

# Empowering Integrated School Students for the Creation of a Student-Led Safety Organization in Paharang Integrated School

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**Abstract:-** The need to enhanced leadership to live the culture of safety is established in this study. Having said that, it is not only school leaders, teachers and parents who should be involved in safety promotion but also the students. They need to be fully aware of the importance of safety in their daily lives in and out of the school. Ninety-three student-respondents were surveyed in order to measure their readiness, preparedness and safety knowledge that are pre-requisites among members of a possible student-led safety club. Test of correlation was conducted to analyze the data that were gathered from the student-respondents. The results of the survey highlighted participants' basic and advanced knowledge of safety and disaster preparedness. A set of basic DRRM guidelines was forwarded to student leaders for their reference when they create the student – led safety organization.

**Keywords-** Student Empowerment, Student-Led Safety Club, DRRM, Safety.

## I. INTRODUCTION

It takes leadership to improve safety. As millennials grow into the digital era, they also need to learn the safety of culture instead the culture of recklessness and the attitude of regret. In the school setting, there is always an accident waiting to happen and for this mishap to happen, the situation only requires the elements of carelessness, ignorance and indifference to safety. According to statistics, as many as 100 schoolchildren are injured every year in accidents that occur inside school zones (Reeves Law Group, 2020). Because of this fact, schools need to involve students in promoting safety and disaster preparedness.

The Philippines has a high vulnerability to natural hazards which are attributed to the nation's geographic position in Southeast Asia. Natural disasters such as typhoons, earthquakes, floods, volcanic eruptions, landslides, and fires affect the country. In a report from Center for Excellence in Disaster Management and Humanitarian Assistance, there is increased awareness on disaster risk reduction in the Philippines, but proper integration with climate change adaptation and sustainable development policies can be improved. Disaster risk reduction management and climate change adaptation have been integrated in various plans and framework (Reliefweb,2018).

What is seemingly unrelenting in terms of efforts of the government, educators must also work hand in hand with government leaders to educate the youth and mold them as safety leaders of the nation. The purpose of a country's life safety system is to reduce the potential risks to life as well as the country from various threats (LSS, 2016) inasmuch as proper education and proper application of safety knowledge can save lives.

In the school setting, teachers and administrators take the roles of adults and power comes from them. They have the power to empower students. According to Fletcher (2015), student empowerment is any attitudinal, structural, and cultural activity, process or outcome where students of any age gain the ability, authority and agency to make decisions and implement changes in their own schools, learning and education, and in the education of other people, including fellow students of any age and adults throughout education. There are countless ways this can happen as well as many potential outcomes, all of which feature learning, teaching and leadership.

School organizations can be led by students and with students taking key roles, they are given the opportunity of become leaders; hence, they learn values more effectively. Value learning is a complicated process of acquiring personal values as motivational goals and principles that guide behavior (Schwartz 1992). Values are gained in the process of socialization and represent more or less stable personal characteristics. Socialization is best achieved and experienced through student organization and this is the reason why the main theme of this study is developing the ins and out of creating a student-led safety club in the locality of Parahang Integrated School.

## II. OBJECTIVES OF THE STUDY

This study intends to empower Integrated School students by creating a student-led safety organization in Paharang Integrated School. Moreover, it intends to answer the following questions:

1. What is the profile of the respondents in terms of the following:
  - 1.1 grade;
  - 1.2 gender;
  - 1.3 age; and
  - 1.4 involvement in extra-curricular activities?
2. What is the level of preparedness of the respondents during school emergencies?

3. How do respondents rate their safety aptitude?
4. What safety rules of conduct are proposed by the respondents?
5. Is there any significant relationship between the profile of the respondents and the following variables:
  - 5.1 level of preparedness during school emergencies;
  - 5.2 safety aptitude; and
  - 5.3 Proposed safety rules of conduct?
6. What DRRM guide can be proposed to enhance the creation of a student-led safety organization?

### III. CONCEPTUAL FRAMEWORK

Learners, when empowered, own their own experience and has the greater opportunity to apply skills learned in real life situations Empowered learners have acquired a more generic meaning. As a concept, empowerment is defined as the process of creating intrinsic task motivation by providing an environment and tasks which increase one's sense of self-efficacy and energy (Trenducation, 2020) In this study, creating a student-led safety organization serves as the empowerment tool to give learners the environment to serve as training ground for real-life situations thus preparing them for more challenges and incidents like accidents and disasters which can happen during unexpected moments.

If individuals have safety knowledge, it is expected that they are able to apply it. The same is expected of students who are expected to learn safety knowledge and readiness at anytime unsafe situations arise. This can be made possible by giving them more experience and training for them to feel confident about their skills. Experiential learning is the process of making meaning from direct experience in a real world context. Experiential learning is a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values. Facilitated and guided practice, reflection and evaluation are all essential components of this transformative method of learning. (Hanley, 2017).

Why should schools highlight safety education? Safety education is the teaching of specific knowledge, skills and understanding that children need in order to stay safe in a given situation. Generally, schools themselves are safe places for children of all ages, so the focus of safety and risk education is to prepare children and young people for the world outside of school, now and in the future. ( ROSPA, 2020) Accident statistics are also often quoted as an important justification for safety education in schools.

Needless to say, the Filipino people have been witnesses to numerous safety incidents and natural calamities disasters over the years.

According to the National Disaster Risk Reduction Management Council (2020), hazards become disasters when vulnerable conditions exist among people, resources and other elements are exposed to risk and capacity /measures to cope with consequences are insufficient. In its 2011 to 2028 plan, development of school curricula to include DRR is highlighted.

Section 14 of RA 10121 states that :

*Integration of Disaster Risk Reduction Education into the School Curricula and Sangguniang Kabataan (SK) Program and Mandatory Training for the Public Sector Employees.* - The DepED, the CHED, the Technical Education and Skills Development Authority (TESDA), in coordination with the OCD, the National Youth Commission (NYC), the DOST, the DENR, the DILG-BFP, the DOH, the DSWD and other relevant agencies, shall integrate disaster risk reduction and management education in the school curricula of secondary and tertiary level of education, including the National Service Training Program (NSTP), whether private or public, including formal and nonformal, technical-vocational, indigenous learning, and out-of-school youth courses and programs.

The abovementioned requirement prompted the researcher to make use of the concept of empowering learners to become more engaged in the school-based student-led safety organization. The results of the study will pave the way to a better set of guidelines in organizing the said student club.

### IV. METHODOLOGY

This study followed the descriptive research design in order to come up with empirical data that can help in formulating DRMM guidelines that can be proposed to enhance the creation of a student-led safety organization. To be able to gather data, a survey was conducted among students of Paharang Integrated School, Batangas City. The questionnaire, being the main instrument to gather data, was drafted and submitted to the School TIC, Mrs. Julerita Babao and later revised as per her guidance and instructions. The questionnaire was finalized and the survey was administered with the intended respondents. Simple random sampling was employed in order to select ten (10) percent of the total Paharang Integrated School population. (n=93).

## V. RESULTS AND DISCUSSION

This portion shows the results of the survey conducted with 93 student-respondents of Paharang Integrated School. Grade. Table 1 shows the grade (level) distribution of the respondents.

Grade	Frequency	Percent	Rank
Grade 7	14	15.1	3.5
Grade 8	10	10.8	6
Grade 9	28	30.1	1
Grade 10	16	17.2	2
Grade 11	11	11.8	5
Grade 12	14	15.1	3.5
<b>Total</b>	<b>93</b>	<b>100.0</b>	

Table 1 Grade Distribution of Respondents

The table above shows that out of 93 respondents, 30.1 % were from Grade 9. There was 17.2 representation from Grade 10 while there was representation from Grades 12 and 7 (15.1%). Grades 11 and 8 were least represented. Gender. It is aimed that there would be equal participation in the safety club between male and female students

Gender	Frequency	Percent	Rank
Male	40	43.0	2
Female	53	57.0	1
<b>Total</b>	<b>93</b>	<b>100.0</b>	

Table 2:-Gender Distribution of Respondents

In terms of gender, female respondents (57%) slightly outnumbered the male respondents (43%). As mentioned, the difference is very minimal and it is expected that there would be no significant difference between the two distributions.

### 1. Age

Since age cannot be deduced from the respondents' grade level, the table below shows their age distribution.

Age	Frequency	Percent	Rank
12 Years Old to 14 Years Old	40	43.0	2
15 Years Old to 17 Year Old	41	44.1	1
18 Years Old	12	12.9	3
<b>Total</b>	<b>93</b>	<b>100</b>	

Table 3:- Age Distribution of Respondents

Based on the table above, those who are 12 to 14 years old were almost equal to those who were 15 to 17 years old (43 % and 44.1% respectively.)The least distribution was those who were 18 years' old who took 12.9 % of the distribution. Participation in School Clubs. This section shows how already involved the respondents in school clubs.

Participation	Frequency	Percent	Rank
No participation in any school clubs	32	34.4	2
Minimal participation	36	38.7	1
Moderate participation	20	21.5	3
Maximum involvement in more than 3 school clubs	5	5.4	4
<b>Total</b>	<b>93</b>	<b>100</b>	

Table 4:- Participation Distribution of Respondents

It can be surmised from the table above that the majority of the respondents were in the range of no participation in school clubs to having minimal participation (73.1%). The remaining 30% were either on moderate participation or maximum involvement in more than 3 school clubs.

## 2. Preparedness in School Emergencies

If students are to be involved in a school safety club, they are expected to be prepared when there are school emergencies. School emergencies are going to be part of the learning curve of students. Being able to respond to school emergencies can lead to being prepared to handle worse situations outside the school which include major disasters. In the school, it is to be understood by all students that safety is synonymous to being prepared in both minor and major unsafe situations.

Indicators	Mean	Verbal Interpretation	Rank
I believe that safety is important aspect of being a learner	3.8	Strongly agree	1
I believe that safety observations can improve and correct unsafe situation	3.7	Strongly agree	2
I am willing to participate in every safety drills in the school	3.6	Strongly agree	3.5
I am aware that serious injuries may be a consequence of unsafe act.	3.6	Strongly agree	3.5
I believe that accidents can be reported through minor and major injury reporting	3.5	Strongly agree	6
I believe that there is negative student behavior that can lead to unsafe situations	3.5	Strongly agree	6
Near-miss reporting is a way to avoid accidents and injuries in school	3.5	Strongly agree	6
I am willing to share safety knowledge with other students	3.4	Agree	8
I observe safety even outside the school premises	3.3	Agree	10.5
I am willing to report others students' safety violations	3.3	Agree	10.5
I am willing to give safety advise to students and teachers	3.3	Agree	10.5
I can report safety emergencies in the school properly	3.3	Agree	10.5
I am willing to give safety presentations (e.g. lectures, demonstrations, safety forums and safety campaigns) to other students	3.2	Agree	13
I am a role model when it comes to safety	3.1	Agree	14.5
I can perform first aid if given specific training	3.1	Agree	14.5
<b>Composite Mean</b>	<b>3.4</b>	Agree	

Table 5:- School Emergency Preparedness

The table above shows that the highest weighted mean (3.8) was attributed to believing that safety is an important part of learning. The respondents strongly agree that they have the responsibility to be part of the safety culture in the school. This is followed by their strong agreement on submitting safety observation which can improve and correct unsafe situations (3.7). Safety observations are reports that safety club members need to submit whenever they see something that need to be reported. Other reports that need to be submitted by safety club members are minor and major injury reports (3.5) and near-missed reports (3.5). When these reports are done and shared with all students, lessons learned will be extracted and can make all aware of what to do in case the same situations arise.

Unsafe acts (3.6) and negative safety behavior (3.5) are strongly accepted by respondents as reasons why accidents happen. This means that actions like horseplay and being rowdy can lead to untoward situations in the classroom. With a weighted mean of 3.7, respondents also

strongly agreed that they need to join emergency drills for them to be able to be ready in case of fire or earthquakes.

All remaining items were agreed on by the respondents. However, it should be noted that with a weighted mean of 3.4, they are willing to share safety knowledge with all students which is the number one requirement for them to be a good member of the safety club. In addition to that, they are willing to be good role models when it comes to safety (3.1). This item did not get the highest mean and will need to be the top agenda when the safety club is organized – members ought to be excellent in terms of safety behavior and knowledge.

### 3. Safety Aptitude of Respondents

The following section measures the aptitude of the respondents in terms of safety by making them rate certain items that will test their knowledge of safety in school and outside.

Indicators	Mean	Verbal Interpretation	Rank
are not allowed pointed objects and deadly weapons that can harm them and other individuals in the school.	3.8	Strongly agree	1
should have adequate knowledge of handling equipment and chemicals in the laboratory.	3.7	Strongly agree	3
must observe road safety on going in and out of the school.	3.7	Strongly agree	3
must participate in all disaster drills (fire, earthquake, etc.) as part of preparedness.	3.7	Strongly agree	3
must use appropriate dress code or personal protective equipment in classrooms laboratories and in areas where sports activities are held	3.6	Strongly agree	5.5
are obliged to report near misses, minor and major injuries and safety observations for documentation of lessons learned	3.6	Strongly agree	5.5
must attend first aid heart saver and basic life support trainings.	3.6	Strongly agree	5.5
are obliged to observe proper demeanor in going in and out of the school.	3.6	Strongly agree	5.5
are not expected to fix faulty electrical equipment, school appliances and computer devices.	3.5	Strongly agree	9
must refrain from horse-playing, running and other unsafe acts inside and outside the classroom	3.3	Agree	10
<b>Composite Mean</b>	<b>3.6</b>	<b>Strongly agree</b>	

Table 6:- Safety Aptitude of the Respondents

As shown in the table above, all items are phrased as obligatory knowledge and practice. These items are very important items that need to be known and practiced by the respondents. Otherwise, they will not be effective members and leaders in the proposed safety club. These items cover basic and advanced safety practices inside and outside the campus.

The highest weighted mean of 3.8 is attributed to their strong agreement that pointed objects and deadly weapons are in no way safe and allowed inside the school. Unsafe situations do not only arise from the surroundings but also from people. In this case, conflict in relationship among students can lead to being harmed and pointed objects and weapons can totally aggravate the situations.

As ranked, safety inside laboratories follows with a weighted mean of 3.7. Equipment and chemicals inside the lab when mishandled can lead to accidents and can lead to injury and even harm school properties. It is a good result to find that respondents are aware of this point concerning safety in laboratories. This item is complemented by using appropriate dress code or personal protective equipment in classrooms laboratories and in areas where sports activities are held (3.6). Personal protective equipment (PPE) is highly required in the field of safety.

With the same weighted mean of 3.7, respondents strongly agreed that they must observe road safety. Both drivers and pedestrians need to take care of themselves and

other people in crossing the street, in alighting and going off the vehicle and other similar actions. This item is of the same weighted mean as participating in all disaster drills (fire, earthquake, etc.) as part of preparedness.

Among the remaining items it should be noted that lowest weighted mean is for refraining from horse-playing, running and other unsafe acts inside and outside the classroom. Although it implies a description of Agree, still, it must be considered as an item to give attention to when the safety club is organized. The over-all aptitude is 3.6 which is equivalent to strongly agree.

#### 4. Safety Rules of Conduct Proposed by the Respondents

In all learning institutions, safety rules must be observed. In the case of having a safety organization, members must be the first to observe them so they can educate other students. These students who are members of the safety club are empowered in order to be able to lead other students by being good role models in terms of safety.

Safety will not be achieved if rules are not consistent and standard across all groups and members of the school community. For example, what should be the response when there is fire? What other rules should be followed regardless of the fact that they may seem petty and insignificant? In safety, there is a tag line that says, "Everything is ok, until a rule is broken and something wrong happens." In this study, respondents are asked what rules they think are important and the results are as follows.

Indicators	Mean	Verbal Interpretation	Rank
The key to be prepared for emergencies is knowing what to do calmly	3.6	Strongly agree	1.5
It is important to seek help when there is an emergency	3.6	Strongly agree	1.5
When inside to the lab, it is best to walk calmly even in emergencies.	3.5	Strongly agree	4
There is fire. The first thing I will do is use the fire extinguisher.	3.5	Strongly agree	4
Cleaning up is part of lab practice.	3.5	Strongly agree	4
I cannot drink and eat inside the lab.	3.4	Agree	6
I must wear proper lab attire (lab coat, goggles, etc.)	3.3	Agree	9
It is important to proceed with caution when working with chemicals.	3.3	Agree	9
I will not touch broken glass when I broke something.	3.3	Agree	9
I should not provide first aid if I don't have proper training.	3.3	Agree	9
Mock drills help students know what to do during emergencies.	3.3	Agree	9
Lab equipment must be handled properly	3.2	Agree	13
It is important to report all accidents and injuries in school.	3.2	Agree	13
It is important to act quickly but not run.	3.2	Agree	13
Awareness can save students' lives.	3.1	Agree	15
<b>Composite Mean</b>	<b>3.4</b>	<b>Agree</b>	

Table 7:- Proposed Rules of Conduct

It is very imperative to note that the item that has got the highest weighted mean is the one that refers to being calm in case of emergencies (3.6). Being calm is the cardinal rule in safety because everything cannot be done when a student panics although calmness and safety knowledge are like chicken and egg. Those who panic are the ones who do not know what to do and those who remain calm are those who are confident of what to do in case of emergencies.

The top weighted mean is shared with another item related to seeking help in case of emergency. This refers to seeking help in case of emergencies. There are numbers to be remembered and posted anywhere in the school for students to call in case of emergencies. They need to be trained to be confident and calm in reporting incidents on the phone.

Three more items got the high ranks. These are being calm when inside the lab, using the fire extinguisher in case of fire and practicing housekeeping when also in the laboratory. All of them got the weighted mean 3.5. Other items are related to caution, being involved in mock drills and proper training to be able to give first aid.

##### 5. The Respondents' Profile and Other Variables

This portion aims to show the relationship of the profile of the respondents and the other three variables of the study. These are their responses in terms of level of preparedness, safety aptitude and proposed rules of conduct.

Null hypothesis: There is no significant relationship between the profile of the respondents and their responses in terms of level of preparedness, safety aptitude and proposed rules of conduct.

Correlations		Preparedness in School Emergencies Mean	Safety Aptitude of Respondents Mean	Suggested Safety Rules of Conduct for Students Mean
GRADE	Pearson Correlation	0.083	0.063	0.011
	Relationship	<b>Not significant</b>	<b>Not significant</b>	<b>Not significant</b>
AGE	Pearson Correlation	0.101	0.034	-0.007
	Relationship	<b>Not significant</b>	<b>Not significant</b>	<b>Not significant</b>
INVOLVEMENT	Pearson Correlation	-0.025	-0.061	0.001
	Relationship	<b>Not significant</b>	<b>Not significant</b>	<b>Not significant</b>
GENDER	Pearson Correlation	0.096	0.142	0.094
	Relationship	<b>Not significant</b>	<b>Not significant</b>	<b>Not significant</b>

Table 8:- Hypothesis Testing

As shown in the summary table above, when Pearson test of correlation was done between the profile of the respondents and their three sets of responses, it can be concluded that there is no significant relationship between or among them. This implies the homogeneity of the responses regardless of their age, gender, grade level and involvement in school clubs. The null hypothesis is accepted.

## VI. DRRM GUIDELINES FOR THE CREATION OF THE STUDENT-LED SAFETY CLUB

### 1. Mission

To promote the culture of safety and preparedness at all times inside and outside the school.

### 2. Vision

To be empowered leaders in promoting safety and preparedness by manifesting proper safety knowledge, actions and attitude.

### 3. Qualifications of Members

3.1 commitment to acquire safety and preparedness knowledge through proper training

3.2 commitment to promote culture of safety and preparedness by manifesting proper safety knowledge, actions and attitude.

3.3 maintained excellence in academics to qualify to join the club. Members should be well-rounded and not reflections of truancy in class.

3.4 commitment to educate all members of the community and school in terms of safety and preparedness

3.5 help in formulating the bylaws of the club by soliciting views from other student leaders.

3.6 respect the role of school administration and community leaders by seeking their guidance before making any action or decisions.

3.7 respect the rights of other students by treating them as equals when educating them.

3.8 disseminate safety rules and knowledge properly and in timely manner.

### 4. Activities of the Safety Club

4.1 Safety trainings: heartsaver, first aid, BLS, emergency response

4.2 Quarterly drills: fire drills, earthquake drills, other calamity drills, insurgency

4.3 Safety campaigns to be integrated in the school calendar

January – Earthquake preparedness

February – Fire Protection

March – First Aid

April – Heartsaver and BLS

June – Road Safety

July– Safety in the Campus; Hazardous chemicals, PPE, lab safety

August – Sports Safety

September – Injury Reporting

October – Floods and typhoon preparedness

November – Insurgency preparedness

December –Evacuation preparedness

### 5. Safety incentives

5.1 Monthly safety award

5.2 Yearly safety award (cumulative points)

5.3 Safety ambassadors

## VII. SUMMARY, CONCLUSION AND RECOMMENDATIONS

The objective of this study is to measure the responses of Paharang Integrated School students on matters related to their level of preparedness, safety aptitude and proposed rules of conduct all for the purpose of organizing a student-led safety organization that will empower members and leaders for them to effectively learn and share safety knowledge and practice.

All grade levels were represented in the study with almost the same percentage of representation except for Grade 9 (30.1%) that had almost double percentage of other remaining grade levels. Both genders were represented almost equally. However, in terms of engagement in clubs, involvement of respondents ranged from no participation to minimal involvement in school clubs.

Related to preparedness, respondents strongly agreed that safety is an important part of learning and that they need

to submit safety observations in order to improve and correct unsafe situations. Likewise, respondents strongly agreed that unsafe acts and negative safety behavior can lead to occurrences of accidents. Finally, respondents also strongly agreed that they need to join emergency drills for them to be able to be ready in case of fire or earthquakes.

Furthermore, with regard to safety aptitude, respondents were aware that pointed objects and deadly weapons are in no way safe and allowed inside the school. They were also highly aware that equipment and chemicals inside the lab when mishandled can lead to accidents and can lead to injury and even harm school properties. The same goes true for using appropriate dress code or personal protective equipment in classrooms laboratories and in areas where sports activities are held.

With regard to rules of conduct, the highest weighted mean was the one that referred to being calm and seeking help in case of emergencies. Being calm when inside the lab, using the fire extinguisher in case of fire, practicing housekeeping in labs, having proper training to give first aid and joining fire and drills were the other top responses in terms of suggested rules of conduct given by respondents.

Pearson test of correlation was conducted through the software SPSS to measure the relationship between the profile of the respondents and their responses. The null hypothesis stated that there was no significant relationship between the profile of the respondents and their responses in terms of level of preparedness, safety aptitude and proposed rules of conduct. Statistics show that there was no significant relationship between the profile of the respondents and their responses related to level of preparedness, safety aptitude and proposed rules of conduct. The null hypothesis was rejected. The test results implied that the responses of the students were not affected by their profile.

A DRRM guide was forwarded to serve as baseline guidelines for the creation of a student-led safety club in Paharang Integrated School.

The following recommendations are forwarded based on the results of the study:

1. Create the student-led safety club involving as many students as possible. Use the current officers of the existing safety club as stirring committee and core group.

Seek permission from concerned school administration and conduct extensive information dissemination regarding the recruitment of the club.

2. Always keep in mind that quality membership is to be maintained. This means that members exhibiting negative safety behavior and attitude cannot be members of the club.
3. Always empower students and let them experience more training and simulated drills for them to know and apply safety knowledge at all times in and out of the school.
4. Involve all teachers and administration in this project so that safety will be consistently practiced by all.
5. Promote the culture of safety and preparedness by conducting monthly activities and campaigns in the campus.
6. Promote the concept of empowered student-led safety clubs in other schools and levels as best practice of Paharang Integrated School.

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**EMPOWERING INTEGRATED SCHOOL STUDENTS FOR THE CREATION OF A STUDENT-LED SAFETY ORGANIZATION IN PAHARANG INTEGRATED SCHOOL**

**Dear Respondents,**

Greetings of peace and goodwill! I am currently working on a study about “Empowering integrated school students for the creation of a student-led safety organization in Paharang Integrated School”. In this regard, I am humbly asking for a few minutes of your time to answer the following questions regarding the study. Rest assured, the information to be obtained will be treated with utmost respect and confidentiality.

**The Researcher**

**QUESTIONNAIRE**

Please check, supply or rate the information that best applies to you.

**I. Profile of the Respondents**

\_\_\_\_\_ Grade  
 Age: \_\_\_\_\_ 11 years old or below  
 \_\_\_\_\_ 12 to 14 years’ old  
 \_\_\_\_\_ 15 to 17 years’ old  
 \_\_\_\_\_ 18 years old or older

Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female

**2. Involvement in Extra Curricular Activities**

- \_\_\_\_\_ Maximum participation (involvement in more than three school clubs)
- \_\_\_\_\_ Moderate participation (involvement in 2 or 3 school clubs)
- \_\_\_\_\_ Minimal participation (involvement in 1 school club)
- \_\_\_\_\_ Non –participation (no involvement in any school clubs)

**II. Preparedness in School Emergencies**

Put a check mark (✓) on the column that corresponds to your preparedness in school emergencies.

	Items	Strongly agree	Agree	Disagree	Strongly Disagree
1.	When inside to the lab, it is best to walk calmly even in emergencies.				
2.	I must wear proper lab attire (lab coat, goggles, etc.)				
3.	It is important to proceed with caution when working with chemicals.				
4.	Lab equipment must be handled properly				
5.	I will not touch broken glass when I broke something.				
6.	There is fire. The first thing I will do is use the fire extinguisher.				
7.	I cannot drink and eat inside the lab.				
8.	Cleaning up is part of lab practice.				
9.	It is important to act quickly but not run.				
10.	It is important to seek help when there is an emergency				
11.	I should not provide first aid if I don’t have proper training.				
12.	The key to be prepared for emergencies is knowing what to do calmly				
13.	Awareness can save students’ lives.				
14.	Mock drills help students know what to do during emergencies.				
15.	It is important to report all accidents and injuries in school.				

**III. Safety Aptitude of Respondents**

Put a check mark (✓) on the column that corresponds to your safety aptitude.

	Items	Strongly agree	Agree	Disagree	Strongly Disagree
1.	I believe that safety is important aspect of being a learner				
2.	I observe safety even outside the school premises				
3.	I am willing to share safety knowledge with other students				
4.	I am a role model when it comes to safety				
5.	I believe that there is negative student behavior that can lead to unsafe situations				
6.	I believe that safety observations can improve and correct unsafe situation				
7.	I believe that accidents can be reported through minor and major injury reporting				
8.	Near-miss reporting is a way to avoid accidents and injuries in school				
9.	I am willing to report others students' safety violations				
10.	I am aware that serious injuries may be a consequence of unsafe act.				
11.	I am willing to give safety advise to students and teachers				
12.	I am willing to participate in every safety drills in the school				
13.	I can perform first aid if given specific training				
14.	I can report safety emergencies in the school properly				
15.	I am willing to give safety presentations (e.g. lectures, demonstrations, safety forums and safety campaigns) to other students				

Other specific safety contributions you can give

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**IV. Suggested Safety Rules of Conduct for Students**

Put a check mark (✓) on the column that corresponds to the safety rules of conduct that you suggest.

	All students....	Strongly agree	Agree	Disagree	Strongly Disagree
1.	must refrain from horse-playing, running and other unsafe acts inside and outside the classroom				
2.	must use appropriate dress code or personal protective equipment in classrooms laboratories and in areas were sports activities are held				
3.	are obliged to report near misses, minor and major injuries and safety observations for documentation of lessons learned				
4.	must participate in all disaster drills (fire, earthquake, etc.) as part of preparedness.				
5.	must attend first aid heart saver and basic life support trainings.				
6.	are not allowed pointed objects and deadly weapons that can harm them and other individuals in the school.				
7.	are obliged to observe proper demeanor in going in and out of the school.				
8.	should have adequate knowledge of handling equipment and chemicals in the laboratory.				
9.	are not expected to fix faulty electrical equipment, school appliances and computer devises.				
10.	must observe road safety on going in and out of the school.				
	11. Other safety rules you want to suggest				

V. Respondents' comments and recommendations for the creation of a student-led safety organization

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