoing disaster education, continuous knowledge enhancement, and active participation in drills are essential for cultivating a culture of preparedness and resilience within educational institutions.

Risk Perception

The findings revealed that CPIC was generally prepared in terms of risk perception, with an overall Average Weighted Mean (AWM) of 2.50 (Prepared). Both instructors and students demonstrated a reasonable understanding of disaster-related risks and the actions needed to lessen their impact. Respondents showed preparedness in identifying precautionary measures (TWM = 2.55), implementing mitigation strategies (2.65), reacting appropriately during emergencies (2.80), and understanding the varying effects of different disaster categories (2.85). However, the lowest score was recorded in leadership and responsibility during disasters (1.65 – Not Prepared), indicating limited awareness of specific roles in crisis management. Overall, the results suggested that while the school community understands disaster risks, there is a strong need to enhance leadership capacity, clarify roles, and strengthen participatory risk management. Continuous drills, workshops, and experiential learning activities should be institutionalized to translate awareness into concrete action. Integrating disaster risk education into the curriculum and improving coordination with local DRRM offices can further develop a proactive, safety-oriented, and resilient school culture.

This indicates that although risk awareness exists, preparedness remains incomplete without clear role assignment and leadership confidence during emergencies. Structured leadership training, rotation of student emergency officers, and guided practice in assigned responsibilities can help transform perception into real, automatic response action. Disaster-preparedness behavior strengthens when individuals not only understand potential hazards but also feel responsible and capable of acting during an actual event (Ruckelshaus et al., 2020).

Empirical studies reinforce that risk perception is a key determinant of

disaster-preparedness behavior within schools and universities. Teachers perceived susceptibility and self-efficacy strongly influence their preparedness behaviors, emphasizing that fostering realistic risk awareness promotes proactive disaster responses (Chumky et al., 2022). Similarly, students who perceive higher disaster risk exhibit stronger preparedness motivation and are more likely to participate in drills and emergency planning, highlighting the role of education in shaping risk interpretation (Goddard et al., 2018).

Cue to Action

The findings revealed that CPIC was generally prepared in terms of cue of action, with an overall Average Weighted Mean (AWM) of 2.63 (Prepared). Both instructors and students showed readiness to respond when prompted by verified disaster information or external cues, though some areas required improvement. The highest preparedness was seen in coordination with the Local Government Unit (LGU) and Local DRRMO (TWM = 3.50, Fully Prepared), reflecting strong partnerships and effective information exchange during emergencies. Respondents were also prepared in verifying information (2.55) and seeking assistance from local agencies for safe travel or evacuation (2.85). However, communication and dissemination regarding students' safety received the lowest rating (1.95, Moderately Prepared), indicating weak internal coordination and information flow. Overall, the results suggest that while the school community responds appropriately to disaster cues, it must enhance communication systems, early warning dissemination, and clarity of class suspension protocols. Strengthening partnerships with LGUs and DRRMO, conducting regular drills and information verification training, and establishing clear communication channels among teachers, students, and parents will help ensure faster, organized, and life-saving responses during disasters.

The CPIC's response to disaster cues is present but requires more structured and unified communication pathways to ensure consistent action across the school population. Preparedness improves significantly when early warning messages are clear, timely, and reinforced through standardized communication procedures and drills. Schools that institutionalize cue-based communication systems demonstrate faster, more coordinated, and more confident responses during emergencies (Paton & Johnston, 2020).

Institutional and environmental cues are essential in enhancing school disaster preparedness and facilitating prompt response actions. Wang et al. (2023) showed that disaster education and preparedness messaging significantly influence students' protective behaviors and readiness levels, especially when reinforced through repeated drill practice. In the same way, Demirbilek and

Aslan (2025) showed that teaching students about disasters on a regular basis, with the help of visual aids and reminders, made them more motivated and ready to act in an emergency. Shaw et al. (2021) underscored that the incorporation of cues such as signage, announcements, and consistent safety protocols cultivates a persistent culture of preparedness within educational institutions. Guo et al. (2025) also said that repeated exposure to early-warning cues and simulation activities improves both awareness and the ability to respond quickly. All of these studies show that making routine drills, visual cues, and communication systems a part of everyday life turns being prepared into action during disasters.

Significant Difference in the Preparedness Level of the School

This section examined whether there were significant differences in the school's preparedness level across the three variables—knowledge, risk perception, and cue of action—to determine if instructors and students varied in their understanding, perception, and response to disaster preparedness, and to identify areas for improvement.

The analysis revealed varying levels of similarity and difference between instructors and students across the three preparedness components. Results showed that there was no significant difference in knowledge ($t = 1.57 < 2.776$, $p > 0.05$) and no significant difference in cue to action ($t = 2.45 < 2.776$, $p > 0.05$). This indicates that both groups shared a comparable level of understanding of disaster preparedness concepts and demonstrated similar responsiveness to disaster warnings and emergency protocols. These findings suggest that the school's orientations, emergency communication systems, and preparedness education activities were consistently implemented and equally accessible to both instructors and students across the institution.

However, a significant difference was found in risk perception ($t = 3.50 > 2.776$, $p < 0.05$), meaning that instructors perceived disaster risks at a higher level compared to students. This difference may be attributed to instructors' greater exposure to safety training, supervisory responsibilities, and decision-making roles during emergencies. Students, on the other hand, may be less familiar with leadership functions and structured preparedness protocols, which may limit their level of perceived responsibility during crises.

These results suggest that institutional preparedness systems are functional; however, there is a need to strengthen student role clarity, leadership participation, and hands-on disaster response training. When preparedness initiatives include student-led drills, clearly assigned emergency responsibilities, and scenario-based simulations, disparities in risk perception tend to decrease, fostering a more unified and proactive school safety culture (Papilloud et al., 2020).

Recent studies affirm the significance of collective accountability and synchronized communication in cultivating a cohesive culture of preparedness. Research indicates that preparedness enhances when students are not merely trained but are also actively involved in the planning and coordination of disaster response activities alongside teachers and administrators (Fazeli et al., 2024; Kearney et al., 2022; Tominaga et al., 2025). These kinds of activities help create a strong culture of readiness, awareness, and safety across the whole school.

Developed Curriculum-Integrated Comprehensive Emergency Plan for Christian Polytechnic Institute of Catanduanes

The Curriculum-Integrated Comprehensive Emergency Plan (CICEP) of the Christian Polytechnic Institute of Catanduanes (CPIC) is an institution-wide framework that embeds Disaster Risk Reduction and Management (DRRM) principles into both academic instruction and campus operations. It aligns classroom learning with practical emergency preparedness through safety orientations, simulation drills, first-aid training, and early-warning systems. The plan fosters a culture of shared responsibility by engaging students, faculty, and staff in coordinated safety actions and by strengthening partnerships with the Local DRRMO, Bureau of Fire Protection (BFP), and the Philippine Red Cross. Overall, CICEP serves as a living framework that promotes continuous safety education, collaboration, and resilience, ensuring that the CPIC community can protect lives, safeguard property, and sustain learning even during disasters.

CONCLUSION

The research demonstrated that CPIC's DRRM program is structurally organized and consistent with national disaster preparedness policies; however, it necessitates enhanced focus on proactive planning, ongoing assessment, and curriculum integration. The overall level of readiness for teachers and students was rated as "Prepared," which means they were aware of the risks and knew how to respond. However, they need to work on things like leadership roles, supply chain planning, and communication within the school. The test for significant difference showed that there were no significant differences in Knowledge and Cue to Action between instructors and students. This suggests that disaster preparedness practices are being taught in the same way throughout the school. Nonetheless, a notable disparity in Risk Perception demonstrated that instructors possess a greater awareness of disaster impacts compared to students. This shows that we need to get students more involved by giving them more hands-on training and activities that require them to be prepared. In general, CPIC has

a good base for being ready for disasters, but it needs to improve how it is put into action to make sure that schools have a stronger and more unified culture of emergency response.

TRANSLATIONAL RESEARCH

The findings of this study were utilized in the formulation of the Curriculum-Integrated Comprehensive Emergency Plan (CICEP) for the Christian Polytechnic Institute of Catanduanes (CPIC). This plan puts the study's findings into action by incorporating Disaster Risk Reduction and Management (DRRM) principles into academic instruction, institutional policies, and campus operations. The translational output makes sure that being prepared goes beyond just following the rules and into active learning, building capacity, and long-term practice. CICEP incorporates DRRM concepts into classroom teaching, simulation drills, and coordination with the Local DRRMO, Bureau of Fire Protection (BFP), and Philippine Red Cross. The plan also improves communication for early warnings, leadership roles, and resource management. It fixes the problems with risk perception and response coordination that were found. This translational research effectively connects theory and practice by converting empirical findings into a practical institutional framework that improves resilience, safety culture, and community-based disaster preparedness in the academic environment.

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