

LEVEL OF AWARENESS AND PREPAREDNESS ON
DISASTER RESPONSE AMONG
NURSING STUDENTS

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AMONG NURSING STUDENTS**

An Undergraduate Thesis
Presented to the Faculty of College of Nursing, Midwifery and Radiologic Technology
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In Partial Fulfillment of the Requirements
For the Degree of
Bachelor of Science in Nursing

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DECLARATION

We hereby declare that this research output is our original work, and it has been written by us its entirety. We have duly acknowledged all the sources of information which have been used in this output.

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APPROVAL SHEET

In partial fulfilment of the requirements for the degree of Bachelor of Science in Nursing, this thesis entitled “Level of Awareness and Preparedness on Disaster Response Among Nursing Students” has been examined and is recommended for acceptance and approval.

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ABSTRACT

Emergency or disaster response involves a variety of actions aimed at safeguarding life and property as well as dealing with the social disturbance caused by disasters. Due to natural disasters, schools should be on the lookout for information when one is approaching and disseminate it to the communities and stakeholders in school-based education so that they can prepare and stay safe when it occurs. This research aims to investigate the level of awareness and preparedness for disaster response among nursing students. The study used a quantitative research approach, specifically the descriptive correlational method, and was conducted in a HEI in Ozamiz City with a sample size of 120 nursing students. A researcher-made questionnaire was used to gather pertinent data, which was analyzed using frequency, percentage, and average weighted mean. The research study found that the level of awareness and level of preparedness for disaster response among nursing students is very high. Furthermore, the study found no significant relationship between the level of awareness and preparedness for disaster response among nursing students. This suggests that even though nursing students have a high level of awareness of various disaster response measures, this awareness does not necessarily transfer into an increased level of readiness. While there are areas for improvement, the results indicate a strong foundation upon which the school can further enhance safety measures and educate students about emergency protocols.

Keywords: Awareness, Preparedness, Disaster Response, Nursing Students

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Chapter I

INTRODUCTION

Rationale of the Study

The Philippines has been a locale of tropical cyclones, earthquakes, tsunamis, and volcanic eruptions which made it a hotbed of disasters. These hazards inflicted loss of lives and substantial damage to properties. Seeing that the country is situated in a region where geophysical and climate turnover is rampant, the Philippines is most likely to inevitably suffer from disasters which is similar to those that we have experienced in recent years. With the continued development of infrastructures and increased population growth in the Philippines, enormous damage to buildings and extensive loss of lives would persist (CFE-DM, 2018).

Emergency or disaster response involves a variety of actions aimed at safeguarding life and property as well as dealing with the social disturbance caused by disasters. Emergency response activities can be usefully classified as expedient mitigation actions (e.g., clearing debris from channels when floods threaten, containing earthquake-induced fires and hazardous materials releases before they cause additional harm) and population protection actions (e.g., warning, evacuation, and other self-protective actions, search and rescue, emergency medical care, and shelter) (Tierney et al., 2021).

The key to lowering the loss of life, personal injuries, and property damage caused by natural disasters is extensive public knowledge and education. People must be made aware of the natural threats that they are likely to experience in their local communities. They should know what particular preparations to do before an event, what to do during a hurricane, earthquake, flood, fire, or other potential disaster, and what measures to take in

its aftermath. Equally crucial, public leaders and the media must be properly equipped to respond effectively, responsibly, and quickly to largescale natural disasters. They must be aware of and respond to a crisis that threatens to paralyze the entire community they serve (McEntire. 2021).

The school must be ready for disasters and be able to respond to them successfully given that their impact and frequency are anticipated to grow. Teachers must understand their position in a disaster and be able to communicate the importance and relevance of this role to their students and the experts they collaborate with to be effective. Therefore, education is required for those who may be in danger from disaster, and it can take many different forms, such as public education in schools, where systematic curricula for children and young adults should include relevant data about what should be done in case of a disaster threat or occurrence, such as floods, etc. Special training courses, where workshops should be specifically designed for an adult population, either explicitly or as an addition to ongoing programs (Rokkas, 2018).

A study conducted by Yilmaz and Kocak (2016) on students' awareness towards disaster risk reduction in Turkey aimed to assess the level of awareness and attitudes of university students in Turkey towards disaster risk reduction and preparedness. The study concluded that disaster risk reduction education and training programs should be integrated into the curriculum to improve the awareness and preparedness of university students. The study also suggested that disaster management activities should be organized to increase the participation of university students in disaster management activities.

Furthermore, a study conducted by Nakamura, et al. (2018) assessed the level of disaster preparedness among university students in Japan. The study concluded that university students in Japan lack comprehensive disaster preparedness knowledge and that

targeted education and training is needed to improve their understanding of specific hazards and the appropriate actions to take in the event of a disaster.

Nursing students also play a critical role in disaster response, although their role may be different from that of licensed nurses. Nursing students may be used to support licensed nurses and other healthcare professionals in providing medical care and treatment to patients. This may include tasks such as taking vital signs, assisting with patient transport, and performing basic wound care. Nursing students may also be educated and trained to respond to disasters before they happen, this includes participating in drills, simulations, and other exercises to prepare them for a real-world disaster response (McEntire, 2021).

It appears that there is a gap in research on the level of awareness and preparedness on disaster response among nursing students. While there are some researches on the preparedness of healthcare professionals in general, there is limited research specifically focusing on nursing students and their level of awareness and preparedness for disaster response. It is important to conduct research in this area, as it is essential that nursing students are equipped with the knowledge, skills, and resources to effectively respond to and manage disasters. This will not only ensure the safety of nursing students but also the patients they will be looking after and the community they will serve. The researchers sought to find answers on whether or not the student nurses from Ozamis City are aware and prepared whenever there are disasters that will occur.

Theoretical Framework

This study was anchored on two theories: the Protection Motivation Theory (1975) by Ronald Rogers and the Person-relative-to-event model (1995) by Mulilis and Duval.

The protection motivation theory by Ronald Rogers is a frequently used framework for understanding responses to triggers that alert people to a potential hazard. These triggers include fear messages that motivate individuals to take preventive measures or refrain from engaging in activities that could hurt themselves or others. On the other hand, the Person-relative-to-event model by Duval and Mulilis views the relationship between perceived dangers and considered chances to avoid damage from these risks as the main driver of adaptive behavior.

Rogers created the Protection Motivation Theory (PMT) in 1975 to explain why people feel driven to respond defensively when they perceive a health threat. According to the Protection Motivation Theory, the stakeholders' drive to the following four views improve how well people can defend themselves from harm: (1) the threat's seriousness, (2) their susceptibility to it, (3) their belief in their own ability to deal with it, (4) Response efficacy or the ability of the response to lessen the threat and confidence in one's capacity to deal with the threat and engage in threat-reducing behaviors (Westcott, Ronan, Bambrick et al., 2017). When someone has confidence in their ability to respond and believes that they're exhibiting the advised behavior and estimating the cost of catastrophe recovery, low levels of activity will make someone more inclined to use the suggested coping mechanism (Milne et al., 2002). The protective motivation theory follows from this and can be used to investigate the driving forces for the adoption of disaster response.

In line with the person-relative-to-event (PrE) model of fear-arousing or negative threat appeals, problem-focused coping will grow when threat levels rise and resources are judged to be adequate in relation to the threat's severity. The foundation of PrE theory is a theoretical formulation of coping that is applied to negative threat appeals (Duval & Mulilis, 1997). Given a high degree of personal responsibility, the theory predicts that

regardless of the absolute levels (e.g., high, moderate, low) of person resources and magnitude of threat, a negative threat appeal resulting- in appraisal of person resources as being sufficient relative to degree of threat posed by the external event will generate more problem-focused coping than in the case where the appeal causes-personal resources to be appraised as inadequate.

Both theories are utilized to see if student nurses act briefly during a disaster. The Protection Motivation Theory (PMT) is a theory that will explain how people respond to perceived threats. It suggests that when someone perceives a threat and also believes that they have the ability to reduce it, they are more likely to take action to protect themselves. On the other hand, if they perceive a threat but do not believe they can do anything about it, they are less likely to take action. PMT takes into account the individual's perception of the threat, their perceived susceptibility to the threat, the perceived effectiveness of possible actions, and their confidence in their ability to take those actions. It helps to understand how an individual make a decision to take action or not when facing a perceived threat. It will most likely tell that a person acts swiftly when they are aware and prepared for things that are going to happen.

On the other hand, the person-relative-to-event theory is a theory that suggests that an individual's perception of an event is influenced by their current state or situation. According to this theory, a person's emotions, attitudes, and beliefs will shape how they interpret and respond to a given event. For example, a person who is feeling happy and optimistic may perceive a situation as positive, while a person who is feeling sad and pessimistic may perceive the same situation as negative. The theory emphasizes that events are perceived and interpreted based on the individual's subjective experience rather than an

objective reality. This will tell that when people aren't aware and prepared, everything that is going to happen will be perceived as negative and they cannot act through it.

Conceptual Framework

The research framework is the researchers' synthesis on how to explain a phenomenon. The IV-DV model below is the researchers' understanding on the variables and how they connect with each other.

The concept of awareness can also be connected to one's knowledge of a phenomenon acquired through reliable authority and data sources. Being knowledgeable or alert is not necessarily a guarantee that a person or organization will be adequately prepared when calamities and disasters strike since, as we all know, logistics and infrastructure preparation play a key role in the preparatory cycle (Matyas & Pelling, 2021). The impact of disasters has been recognized as being significantly reduced through disaster preparedness. Due to the uncertainty surrounding the date and location of the next disaster, the traditional techniques of preparation, such as prepositioning relief inventories in disaster-prone nations, provide a challenge. It has been acknowledged that one approach to get around this restriction is to invest in disaster management capabilities, such as educating staff, pre-negotiating customs agreements with disaster-prone nations, or coordinating import procedures with regional customs clearance procedures (Kunz, 2020).

A study conducted by Powell & Perry (2021) in Midwestern University aimed to assess the level of awareness and preparedness of college students for natural disasters. The study surveyed a sample of undergraduate students at a Midwestern university in the United States. The survey included questions about students' knowledge of emergency plans, emergency supplies, and evacuation procedures. Enhancing student awareness and

preparedness for disaster response among future nurses is imperative to equip them with the necessary skills for effective healthcare management during emergencies. To achieve this, nursing curricula should integrate specific courses and simulations focused on disaster response. Clinical training should incorporate real-world scenarios, providing students with practical experience and the ability to make informed decisions under pressure.

Collaborating with local emergency services and fostering interdisciplinary training can offer a broader perspective on disaster response. Emphasizing personal preparedness, continuous education, and communication skills, both within and beyond the healthcare setting, ensures that nursing students are well-prepared for emergencies with competence and resilience. Overall, this multifaceted approach ensures that nursing education goes beyond clinical competence to encompass a comprehensive understanding of disaster response principles. Preparedness on disaster response refers to the actions taken in advance to plan for and respond to a natural or man-made disaster. This includes activities such as risk assessment, emergency planning, training, stockpiling emergency supplies, and exercises to test and evaluate preparedness. The goal of preparedness is to minimize the impact of a disaster and to ensure a rapid and effective response to save lives and protect property.

A study by Lindell, et al (2019) aimed to understand the level of disaster preparedness and awareness among college students in the United States. The study surveyed a sample of college students from four universities in the United States using a self-administered questionnaire. The survey included questions about students' knowledge of emergency plans, emergency supplies, and evacuation procedures, as well as their attitudes and behaviors related to disaster preparedness. The study found that most students

had little to no knowledge of the emergency plans and procedures at their universities, and many had not taken any steps to prepare for disasters.

The study also found that students had a lack of knowledge about emergency supplies and evacuation procedures. Additionally, the study found that students with prior experience of a disaster or with prior training in emergency preparedness were more likely to be aware and prepared. The authors concluded that there is a need for universities to increase their efforts to educate students about emergency preparedness and to develop effective communication strategies to ensure that students are aware of emergency plans and procedures. The authors also suggested that universities should consider offering emergency preparedness training to students and that universities should develop and improve emergency plans and procedures to ensure that students are better prepared for disasters.

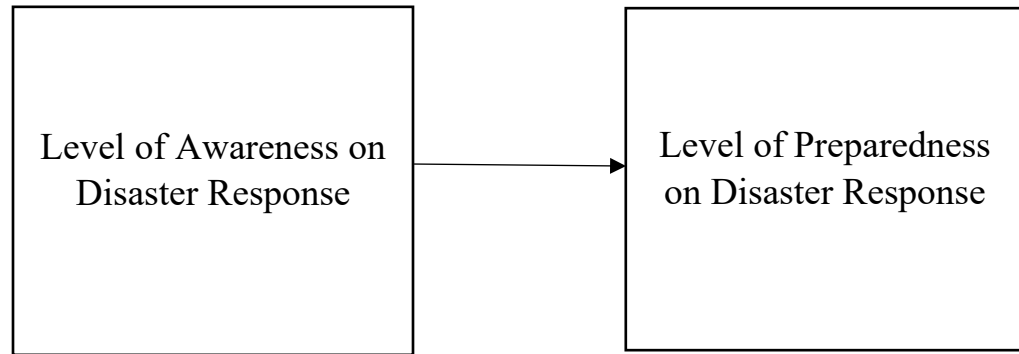


Figure 1. Schematic Diagram of the Study

Statement of the Problem

The major purpose of this study is to determine the level of awareness and preparedness on disaster response among nursing students. The following research questions were investigated:

1. What is the respondents' level of awareness on disaster response?
2. What is the nursing respondents' level of preparedness on disaster response?
3. Is there a significant relationship between the respondents' level of awareness and their level of preparedness on the disaster response?

Hypothesis

To statistically test the overall research question, the following hypothesis was formulated:

H0: There is no significant relationship between the respondents' level of awareness and their level of preparedness on disaster response.

Chapter 2

METHODOLOGY

This chapter presented the research design and its description, inclusion and exclusion criteria, research respondents, research instruments, data gathering procedure, data analysis technique, and the ethical consideration.

Design

This study utilized a quantitative research approach specifically correlational design for the researchers to gather the necessary information and to be able to know the awareness and preparedness on disaster response among nursing students. Quantitative research involves measurement and assumes that the phenomena under study can be measured. It sets out to analyze data for trends and relationships and to verify the measurements made. It is essentially deductive: measurements are made, analysis is applied and conclusions are drawn (Watson, 2015). It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population.

Setting

The study was conducted at a Higher Education Institution (HEI) within Ozamiz City, Misamis Occidental. A privately owned, non-sectarian, non-profit educational institution. The HEI achieved the Deregulated Status from CHED which means it is free from the agency's monitoring, has access to grants and financial incentives and decide the development of their curriculum.

Respondents

The respondents of the study were 120 student nurses. A purposive sampling, a form of non-probability sampling in which researchers relied on their own judgement when choosing respondents to participate, was used in order to select the desire and actual respondents of the study. The following are the criteria in the selection of the respondents: (1) currently enrolled in the S.Y 2022-2023; (2) has given the consent to participate in the study.

Instruments

The following research instruments were used in gathering the data and information.

A. Respondents' Level of Awareness Questionnaire. This is a researcher-made questionnaire that assessed the respondents' awareness on disaster response. This is a four-point Likert Scale. Presented below is the continuum used to interpret and analyze the data gathered.

Weight	Continuum	Responses	Interpretation
4	3.41 – 4.00	Strongly Agree (SA)	Very High (VH)
3	2.61 – 3.40	Agree (A)	High (H)
2	1.81 – 2.60	Disagree(D)	Low (L)
1	1.0 – 1.80	Strongly disagree (SD)	Very Low (VL)

B. Respondents' Level of Preparedness Questionnaire. This is a researcher made questionnaire that assessed the respondents' preparedness on disaster response. This is a four-point Likert Scale. Presented below is the continuum used to interpret and analyze the data gathered.

Weight	Continuum	Responses	Interpretation
4	3.41 – 4.00	Strongly Agree (SA)	Very High (VH)
3	2.61 – 3.40	Agree (A)	High (H)
2	1.81 – 2.60	Disagree(D)	Low (L)
1	1.0 – 1.80	Strongly disagree (SD)	Very Low (VL)

Data Gathering Procedure

The research questionnaire was designed to comprehensively cover the relevant aspects of the research topic. Expert input, literature review, and pilot testing were used to ensure that the content of the instruments accurately captures the intended constructs.

Before the actual distribution of the research instrument, the researchers asked the permission from the Dean of the College of Nursing, Midwifery and Radiologic Technology to allow them to administer the questionnaire. Upon the approval of the letter request, reproduction of the questionnaire was done and was distributed to the identified respondents. During the individual distribution of the questionnaire, the researchers assured the respondents of outmost confidentiality and anonymity. The data was tabulated and presented to the statistician for the statistical treatment of the data. The results of the computation were analyzed and interpreted in accordance with the statement of the problem presented.

Ethical Considerations

The respondents who agreed to participate in the study had their permission sought by the researchers. Participants were fully informed about the study's purpose, procedures, potential risks, benefits, and their right to withdraw at any time without consequences.

Informed consent was obtained from all participants, ensuring they understood their voluntary participation and have the capacity to provide consent. The researchers respect the dignity and confidentiality of the research respondents. The respondents' confidentiality was strictly maintained throughout the study. All personal information collected was treated with utmost confidentiality and stored securely. The study was conducted without discrimination or bias based on factors such as race, ethnicity, gender, age, religion, sexual orientation, or disability. Efforts were made to ensure diverse representation among participants to enhance the generalizability of the study's findings. The study was conducted following rigorous scientific methods and adhere to the highest standards of research integrity. All data collection, analysis, and interpretation was conducted objectively and transparently, avoiding any fabrication, falsification, or selective reporting of results.

Data Analysis Technique

To derive comprehensive, valid and reliable results, the following statistical methods and techniques were utilized with the aid of statistical software Minitab:

Mean and Standard Deviation. This was used to determine the respondents' level of awareness and preparedness on disaster response.

Pearson product-moment correlation coefficient or Pearson's r – it is a tool that is used to test the significant relationship between the level of awareness and preparedness on disaster response.

Chapter 3

RESULTS AND DISCUSSIONS

This chapter presents, analyzes, and interprets the data of the study which are arranged according to the following topics:

Respondents' level of awareness on disaster response

Respondents' level of preparedness on disaster response

Significant relationship between the respondents' level of awareness and their level of preparedness on disaster response

Respondents' Level of Awareness on Disaster Response

Table 1 shows the statistical results for the respondents' level of awareness of emergency preparedness and management at their school. The finding of the study revealed that students have a "Very High (H)" degree of awareness of the numerous dangers that can arise at their school. This is encouraging since it shows that they are aware of potential threats, which is essential for effective disaster preparation. It shows that the school was effective in enlightening them about potential threats, enabling them to identify and correctly respond to a variety of situations. In addition, the finding is crucial as it demonstrates that students are well-informed about the proper steps to take when they get warnings. The survey also reveals that students' understanding of warning signals and alerts connected to various sorts of disasters is also scored as "Very High (H)." The impact of disasters can be reduced and staff and student safety can be increased by being able to react quickly and effectively to warnings.

Meanwhile, the level of awareness among students of the significance of disaster management is "Very High (VH)." This asserts that students are aware of the value of

planning and acting proactively to reduce hazards. Their awareness of disaster preparedness can help the school community develop a culture of readiness, creating a safer and more resilient setting. However, it falls short of the "Very High" level; this finding is nonetheless positive as it shows that students have a sufficient level of knowledge regarding evacuation procedures. Students' awareness of the school's evacuation system and the plan is assessed as "High (H)." There is still space for improvement, and the school may consider holding frequent training sessions and exercises to make sure that all the students are familiar with the evacuation protocols.

Relatively, the results for the student's awareness of the value of keeping an emergency kit is at a "Very High (VH)" level. This understanding is essential because it encourages students to stock up on supplies in case of catastrophes. Students can improve their resilience and capacity to deal with emergencies by keeping necessary objects close at hand. In a similar vein, when it comes to students' awareness of shelter areas and evacuation spaces, it postulates a "Very High (H)" level. A "High" degree of awareness, but not "Very High (VH)," nonetheless denotes a satisfactory comprehension of these crucial places during emergencies. However, the school can hold evacuation drills and put-up visible signage all over the place to make sure that students can get there swiftly and safely. Whereas, with regards to pieces of training and seminars, on emergency preparedness, this postulates a high result signifying that students' level of awareness shows that they are motivated to engage in such learning activities about emergency preparedness.

By providing more participatory and interesting workshops that encourage students to take an active role in disaster preparedness programs, the school can further capitalize on this enthusiasm. Considerably, a "Very High (VH)" level of awareness demonstrates

that students have a deep understanding of the importance of actively participating in disaster awareness activities in their schools. This knowledge is useful because it inspires students to encourage their friends to actively prepare for emergencies. By including students in planning and publicizing disaster awareness initiatives, the school may capitalize on this passion and cultivate a sense of ownership and responsibility among the student population.

The results of this study are consistent with previous research on students' awareness of disaster risk management in schools. The level of student awareness and readiness has been the subject of numerous investigations, which have offered insightful findings that support the current research (Parham et al., 2021). Studies carried out in many areas have consistently indicated that effective disaster planning depends on students' understanding of potential threats in their learning surroundings. Relatively, students who regularly received disaster preparedness instructions showed a greater degree of awareness and were more likely to correctly identify potential threats (Abukhalaf et al., 2022). This is consistent with the existing result that students' knowledge of potential threats is at a "Very High (H)" level. Numerous studies have stressed the importance of teaching students to recognize disaster warning signs and alarms. Accordingly, students who were taught about hazard warnings were more likely to act quickly and appropriately when informed (Abukhalaf & Von Meding, 2020). This conclusion is in line with the findings of the current study, which show that students have a "Very High (H)" degree of awareness.

Meanwhile, the results show that students have a "Very High (VH)" awareness of the importance of disaster management. Their research showed that prepared students were more proactive in making plans and getting ready for probable threats. The results of the current study indicate that a culture of preparation in the school community is fostered by

students' knowledge of disaster preparedness (Shah et al., 2020). Relatively, the findings support research in that students have a "Very High (VH)" understanding of the significance of catastrophe management. Their study revealed that students who were prepared were more proactive in formulating strategies and preparing for potential risks (Kapucu & Khosa, 2023; Yazdi et al., 2021). The findings of the current study show that students' understanding of disaster preparedness promotes a culture of preparation in the school community (Yazdi et al., 2021).

Accordingly, when students exhibit a "Very High (VH)" level of awareness of the significance of keeping an emergency kit, they could increase their resilience and ability to deal with crises (ABU SERDANEH, 2022). The findings of the current study highlight the value of encouraging students to stock up on supplies. Research by (Varshini et al., 2022) is consistent with the current conclusion that students had a "Very High (H)" degree of knowledge of shelter locations and evacuation spaces during emergencies. In order to ensure that pupils can access these facilities swiftly and safely, their study highlighted the importance of clear signage and evacuation drills.

The observation that students are eager to participate in training sessions and lectures on emergency preparedness is consistent with Gelles et al.'s 2020 research. Their research showed that engaging and interactive seminars can motivate students to participate actively in preparedness efforts. The current study lends support to the idea that such activities can further tap into students' enthusiasm for learning about emergency preparedness. The "Very High (VH)" level of awareness displayed by students regarding the significance of taking part in disaster awareness initiatives. Their research shows that actively integrating students in such programs' design and promotion develops a sense of ownership and responsibility. Thus, their profound comprehension might motivate them.

Table 1 - Nursing Students' Level of Awareness on Disaster Response (n=120)

Constructs	Mean	SD	Remarks
Level of Awareness	3.46	0.090	Very High

Note: Strategies Scale: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 Low); 1.0-1.74 (Very Low)

Level of Preparedness on Disaster Response

Table 2 shows the assessment of the respondents' degree of preparedness for disaster response. The findings from the study indicate a high degree of readiness when it comes to reading materials about catastrophe response. The majority of respondents are actively looking for information and knowledge through articles, which may help them comprehend future calamities and be more prepared for them. Similar to this, respondents exhibit a high level of involvement in educational activities such as school lectures and training sessions, which are centered on readiness for disaster response. This demonstrates their proactive approach to improving their knowledge and abilities in disaster response. Additionally, it shows that respondents had a high degree of awareness of what to do in an emergency to reduce the risk of losing their lives. This is an essential component of readiness since understanding how to act in an emergency can have a big impact on how a crisis turns out.

In addition, the respondents show a high level of familiarity with the school's emergency evacuation strategy. For a school environment to respond to disasters effectively, understanding evacuation procedures is crucial. Respondents exhibit a high level of competency when it comes to knowing how to shut off the electricity in an emergency. This ability may be essential for reducing risks during calamities. Similarly, respondents have the information and abilities needed to instruct their schoolmates and

classmates about emergency responses. This demonstrates their ability to become leaders in their community who promote catastrophe preparedness. Whereas respondents engage actively with broad information on emergency responses, such as safety precautions around fire hazards and evacuation protocols. This strengthens their resolve to be ready for emergencies. Typically, people keep emergency supplies on hand, which indicates considerable variation in this tendency. Some respondents do not always carry necessary emergency supplies, which could have an impact on how prepared they are for a disaster.

The results of the survey indicate that responders are generally well-prepared for catastrophe response. They have a high level of interest in preparedness resources, learning opportunities, emergency protocols, evacuation strategies, and general advice (Shannon, 2015). Additionally, respondents have the skills and information needed to help their peers in emergencies. Though there is potential for improvement, emergency kits should be carried at all times, highlighting the value of having access to emergency supplies.

The findings of the study best support the different cited literature that carefully attests that a sizable proportion of respondents actively looked for books about disaster response. They actively sought out information and expertise through publications, which helped them better understand probable disasters and prepare for situations (Kusumastuti et al., 2021). Respondents showed a relatively high degree of participation in these events, demonstrating their proactive commitment to improving their expertise in disaster response (Adu-Gyamfi & Shaw, 2022). These educational programs significantly contributed to the empowerment of people to be better prepared for potential disasters. The likelihood of life-threatening circumstances during crises was greatly decreased by respondents' high levels of awareness and knowledge about what to do in emergencies. The ability to respond

quickly in catastrophes has been shown to be a crucial part of disaster preparedness (Molan, Weber & Kor, 2023).

Additionally, other students in other countries like Japan, Malaysia, and Pakistan have a good understanding of their school's emergency evacuation plans. It was determined that understanding evacuation methods is essential for schools to react to disasters successfully, protecting the safety of students and staff. The student's abilities to respond to disasters, notably their capacity to turn off the electricity in dire situations, provide them with a high level of competency in this skill, which was crucial for reducing risks during disasters and averting subsequent dangers.

Respondents' engagement with general advice on emergency responses, such as safety precautions around fire hazards and evacuation procedures, demonstrated their potential to become leaders in their community who promote catastrophe preparedness (Rahman et al., 2022). The findings showed that respondents had the knowledge and skills necessary to instruct others while demonstrating their steadfast dedication to being ready for catastrophes (Phattharapornjaroen et al., 2023). The wide difference in this tendency among respondents was related to the fact that while some regularly carried the essential emergency supplies, improving their degree of preparedness for catastrophes, others exhibited less consistent behavior, which may affect their readiness.

The results of numerous studies are consistent with the respondents' high level of preparedness with regard to reading materials, participation in educational activities, understanding of emergency procedures, acquaintance with evacuation tactics, and possession of crucial disaster response abilities (Cruz & Ormilla, 2022). Additionally, the literature confirms that there is heterogeneity in carrying emergency supplies, providing a possible area for advancement in disaster preparedness activities. The evidence from this

research emphasizes the significance of proactive participation in disaster preparedness programs to improve personal and societal readiness for future disasters (Abukhalaf et al., 2022).

The study's conclusions have several theoretical implications for comprehending respondents' preparedness for disaster response. First off, the high level of interest in reading information concerning disaster response points to a populace that is active and involved. This suggests that people are driven to learn new things, which may reflect a sense of personal agency and responsibility in preparing for impending disasters. This conduct fits the Health Belief Model's (HBM) definition of "perceived threat" from a psychological standpoint. A proactive attitude to enhancing preparedness can be seen as the result of the respondents' active information-seeking, which can be read as their assessment of the gravity of prospective disasters.

Second, the respondents' participation in educational initiatives related to preparedness for disaster response shows how social learning and educational interventions have an impact on how people behave. According to the Social Learning Theory, people learn by seeing and imitating other people's behavior. The positive reinforcement of a culture of disaster preparedness in their educational environment may have had an impact on the respondents' attendance at lectures and training sessions in this context. Active participation in educational activities emphasizes how critical it is to include disaster preparedness education in the curriculum in order to raise a generation of proactive and well-prepared people.

Additionally, the diversity in emergency supply carrying offers a chance to investigate the factors impacting preparedness behaviors. This component is explained by the Protection Motivation Theory (PMT). According to PMT, a person's readiness actions

are determined by how serious and vulnerable they believe a danger to be, as well as how effective the suggested protective response is. Different people may regard themselves as more or less vulnerable to disasters and may hold different opinions about how beneficial carrying emergency kits is. Understanding these variables will enable interventions to be more effective in raising disaster readiness levels and promoting the regular carrying of emergency supplies.

As a result, the findings of this study add to the expanding body of knowledge about catastrophe preparedness and its theoretical foundations. It clarifies how important perceived threat, social learning, and protective motivation are in determining how prepared people are to respond to disasters. These theoretical ramifications can help educators and policymakers create effective disaster preparedness initiatives. Societies can improve their overall disaster resilience and lessen the effects of potential future disasters have an impact on how people behave. According to the Social Learning Theory, people learn by seeing and imitating other people's behavior. The positive reinforcement of a culture of disaster preparedness in their educational environment may have had an impact on the respondents' attendance at lectures and training sessions in this context. Active participation in educational activities emphasizes how critical it is to include disaster preparedness education in the curriculum in order to raise a generation of proactive and well-prepared people.

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Table 2. - Level of Preparedness on Disaster Response (n=120)

Constructs	Mean	SD	Remarks
Level of Preparedness	3.25	0.084	Very High

Note: Strategies Scale: 3.25-4.0 (Very High); 2.50-3.24 (High); 1.75-2.49 Low); 1.0-1.74 (Very Low)

Significant Relationship Between Respondents' Level of Awareness and Preparedness on Disaster Response

Table 3 shows the significant relationship between nursing students' disaster awareness and preparedness. The statistical figures show that the p-value is .961, and the r

value is $-.021$. This mainly asserts that the two variables did not postulate a relationship with one another. The high p-value denotes a lack of significance, whereas the negative r value reveals a weak inverse connection. Also evaluated at the 0.01 level, the association failed to reach the level of statistical significance.

The study revealed that even though nursing students have a high level of awareness of different disasters, this does not affect their level of preparedness. It is recognized that the null hypothesis, according to which there is no association between the two variables, is true. It suggests that while disaster knowledge is crucial for nursing students, this particular sample does not necessarily demonstrate better levels of disaster preparedness. Relatively, the lack of a meaningful correlation between disaster readiness and awareness among nursing students may be caused by a number of variables. First off, it is likely that other variables not taken into account in this study, including prior disaster training or resource availability, may have an impact on the degree of disaster preparedness. Additionally, the sample could not accurately reflect the diversity of nursing students because their degrees of knowledge and readiness may vary depending on their educational and geographic backgrounds.

The finding of the study is best supported by the body of literature, which asserts that the majority of nursing students demonstrated a high degree of disaster awareness, being aware of various disaster types and their potential impact on healthcare systems. Despite their awareness, there was no connection between their amount of knowledge and their ability to plan for calamities properly (Brewer et al., 2020). The authors hypothesized that additional elements, such as prior catastrophe training and resource availability, might affect readiness levels. In addition, although nursing students had a high degree of awareness of disaster management principles in general, this awareness did not transfer to

better preparedness for disasters (Khorram-Manesh et al., 2016). The researchers hypothesized that one factor in the discrepancy between knowledge and preparedness may be the absence of practical exercises and hands-on training in disaster preparedness (Patel et al., 2023).

Moreover, according to the results, students' levels of readiness for disasters differed greatly depending on their educational and geographic backgrounds. Compared to students from places with lesser disaster risk, nursing students from disaster-prone areas showed better levels of readiness (Al-Qbelat et al., 2022). This finding raises the possibility that outside variables, such as exposure to actual catastrophe scenarios, may have an impact on nursing students' degrees of readiness. Furthermore, a meta-analysis conducted by (Paquay et al., 2021) of ten research on nursing students' awareness of and readiness for disasters associated no significant relationship between disaster readiness and awareness in nursing students. To close the knowledge and application gap in disaster preparedness education, the authors underlined the value of hands-on training and simulation exercises.

While nursing students generally have a high level of awareness of various disasters, the examined literature from 2020 consistently supports the conclusion that this awareness does not always translate into higher levels of disaster preparation. Several factors, such as the lack of practical training, past disaster experience, geographic background, and educational background, have an impact on the lack of a meaningful association between disaster readiness and awareness among nursing students. Educational institutions should place a strong emphasis on incorporating practical training, simulations, and exposure to actual crisis scenarios to supplement theoretical knowledge to improve disaster preparation among nursing students (Koca & Arkan, 2020).

Additionally, future studies should keep examining the intricate interaction of factors that affect nursing students' preparedness for disasters to create focused interventions that can enhance their capacity to respond appropriately during emergencies. Despite the lack of a substantial association in this particular study, disaster preparedness and awareness continue to be of utmost relevance in nursing education. To ensure students are well-prepared to respond to catastrophes in their future jobs, nursing schools, and institutions may continue to prioritize disaster training and education. Using longitudinal designs and objective measures of readiness, future research with a bigger and more varied sample could offer a more thorough explanation of this link (McCourt et al., 2021).

The findings showed no meaningful link between the two factors. The significance of preparing for disasters in nursing education should not be understated, and future research should continue to investigate the variables affecting preparedness for disasters among healthcare workers. Improved disaster preparedness instruction for nursing students may result in more efficient responses to emergencies and disasters, which will eventually help the healthcare system and the communities it serves.

Theoretically, this implies that Comprehensive Disaster Preparedness Training could be utilized to bridge the gap between knowledge and actual application; educational institutions may establish curricula that integrate hands-on simulations and real-life crisis scenarios. Through this method, nursing students may be better prepared to handle emergencies. Relatively, the role of prior catastrophe training could be utilized because awareness and preparedness do not significantly correlate; it is possible that prior catastrophe training will be crucial in evaluating the level of preparedness of nursing students. To find efficient training methods and strategies, future studies may assess the effects of specific disaster training programs on students' preparation levels. In a similar

vein, access to resources and infrastructure could be integrated to assess if infrastructure and resource accessibility affect nursing students' readiness for disasters. In this vein, institutions could evaluate and make sure that sufficient resources, such as facilities and equipment for disaster response, are accessible to nursing students for practical instruction and practice.

Table 3 - Significant Relationship Between the Level of Awareness and Preparedness on Disaster Response n=120

Variables	r-value	p-value	Interpretation	Decision
Disaster Awareness and preparedness	-.021	.961	No significant relationship	Null Hypothesis is accepted

****.** *Correlation is significant at the 0.01 level (2-tailed).*

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATION

This chapter includes the summary of the problem, findings of the study, conclusions based on the significant findings and the recommendation proposed based on the result of the study.

Summary

This research investigated the level of awareness and preparedness on disaster response among nursing students and their significant relationship. This study was anchored on two theories: the Protection Motivation Theory (1975) by Ronald Rogers and the Person-relative-to-event model (1995) by Mulilis and Duval. Specifically, the study wanted to answer the following research questions: 1.) What is the respondents' level of awareness on disaster response?; 2.) What is the respondents' level of preparedness on disaster response?; and 3.) Is there a significant relationship between the respondents' level of awareness and preparedness on disaster response?

The study was conducted at a Higher Education Institution (HEI) within Ozamiz City, Misamis Occidental. A privately owned, non-sectarian, non-profit educational institution. The respondents of the study were 120 student nurses. A purposive sampling was used to select the desired and actual respondents of the study. To gather the necessary data, the researcher utilized a researcher-made questionnaire.

This study utilized the quantitative Pearson correlation coefficient method. This method used to measure the statistical relationship, or association, between the variables.

1.) Awareness and 2.) Preparedness

The research study found that the level of awareness on disaster response among nursing students is very high. On the other hand, the nursing students' level of preparedness on disaster response is also very high.

Furthermore, the study found no significant relationship between the level of awareness and preparedness on disaster response among nursing students. This suggests that even though nursing students have a high level of awareness of various disaster response measures, this awareness does not necessarily transfer into an increased level of readiness.

The paper concludes that these findings highlight the positive state of student awareness, comprehension, and preparedness for potential threats and disasters at the school. The results provide valuable insights for the school to continue strengthening their disaster awareness and preparedness efforts and implement targeted improvements where necessary to create a safer and more resilient environment for everyone involved.

Overall, the findings highlight the positive awareness and understanding of students regarding potential threats and disaster preparedness. While there are areas for improvement, the results indicate a strong foundation upon which the school can further enhance safety measures and educate students about emergency protocols.

Findings

The following are the significant findings of the study prepared by the researchers on the analyzed and interpreted data.

The nursing students' level of awareness is very high.

The nursing students' level of preparedness is very high.

There is no significant relationship between the nursing students' level of awareness and their level of preparedness on disaster response.

Conclusions

This study comes up with several conclusions based on the findings.

1. The nursing students' level of awareness on disaster response showed an interpretation of "Very High" which suggests that they have remarkable level of awareness on disaster response.
2. The nursing students' level of preparedness on disaster response showed an interpretation of "Very High" which suggests that they show a great deal of enthusiasm for preparedness on disaster response.
3. The nursing students' level of awareness showed no significant relationship between the nursing students' level of preparedness on disaster response which indicates that the lack of a link between awareness and preparedness was reaffirmed, indicating that knowledge of disasters alone might not be enough to assure preparedness.

Recommendations

Based on the conclusion drawn from the study, the researchers offer the following recommendations:

1. *Continuous Disaster Preparedness Education:* The study demonstrates that students are remarkably prepared for calamities, but continued disaster preparedness education could be promoted. Plan frequent training sessions, workshops, and seminars on disaster response and preparation. In order to improve students' preparedness for various disasters, educational activities can assist students review previously learned material, staying current on current best practices, and introduce new materials.
2. *Enhance Emergency Response Skills:* Although students show a high level of awareness of emergency procedures and evacuation tactics, greater emphasis can be focused on

hands-on exercises and simulations. By regularly practicing evacuation drills, teachers can make sure that all of their students are ready to act quickly and securely in emergency scenarios.

3. Strengthen Community Engagement: Extend disaster preparedness programs to include parents, teachers, and the surrounding community in addition to concentrating on the school environment. To promote catastrophe preparedness and education initiatives, form collaborations with pertinent groups or authorities. A knowledgeable and involved community may work together to improve disaster resilience.

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APPENDICES

Appendix A: Letter of Request

May 31, 2023

SAMMY B. TAGHOY, PhD, RN
Dean, College of Nursing, Midwifery & Radiologic Technology
Misamis University
Ozamiz City

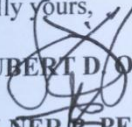
Dear Dr. Taghoy,

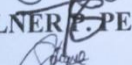
Good day!

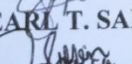
The undersigned are 3rd year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on a research study entitled **“Level of Awareness and Preparedness on Disaster Response Among Nursing Students,”**

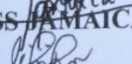
In this connection, the researchers would like to request your approval to allow them to conduct a pilot testing inside the perimeters of the school specifically the nursing building. The respondents of the proposed research study are selected 3rd year nursing students. Moreover, the researchers will observe and adhere to the data gathering procedure and ethical considerations reiterated in the study. A questionnaire will be given to the identified respondents to gather the desired data. Rest assured that all information derived will be treated with utmost confidentiality.

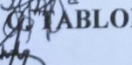
Respectfully yours,

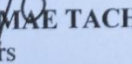

JOSH HUBERT D. ORBECIDO


AUGY ELNER P. PETEROS

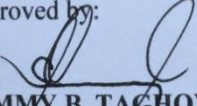

IRISH PEARL T. SARQUE


PRINCESS AMAICA F. SOLON


ZHYBEL Q. TABLON


TRISHA MAE TACHADO
Researchers

Approved by:


SAMMY B. TAGHOY, PhD, RN
Dean, College of Nursing, Midwifery & Radiologic Technology

Appendix B1: Research Instruments

QUESTIONNAIRE ON DIASATER AWARENESS AMONG NURSING STUDENTS

Directions: Please check the number of how strongly you agree, agree, disagree, or strongly disagree on the statement using the following weight: 4 – Strongly Agree; 3 – Agree; 2 – Disagree; 1 – Strongly Disagree

Statement		4	3	2	1
<i>AWARENESS</i>					
1	I am aware of the different types of hazards that can possibly occur at my school	4	3	2	1
2	I am aware of the warning signs and alerts for different types of disaster	4	3	2	1
3	I am aware of the importance of disaster management	4	3	2	1
4	I am aware and informed about the evacuation system and plan in my school	4	3	2	1
5	I am aware of the importance of bringing emergency kit	4	3	2	1
6	I am aware of the shelter areas, evacuation rooms and open spaces inside the school if emergency situation rise up.	4	3	2	1
7	I am aware of trainings and seminar conducted in my school on emergency preparedness.	4	3	2	1
8	I am aware of the importance of participating a disaster awareness campaign in my school.	4	3	2	1

Appendix B2: Research Instruments

QUESTIONNAIRE ON DISASTER PREPAREDNESS AMONG NURSING STUDENTS

Directions: Please check the number of how strongly you agree, agree, disagree, or strongly disagree on the statement using the following weight: 4 – Strongly Agree; 3 – Agree; 2 – Disagree; 1 – Strongly Disagree

Statement		4	3	2	1
<i>PREPAREDNESS</i>					
1	I have read preparedness articles related to disaster response	4	3	2	1
2	I have participated in educational activities dealing with disaster response preparedness (school seminars, trainings)	4	3	2	1
3	In case of emergency, I know how to perform emergency procedures to minimize a life-threatening situations.	4	3	2	1
4	I know the emergency evacuation plan in the school.	4	3	2	1
5	I know how to turn off the power supply in case of emergency situation.	4	3	2	1
6	I have the necessary knowledge and skills to educate my classmate and schoolmate about emergency response.	4	3	2	1
7	I have read general guidance on emergency responses (for Ex. Evacuation procedure, fire hazard and safety, etc.)	4	3	2	1
8	I always bring along with me my emergency kit (ex. Flashlight, medicines, betadine cotton balls and alcohol)	4	3	2	1

Appendix C: Informed Consent Form

INFORMED CONSENT

Dear respondent,

We, Josh Hubert O. Orbecido, Augy Elnor P. Peteros, Irish Sarque, Princess Jamaica F. Solo, Zhybel C. Tablon, and Trisha Mae Tachado are the 3rd Year Block C of Misamis University. We are requesting for your cooperation to answer our questionnaires for our research entitled “LEVEL OF AWARENESS OF AND PREPAREDNESS ON DISASTER REPONSE AMONG NURSING STUDENTS.” We are respectfully seeking your voluntary participation, being qualified to give your informed consent to take part in this study.

This study aims to examine level of awareness of and preparedness on disaster response among nursing students, Furthermore, this aims to determine the relationship between the mentioned variables. Such that the researcher will be able to identify the level of awareness of and preparedness on disaster response among nursing students.

The researcher is committed to complying with RA 1073 or the Philippine Data Privacy Act of 2012 in handling your data with utmost confidentiality and, anonymity.

Rest assured that all personal information will remain confidential and secured and will be used for research purposes only. Only the researcher will have access to the data gathered.

By checking the box below, I acknowledge that I have read and understood this letter of informed consent, and privacy confidentiality.

☐ I agree and wish to further participate in this study.

CURRICULUM VITAE

Personal Data

Name : Josh Hubert D. Orbecido
Birthdate : December 10,2001
Address : Molave Zamboanga Del Sur
Birthplace : Molave, Zamboanga Del Sur
Parents : Hubert S. Orbecido
Ma. Teresa D. Orbecido



Educational Background

Tertiary : Misamis University
H.T. Feliciano Street, Aguada, Ozamiz City, Philippines

Secondary : Sacred Heart Diocesan School, Inc.
Camagong St. Molave Zamboanga Del Sur
April 2020

Elementary : Molave Regional Pilot School South Regular
Brgy. Madasigon, Molave Zamboanga Del Sur
April 2014

Hobbies : Cooking listening to music, Dancing, reading books,
sleeping and eating.

CURRICULUM VITAE

Personal Data

Name : Augy Elner P. Peteros
Birthdate : August 26, 2001
Address : Poblacion, San Pablo, Zamboanga del sur
Birthplace : San Pablo, Zamboanga Del Sur
Parents : Evelyn P. Peteros
Elmer P. Peteros



Educational Background

Tertiary : Misamis University
H.T. Feliciano Street, Aguada, Ozamiz City

Secondary : San Pablo National High School
San Pablo, Zamboanga Del Sur
April 2020

Elementary : San Pablo Central Elementary School

Hobbies : Playing Piano

CURRICULUM VITAE

Personal Data

Name : Irish Pearl T. Sarque
Birthdate : August 15, 2001
Address : Purok – 4 Pulot, Ozamiz City
Birthplace : Pulot, Ozamiz City
Parents : Leonita T. Sarque
Domingo T. Sarque



Educational Background

Tertiary : Misamis University
H.T. Feliciano Street, Aguada, Ozamiz City
Secondary : Lycee St. Jean Baptiste De La Salle, Ozamis City
Aguada, Ozamiz City
May 2020
Misamis University
H.T. Feliciano Street, Aguada, Ozamiz City, Philippines
May 2018
Elementary : Pulot Elementary School
Pulot, Ozamiz City
April 2014
Hobbies : Baking and cooking

CURRICULUM VITAE

Personal Data

Name : Princess Jamaica Fiel Solon
Birthdate : September 11, 2001
Address : Purok 3 Molicay, Ozamis City
Birthplace : Ozamis City, Misamis Occidental
Parents : Florencio J. Solon Jr.
Jane F. Solon



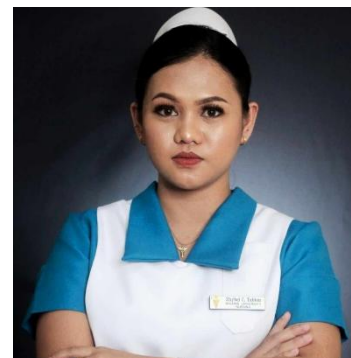
Educational Background

Tertiary : Misamis University
H.T. Feliciano Street, Aguada, Ozamiz City
Secondary : Lycee St. Jean Baptiste De La Salle, Ozamis City
Aguada, Ozamis City
May 2018
Brother Martin Simpson Laboratory School
Aguada, Ozamis City
March 2016
Elementary : Domingo A. Barloa Elementary School
Purok 3 Molicay, Ozamis City
April 2012
Hobbies : Dancing, reading books, and journaling

CURRICULUM VITAE

Personal Data

Name : Zhybel C. Tablon
Birthdate : October 28,2001
Address : CLC-3 Balagon Siay, Zamboanga Sibugay
Birthplace : Sta. Lucia District Pagadian City
Parents : Cecile C. Tablon
Aurelio D. Tablon



Educational Background

Tertiary : Misamis University
H.T. Feliciano Street, Aguada, Ozamiz City
Secondary : Misamis University
H.T. Feliciano Street, Aguada, Ozamiz City
Natan National High School
Natan, Diplahan, Zamboanga Sibugay
April 2018
Elementary : Balagon Elementary School
Balagon Siay, Zamboanga Sibugay
April 2014
Hobbies : Playing online games, listening to music,
Dancing, playing guitar/drums, sleeping and eating

CURRICULUM VITAE

Personal Data

Name : Trisha Mae Tachado
Birthdate : May 16, 2002
Address : Purok – 5 Carangan, Ozamiz City
Birthplace : MHARSMC
Parents : Glo Ian T. Stanway
Ronie C. Penaso



Educational Background

Tertiary : Misamis University
H.T. Feliciano Street, Aguada, Ozamiz City
Secondary : Misamis University
H.T. Feliciano Street, Aguada, Ozamiz City
April 2020
Elementary : Ozamiz City SDA Elementary School
Don Anselmo Bernad Avenue, Ozamis City
March 2014
Hobbies : Singing, cooking, watching movies, listening to music