RESOURCE MOBILIZATION STRATEGIES, DECISION MAKING PRACTICES, AND COMMUNITY ENGAGEMENT ON DISATER RISK MANAGEMENT IMPLEMENTATION OF PUBLIC SCHOOL ADMINISTRATORS

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Abstract : This study assessed the resource mobilization strategies, decision making practices, and community engagement of disaster risk management implementation of school administrators. A descriptive-correlational research design was used, and the respondents were the 507 school administrators in Region 10 from the Department of Education, Division of Bukidnon, Valencia City, Malaybalay, Cagayan de Oro, Misamis Oriental, El Salvador, and Iligan. The descriptive method was used to describe the prevailing conditions of variables concerning resource mobilization strategies, decision making practices, and community engagement and their effects on disaster risk management implementation of school administrators. The correlation method was employed to assess the relationship between resource mobilization strategies, decision making practices, and community engagement toward the disaster risk management implementation of school administrators, while the multiple linear regression analysis was used to determine the predictors of disaster risk management implementation of school administrators.

The results highlight various factors in developing resource mobilization strategies of school administrators in terms of preparedness, response, recovery, mitigation, and awareness; evaluate level of decision making practices do school heads possess in the following dimensions, awareness of risks, decision making skills, community engagement, emotional resilience, and resource utilization; find out the level of community engagement in public schools in terms of; community awareness and education, resource management; community participation, collaboration and partnership; and policy advocacy; ascertain the level of the implementation of disaster risk management in public schools in term of: enabling environment, safe learning facilities, school disaster management, and disaster risk reduction management.

There is a significant relationship between resource mobilization strategies, decision making practices, and community engagement, and disaster risk management implementation of school administrators. The predictors for implementation of disaster risk management in public schools, enabling environment, safe learning facilities, school disaster management, and disaster risk reduction management.

Index Terms – Resource Mobilization Strategies, Decision Making Practices, Community Engagement, Implementation, Disaster Risk Management, and School Administrators.

I. INTRODUCTION

INTRODUCTION

Difficult times can happen anywhere and anytime even to the most prepared people. When calamities occur in a place where people are not ready to respond, the subsequent damage can lead to mortality, loss, and suffering. The school is an example of such communities where many vulnerable children are susceptible to the negative impact of natural or manmade hazards. It is then necessary that teachers should be capacitated to secure safety among the school children.

Disaster Risk Management (DRM) in public schools is increasingly critical due to the rising frequency and intensity of natural disasters exacerbated by climate change. Many educational institutions are inadequately prepared, lacking the necessary resources and infrastructure to effectively respond to emergencies. This gap not only threatens the safety of students and staff but also disrupts educational continuity, impacting academic performance and community resilience. According to the Philippines National Disaster

Risk Reduction and Management Plan 2020-2030, schools often serve as emergency shelters during crises, highlighting the urgent need for effective DRM strategies.

According to an international report of the World Risk Index (2016), the Philippines ranked third out of 173 countries based on how exposed and vulnerable they are to natural hazards. Every year, millions of people are affected by both human-caused and natural disasters. In connection, the problem lies primarily in the implementation of DRM strategies, which is often hindered by insufficient resource mobilization, decision-making competence, and digital infrastructure availability. For instance, a report from the Asian Development Bank notes that outdated infrastructure and lack of funding severely limit schools' ability to prepare for or respond to disasters effectively . Furthermore, many public schools face challenges in integrating digital technologies into their disaster preparedness plans, leading to inefficient communication and response efforts during emergencies. This situation creates a significant gap in disaster resilience, particularly in regions prone to frequent disasters.

To address this gap, resource mobilization strategies must be enhanced. Effective resource mobilization can ensure that schools have access to necessary funding and materials for disaster preparedness. Research indicates that communities with robust funding mechanisms are better equipped to implement comprehensive DRM plans. By leveraging local partnerships and government initiatives aimed at disaster resilience, schools can improve their readiness and response capabilities.

Furthermore, community engagement emerges as a crucial independent variable. Engaging parents, local organizations, and community members in disaster preparedness initiatives can significantly enhance the overall resilience of schools. Research shows that communities with strong partnerships are better able to mobilize resources and implement effective DRM plans . In addition, fostering a culture of safety within the school community through regular training and drills can empower both staff and students to respond effectively during emergencies.

Another crucial variable is decision-making practices among school administrators and staff. Training programs focused on disaster management can significantly enhance decision-making skills during crises. Evidence from the Sendai Framework for Disaster Risk Reduction suggests that well-trained personnel are more capable of executing effective disaster response strategies, which can save lives and minimize damage.

The investigator as an elementary school head as well as the School Disaster Risk Reduction Management Coordinator in one of the biggest district in division of Bukidnon which is Maramag III district , encountered different concerns related to disasters and found that the school heads' role is very important in mitigating the hazards and disasters in school. The occurrence of an earthquake last August 2019, where it shakes the school. Many pupils panicked and rumbled as if they do not know what to do even though they have a quarterly earthquake drill. It took some time before the earthquake stopped

If school heads are aware of disaster preparedness and its' management, they can impart to the internal and external stakeholders of the school how to handle the situation and was able to orient the pupils on proper conduct in times of earthquake. But if they lack information, they need training in disaster management in order to respond in various types of emergencies in the classroom. As the old saying goes, prevention is better than cure. By the same token, disaster prevention education prior to the actual disaster occurrence will be more important than the post-disaster remedy. Disaster prevention education will lay the indispensable foundation for disaster prevention and rescues. Accordingly, the purpose of the study is to examine the school disaster risk reduction management preparedness and the teachers' knowledge, beliefs, and practices on climate change among school teachers in different Districts in the division of Bukidnon.

Improving resource mobilization strategies and enhancing decision-making competence will be influential in bridging the existing gaps in DRM implementation within public schools. These independent variables are essential for developing a resilient educational environment capable of withstanding the challenges posed by natural disasters, ultimately safeguarding the well-being of students and ensuring continuity in education.

NEED OF THE STUDY.

This excerpt highlights the importance of understanding the resource mobilization strategies, decision making practices, and community engagement in disaster risk management implementation of school administrators. Recognizing the experiences of these administrators is crucial for informing tailored professional development initiatives that leverage the advantages disaster management implementation. Such initiatives can serve as a reflecting instrument for school administrators, identifying areas of strength and areas needing improvement, while also guiding new teachers through the digital transformation process. Ultimately, improving administrators leadership enhances the learning environment for students, providing them with more diverse, innovative, and efficient leadership. This study also lays the groundwork for future research to explore these areas further across different educational contexts. Research indicates that communities with robust funding mechanisms are better equipped to implement comprehensive DRM plans. By leveraging local partnerships and government initiatives aimed at disaster resilience, schools can improve their readiness and response capabilities.

RESEARCH METHODOLOGY

3.1Population and Sample

The study participants were the five hundred seven (507) school administrators of the seven (7) Department of Education, Region X-Northern Mindanao. The respondents of the study determined using stratified random sampling with proportional allocation, in which the study selected a proportionate number of respondents from each division to form a sample in the population, giving the chosen respondents an equal chance of being included in the sample.

3.2 Data and Sources of Data

This study will measure resource mobilization strategies, decision making practices, community engagement, and implementation of school disaster management. Each variable has distinct instrument. This research utilizes a questionnaire as the main tool for gathering the needed data and information.

The first set of instruments for school administrators resource mobilization strategies was adapted and modified from the works of Njoka (2016), and Ochieng (2016). It consists of five components: disaster preparedness, emergency preparedness, post-disaster recovery, risk mitigation, and safety risk awareness. The questionnaire obtained a Cronbach Alpha 0.938; hence;, it is reliable.

The decision making practices of school administrators in terms of awareness of risks, decision making skills, community involvement, emotional resilience, and resource utilization assessed using a questionnaire that was developed and adapted from Weller et. Al (2015). The Cronbach Alpha was 0.938, which means that the instrument was reliable. The questionnaire had 50 item. It was analyzed using the following forced-choice Likert-type scale responses, qualitative description, and qualifying statements: Source:(CHED, NBC 461, 2022)

The third adapted and edited survey questionnaire was the community engagement developed by Rivera (2016) and Ndifon (2019). The questionnaire was developed to emphasized the relevance of community engagement in leading and managing an organization. The questionnaire is composed of five dimensions to wit: (1) community awareness and education, resource management, community participation, collaboration and partnership, and policy advocacy. The Cronbach Alpha was 0.938, which means that the instrument was reliable. The 50-item assessment questionnaire was answered using the Five-point Likert Scale.

Finally, the fourth questionnaire was adapted and edited. The questionnaire was developed by Palmada (2023) and Doyle and Smith (2001). The questionnaire was developed to measure school administrators enabling environment, safe learning facilities, school disaster management, and disaster risk reduction management. The Cronbach Alpha was 0.938, which means that the instrument was reliable. The 40-item assessment questionnaire was answered using the Five-point Likert Scale.

3.3 Theoretical framework

Resource mobilization strategies encompass methods and techniques aimed at effectively allocating and utilizing resources to achieve specific objectives. Hameed et al. (2016) provide a comprehensive taxonomy of energy-efficient resource allocation techniques in cloud computing, highlighting strategies that minimize energy consumption while maximizing performance. This framework serves as a foundational understanding of resource mobilization within cloud contexts, indicating that efficiency is a core component of these strategies.

According to Gillespie et al. 2016 , Community engagement plays a pivotal role in resource mobilization strategies. suggest that investing in local community members and fostering strategic partnerships can enhance communication and mobilize resources effectively. Successful resource mobilization requires a network of communication professionals and a balance between centralized and decentralized programming. The establishment of clear communication indicators is vital for assessing the effectiveness of these strategies.

Supported by the study of Gottfredson et al., 2020, equity in resource allocation remains a significant challenge in public education systems. Research indicates that high-income neighborhoods typically receive greater resources and achieve better student outcomes compared to low-income neighborhoods Despite government interventions aimed at addressing these disparities, Owens and Candipan (2019) note that social and spatial inequalities in educational opportunity persist.

Kwakkel, Haasnoot, and Walker (2016) emphasize the challenges of decision-making under conditions of deep uncertainty, particularly in public policy. This framework is particularly relevant to DRM, where decisions must be made with incomplete information and the potential for unpredictable outcomes. The findings suggest that decision-makers in public schools require robust frameworks to navigate these complexities effectively.

The implementation of disaster risk management (DRM) in schools is a critical aspect of ensuring the safety and preparedness of students, faculty, and administrators. Various studies have highlighted the importance of structured policies and proactive leadership in enhancing disaster resilience in educational institutions. According to Cruz and Ormilla (2022), public elementary schools in the Philippines have made significant strides in incorporating disaster risk reduction management (DRRM) measures through government-mandated programs. However, despite these initiatives, challenges persist due to limited resources and inadequate infrastructure, which hinder the full execution of DRM strategies. Similarly, Atillo et al. (2025) emphasized that the crisis leadership of school heads plays a crucial role in the effective implementation of disaster management protocols, particularly in responding to unforeseen natural calamities and emergencies.

3.4 Statistical tools

The data were summarized, translated and analyzed using the following statistical tools:

3.4.1 Descriptive Statistics

The data gathered in this study was analyzed using descriptive statistics, specifically mean, to determine the resource mobilization strategies, decision making practices, and community engagement on disaster risk management implementation of school administrators in the Region 10 for the SY 2024-2025.

3.4.2 Correlation Analysis

The Pearson Product Moment Correlation was utilized to establish the influence resource mobilization strategies, decision making practices, and community engagement on disaster risk management implementation of school administrators.

3.4.3 Regression Analysis

Linear Regression Analysis was used to identify which variables, such as resource mobilization strategies, decision making practices, and community engagement, singly or in combination, best predict disaster risk management implementation.

IV. RESULTS AND DISCUSSION

4.1 Results of Descriptive Statics for Resource Mobilization Strategies of School Administrators

Table 4.1. Summary of Mean Scores resource mobilization strategies of school administrators

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
Preparedness	4.51	Strongly Agree	Very Highly
Response	4.47	Agree	Highly
Recovery	4.45	Agree	Highly
Mitigation	4.45	Agree	Highly
Awareness	4.41	Agree	Highly
Overall Mean	4.46	Agree	Highly

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.51- 5.00	Strongly Agree	Very Highly
3.51- 4.50	Agree	Highly
2.51- 3.50	Undecided	Highly moderate
1.51-2.50	Disagree	low

The overall mean of 4.46 indicates a high level of agreement among respondents, demonstrating that school administrators actively engage in mobilizing resources to enhance disaster risk reduction (DRR) efforts. Among the sub-variables, preparedness received the highest mean score of 4.51, signifying strong proactive measures to ensure schools are well-equipped before disasters occur. Conversely, awareness had the lowest mean at 4.41, suggesting that while awareness programs are present, there is room for further reinforcement to ensure comprehensive community engagement. This result is supported by the study of Matyas and Pelling (2015), which emphasizes the importance of participatory methods in raising awareness and fostering community engagement in disaster risk reduction. Similarly, Haynes and Tanner (2015) highlight how youth-centered initiatives strengthen community resilience, reinforcing the idea that awareness programs should be interactive and inclusive. Yazdani et al. (2019) further stress that disaster preparedness education improves through systematic resource mobilization and effective communication. Additionally, Greshake et al. (2023) advocate for integrating digital tools, such as social media, into awareness strategies to enhance real-time situational awareness. These studies collectively affirm that resource mobilization must be holistic, combining preparedness, response, recovery, mitigation, and awareness to ensure school communities remain resilient in the face of disasters.

4.2 Results of Descriptive Statics for the Level of Professional Development of Long-Serving Teachers

Table 4.2 Summary Mean Scores of decision-making practices of school administrators

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
Awareness of risks	4.50	Agree	Highly
Community involvement	4.50	Agree	Highly
Emotional resilience	4.48	Agree	Highly
Resource utilization	4.47	Agree	Highly
Decision making skills	4.46	Agree	Highly
Overall Mean	4.48	Agree	Highly

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.51- 5.00	Strongly Agree	Very Highly
3.51- 4.50	Agree	Highly
2.51- 3.50	Undecided	Highly moderate
1.51-2.50	Disagree	low
1.00-1.50	Strongly Disagree	Very low

Among the sub-variables, awareness of risks and community involvement received the highest mean scores of 4.50, highlighting the administrators' proactive approach in identifying potential hazards and collaborating with local stakeholders. Emotional resilience, with a mean of 4.48, reflects their ability to maintain composure and make sound decisions under pressure. Resource utilization follows closely with a mean of 4.47, signifying a strategic allocation of available resources to support disaster preparedness. Decision-making skills, rated at 4.46, indicate that while administrators exhibit strong judgment in emergency situations, there is still room for enhancing structured training programs.

These findings suggest that while administrators perform well in decision-making practices, targeted improvements in resource management and decision-making strategies can further strengthen disaster preparedness. Comfort et al. (2020) emphasize that collective crisis decision-making enhances resilience, reinforcing the need for continuous engagement and training. Imperiale and Vanclay (2021) highlight the role of social resilience in disaster response, aligning with the emphasis on emotional resilience in this study. Additionally, David-Chavez and Gavin (2018) stress the significance of community-led decision-making, supporting the high rating for community involvement.

4.3 Results of Descriptive Statics for the Level of Technological Proficiency of Teachers

Table 4.3 Summary Mean Scores of community engagement of school administrators

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
Awareness of risks	4.48	Agree	Highly
Community involvement	4.44	Agree	Highly
Emotional resilience	4.44	Agree	Highly
Decision making skills	4.43	Agree	Highly
Resource utilization	4.42	Agree	Highly
Overall Mean	4.44	Agree	Highly

LEGEND:

Scale/Range	Descriptive Rating	Qualitative Interpretation
4.51- 5.00	Strongly Agree	Very Highly
3.51- 4.50	Agree	Highly
2.51- 3.50	Undecided	Highly moderate
1.51-2.50	Disagree	low
1.00-1.50	Strongly Disagree	Very low

These findings suggest that school administrators play a crucial role in fostering a disaster-resilient community, particularly in assessing risks and involving various stakeholders in preparedness initiatives. However, strengthening decision-making frameworks and optimizing available resources could lead to more effective disaster risk reduction strategies. Schools may benefit from additional training programs and policy support to enhance administrators' competencies in managing resources efficiently and making informed decisions during crises.

This result is supported by the study of Lopez (2024), which emphasized the significance of leadership in advancing disaster risk reduction initiatives in educational settings. Similarly, Dipon (2023) found that administrators' awareness of risks directly influences their ability to implement effective preparedness measures. Moreover, Alarte (2024) highlighted the role of inclusive education policies in strengthening emotional resilience among school leaders, ensuring that all members of the school community are adequately supported during emergencies.

4.4 Results of Correlation between the Independent Variables and the Dependent Variable
Table 4.4. Correlation between the dependent and independent variables

VARIABLES	CORRELATION COEFFICIENT ®	P-VALUE
Resource Mobilization Strategies	.655	.000**
Preparedness	.531	.000**
Response	.605	.000**
Recovery	.551	.000**
Mitigation	.630	.000**
Awareness	.529	.000**
Decision-Making Practices	.696	.000**
Awareness of Risks	.581	.000**
Decision Making Skills	.618	.000**
Community Involvement	.592	.000**
Emotional Resilience	.578	.000**
Resource Utilization	.584	.000**
Community Engagement	.703	.000**
Community awareness and education	.621	.000**
Resource management	.549	.000**
Community participation	.588	.000**
Collaboration and partnership	.674	.000**
Policy advocacy	.718	.000**

** p<0.01, NS = Not Significant

This result is supported by the study of Tan (2022), which emphasizes that resource mobilization significantly impacts the success of disaster management programs. Similarly, Aquino et al. (2020) highlight that well-planned mitigation and response strategies enhance schools' ability to handle emergencies effectively. Their findings align with the necessity of proper resource utilization to ensure comprehensive disaster preparedness in schools.

4.5 Results of Regression Analysis Among the Variables

Table 4.5. Regression analysis between the independent and dependent variables

Model	UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS		
	B	STD. ERROR	BETA	T	SIG.
(Constant)	.996	.130		7.650	.000
Resource Mobilization Strategies					
Mitigation	.222	.042	.263	5.260	.000
Awareness	-.131	.039	-.165	-3.384	.001
Preparedness	.094	.037	.108	2.557	.011
Decision-Making Practices					
Community Involvement	.122	.035	.130	3.519	.000
Awareness of Risks	.125	.035	.146	3.536	.000
Community Engagement					
Policy advocacy	.353	.029	.450	12.106	.000

$R = 790^i$ $R^2 = .630$ F = 141.658 P = 0.000

The analysis highlights that policy advocacy, mitigation, and community involvement are key drivers in ensuring effective disaster risk management in schools. These variables emphasize the importance of structured policies and community engagement in enhancing disaster preparedness and response. The negative coefficient of awareness suggests that mere awareness without accompanying strategic action may be insufficient in achieving effective disaster risk reduction.

These findings imply that strengthening policy frameworks and fostering active community engagement are crucial for improving disaster management in schools. Additionally, while awareness is essential, it must be paired with concrete mitigation and preparedness efforts to yield significant results.

The regression equation formulated is:

$$Y^1 = 0.996 + 0.222X_1 - 0.131X_2 + 0.094X_3 + 0.122X_4 + 0.125X_5 + 0.353X_6$$

Where:

Y^1 = Implementation of Disaster Risk Management

X_1 = Mitigation

X_2 = Awareness

X_3 = Preparedness

X_4 = Community Involvement

X_5 = Awareness of Risks

X_6 = Policy advocacy

The regression equation underscores that policy advocacy, with the highest coefficient, plays the most significant role in disaster risk management, followed by mitigation and community involvement. This suggests that strengthening policies, enhancing mitigation strategies, and fostering community participation are key to improving disaster preparedness and response in schools.

Each value in the regression equation represents the impact of an independent variable on the implementation of disaster risk management. The constant (0.996) indicates the baseline level of disaster risk management when all predictor variables are zero.

The coefficient for policy advocacy (0.353) is the highest, signifying that strong policy implementation has the most substantial positive influence on disaster risk management. Mitigation (0.222) follows, suggesting that proactive risk-reduction strategies significantly improve disaster preparedness. Awareness of risks (0.125) and community involvement (0.122) also contribute positively, implying that informed and engaged communities enhance disaster response efforts.

Conversely, awareness (-0.131) has a negative coefficient, meaning that awareness alone, without practical application, might not effectively improve disaster risk management. Lastly, preparedness (0.094), while positive, has the smallest impact, suggesting that readiness efforts need to be complemented by broader strategies like policy advocacy and mitigation to be fully effective.

Based on the regression analysis results, the hypothesis Ho2 is rejected. The findings indicate that several variables, both individually and in combination, significantly predict the implementation of disaster risk management, as evidenced by the high R^2 value of 0.630 and the statistically significant p-value (0.000). Among these predictors, policy advocacy, mitigation, and community involvement show the strongest influence, confirming that these factors play a crucial role in effective disaster management in schools.

The findings of this study align with prior research emphasizing the crucial role of policy advocacy in disaster risk management. According to Cruz and Ormilla (2022), well-structured policies significantly enhance disaster preparedness and response, reinforcing the strong predictive value of policy advocacy found in this study. Additionally, Atillo et al. (2025) highlighted that mitigation efforts and community involvement are essential in fostering resilience, further supporting the significant impact of these variables in disaster risk reduction and management implementation.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings previously stated, the following conclusions are derived:

This study investigated the relationship between resource mobilization strategies, decision making practices, and community engagement of disaster risk management implementation of school administrators.

The analysis highlights that policy advocacy, mitigation, and community involvement are key drivers in ensuring effective disaster risk management in schools. These variables emphasize the importance of structured policies and community engagement in enhancing disaster preparedness and response.

Policy advocacy, with the highest coefficient, plays the most significant role in disaster risk management, followed by mitigation and community involvement. This suggests that strengthening policies, enhancing mitigation strategies, and fostering community participation are key to improving disaster preparedness and response in schools.

Each value in the regression equation represents the impact of an independent variable on the implementation of disaster risk management.

Some of the recommendations are as follows:

To enhance the resource mobilization strategies of school administrators, it is encouraged that our educational policymakers (including Division and District Offices) provide regular and diverse training and seminar opportunities tailored to the specific needs of school administrators such as leadership skills and effective decision making.

Administrators may organize School Learning Action Cell (SLAC) to apply resource mobilization strategies into their school gradually and make them feel more confident and empowered in times of disaster risk. It is also encouraged to invest in targeted professional development initiatives tailored to address the needs of school administrators.

Curriculum developers might consider integrating various implementation of disaster risk management into the curriculum in a meaningful and relevant way, ensuring that school administrators are proficient enough to effectively implement these learnings.

For school administrators, it is recommended that their embrace a growth mindset and maintain openness to learning new strategies and practices. They are also encouraged to actively participate in professional development opportunities and seek out resources to enhance their learning on the implementation of disaster risk management .

Finally, to expand upon the current findings, it is recommended that future researchers explore the resource mobilization strategies, decision making practices, and community engagement in disaster risk management implementation. Further studies may investigate the effectiveness of specific interventions designed to promote disaster risk management implementation . Moreover, future research should focus on developing robust methods to accurately measure the impact of disaster risk management implementation learning outcomes.

VII. Acknowledgment

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