



WERLA: EXPERIENCES OF PHYSICAL EDUCATION TEACHERS IN RESPONDING TO DISASTERS

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Abstract:

Disasters, whether natural calamities or unforeseen accidents, are inherently unpredictable and can occur at any time, both inside and outside the classroom. As students spend most of their time at school, the teachers become their primary guardians. Among educators, PE teachers play a key role in emergency preparedness, fostering physical awareness, resilience, and quick decision-making. Hence, this qualitative phenomenological study investigated the experiences of PE teachers in responding to disasters. Data was collected from 10 PE teachers in total utilizing in-depth interviews that were facilitated using an interview guide questionnaire. The data was analyzed using thematic analysis to unravel themes. Based on the findings, skills acquired in responding to emergency situations flourished to have three major themes: First Aid Skills, Medical First Response, and the Community Emergency Response Team training. Among the experiences encountered by PE teachers upon responding to emergency situations are: experiences of hunger and sacrifice, fear for life and safety, and gained bruises and pains. PE teachers' reactions and actions during emergency situations are encapsulated by three major themes: feeling of fear and anxiety, staying calm, keeping focus and presence of mind. After becoming volunteers and becoming responsible for the safety of some, the learnings of the participants are revealed by three major themes: knowledge and skills are an advantage, community emergency response is essential, and preparedness and focus are vital. PE teacher training programs efficiently equip teachers to deal with crises, accidents, and first aid. Higher education institutions must maintain these programs and offer continuous professional development to meet evolving needs if teachers are the first to respond to incidents in schools. Community collaboration and student training are also essential for boosting overall resilience. Future studies should examine different emergency response methods as well as the impact of environmental and cultural elements on teacher reactions if our goal is to enhance teacher responses during emergencies.

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1. Introduction

Following four significant earthquakes that ravaged numerous parts of Mindanao in the final quarter of 2019, catastrophic flooding and sporadic tremors have lately occurred in places including Davao, North Cotabato, and Zamboanga. Around the world, similar cascading risks are seen, where earthquakes increase the danger of flooding and cause local systems to become overburdened with stresses (Minguito & Banluta, 2023; Pelone & Sanchez, 2024). Furthermore, these disasters mostly happen during class hours, making the teachers responsible for protecting the safety and welfare of their students. However, some Physical Education Teachers had limited knowledge and skills in responding to these specific emergencies, including in their classes, when incidents occurred during their class periods (Olmos-Gómez, M. Del C. *et al.*, 2021). Teachers must provide high-quality basic life support to participate in basic life support training for kids. Thus, First Aid instruction should be expanded to assist instructors in developing talent and the desire to aid.

An emergency occurs when there is a serious risk to one's health, life, property, or the environment. Rapid intervention is necessary in most situations to prevent further worsening; this requirement is repeated in educational contexts. PE instructors are frequently the first to examine and respond to injuries that occur in the classroom, according to Lafuente *et al.* (2022), which emphasizes the need for improved first-aid training and preventative measures. Similarly, Leilei *et al.* (2021) show how incorporating intelligent emergency response systems into physical education training may help teachers identify and react quickly. Therefore, empowering PE teachers through training and technology assistance is crucial, even when individual signals may be modest.

The study's findings will help the Higher Education Institution administrators by encouraging them to conduct seminars and training on emergency preparedness and basic life support, and have a competent and well-trained teacher in the university. Second, the Physical Education program head may assess the capabilities of their colleagues in responding to an emergency and take immediate action to address this problem. Third, PE teachers know their strengths and weaknesses and that their strengths will be maintained and their weaknesses will be addressed. This will give knowledge on how to respond to emergencies and disasters. Fourth, the researcher may study more to provide a comprehensive understanding and implementation of how to become an effective classroom manager and a good person in society in responding to emergencies and disasters. Lastly, researchers of the future. Yildirim and Kaya (2024) found that emergency preparation seminars and first-aid training significantly increase teacher response competency. Additionally, Aldueza (2024) underlines the usefulness of CPD programs for PE instructors, which allow them to evaluate their performance, reinforce strengths, and rectify weaknesses, directly supporting the aims of university administrators, PE program leaders, teachers, and future researchers. Future scholars can use this work as a reference as they expand their understanding of this topic.

2. Literature Review

This study is based on Thorndike's Theory of Connectionism, as defined by Brock (2020), which defines learning as establishing links between inputs and responses via cognitive and behavioral processes. Regarding disaster response, Physical Education (PE) teachers illustrate this notion by tying mental perception of danger to physical action, such as first aid or evacuation. Brock (2020) identifies four types of unit connections—mental to physical, physical to mental, mental to mental, and physical to physical—demonstrating how a teacher's previous experiences and training impact her capacity to behave successfully during crises. This paradigm emphasizes that emergency response is a learned and practiced skill reinforced by repetition and relevance, per Thorndike's principles of preparedness and exercise.

According to Thorndike's rule of effect, activities that result in favorable consequences are more likely to be repeated, whereas behaviors that result in bad outcomes are less likely to occur (Macias, 2024). Reinforcement theory expands on this by demonstrating that praise and rewards stimulate desirable behavior while eliminating negative stimuli promote positive change (Reinforcement Research, 2024; Wang *et al.*, 2021). This supports the use of positive feedback and punishment to enhance learning behavior.

Additionally, the "rule of exercise" postulates that the more often a certain stimulus is exercised or reinforced, the stronger and more stable the relationship between it and its associated reaction becomes. Put another way, behavior is more likely to become habitual and established over time when a person responds to a stimulus by engaging in it frequently. On the other hand, the relationship progressively deteriorates and may finally disappear if the person ceases using that reaction or if reinforcement is no longer given in response to the stimulus. According to Byrne (2023), this concept emphasizes the importance of repetition and consistent reinforcement in the learning process since they cement and sustain taught behaviors, increasing their resistance to forgetting or extinction.

Finally, the law of readiness states that acting when one is physically and psychologically prepared to do so is rewarding. Being forced to perform without preparing may result in disappointment. This rule has major implications for educators since it underlines the importance of tailoring learning environments to students' degrees of readiness. When surroundings are designed to correlate with students' cognitive and developmental phases, their capacity to learn improves, and resistance decreases (Ahmad, 2021).

The value of structured emergency preparedness for educators and school personnel. Al-Asmari *et al.* (2023) discovered that instructors who had received formal CPR and first aid training outperformed their untrained colleagues in emergency response abilities, particularly in addressing frequent occurrences such as choking or bleeding. Similarly, Heylen *et al.* (2023) demonstrated that one-time training is insufficient; repeated refresher sessions are required to retain competency. A national study of school nurses in the United States also found that well-practiced emergency

response plans and qualified workers (for example, in CPR and AED use) significantly improve a school's preparation for life-threatening emergencies. These studies highlight the importance of on-going training, certification, and institutional emergency protocols for ensuring successful responses in activity-based educational environments.

To preserve life, improve health, and raise the spirits of the impacted populace, immediate aid must be given (Papachristos & Kazakopoulos, 2024). Such aid can take several forms, from creating semi-permanent settlements in camps and other places to offering targeted but restricted relief, such as helping refugees with transportation, temporary housing, and food. Initial facility diversion or repairs may also be necessary. According to the 2020 Emergency Response Guidebook, individuals must consider these precautions when responding to an emergency; first, join only when wearing suitable protective gear. Second, rescue and property safety efforts must be weighed against you being part of the issue. Third, set up a command post and a contact line. Fourth, constantly reassess the situation and change the solution accordingly. Finally, first consider the welfare of people in the local environment, including your safety.

Lifesaving involves rescue, resuscitation, and first aid. It mostly refers to water safety and rescue, although it may also cover ice rescue, flood and river rescue, swimming pool rescue, and other emergency medical services (Bhatt *et al.*, 2021). Moreover, people need to learn about emergency preparedness for threats that can threaten their region and train them in basic life-saving disaster response skills, such as fire protection, light search and rescue, team management, crisis care operations, disaster psychology, and terrorism.

Actuation is the act of putting into motion. A person will act in a particular way if an emotion prompts them. Furthermore, the fundamental S-R paradigm in behavioral psychology, which holds that learning is the result of correlations between stimulus and response—is reflected in Thorndike's learning theory. The S-R theory paradigm also featured trial-and-error learning, where incentives drive some reactions to become more dominant than others. Like all behavioral theories, connectionism is characterized by the ability to precisely characterize learning without referring to any intangible internal states (Brock, 2020).

In everyday speech, the term experience might instead be used to describe one's degree of proficiency or understanding, either broadly or specifically, according to Jung and Newen (2020). Experience in this sense often relates to know-how rather than propositional knowledge (that is, training received on the job instead of studying from books). In this case, it is about the instant impression of events rather than experience. Specifically, Julius Caesar is credited with saying that experience is the best teacher in *De Bello Civile*, the Civil War commentary. These simply state that you will acquire more information and abilities the more experience you have.

Because of the movement of plates and their rocks along the fault or plate boundaries, earthquakes move the earth's crustal blocks. Furthermore, rocks under stress gradually absorb pressure-related energy. The rock breaks when the tension is greater than its strength. Seismic waves are released as the strain's energy. A big earthquake is

more likely to occur when energy is trapped and stored without release (Neely, Salditch, & Spencer, 2022).

Furthermore, an earthquake will strike without notice (Minson *et al.*, 2019). However, after a major earthquake has occurred, secondary shocks can lead to further earthquakes. The speed of the onset of the earthquake will typically be abrupt. As a result, earthquake-prone regions are usually clearly marked and delineated. The main causes of significant effects and repercussions include slippage, fracture, and land movement. Earthquakes cause a large number of fatalities because of the lack of notice.

A flood is a body of water overflowing a river. Some severe natural catastrophes over a drainage basin are linked to floods. Furthermore, floods are defined as comparatively large flows that exceed the natural runoff pathways (Mangidi *et al.*, 2021). The level at which the water flows through the streams is called the stage of the channel. The stage of the river is high during the flood. Usually, the river's water overflows its banks during a storm.

According to Ghandour *et al.* (2020), incidents were not only brought on by current and inadequately managed human, situational, and environmental factors (such as incorrect tool and machinery use, inadequate availability or use of protective gear, unfavorable working conditions, poor maintenance, and procedural errors). In addition, an accident is something that occurs without planning. Meanwhile, victims and their families, friends, and employers, employee morale, lost time from injuries, medical expenses, training and replacement time, facility damage, equipment replacement or repair time, lost production time, spoiled goods, accident investigation time, and downtime, lost customers, negative publicity, etc. are all examples of the direct and indirect effects of injuries.

Few studies have been conducted on the emergency reaction and readiness of physical education (PE) instructors, even though natural disasters are becoming more frequent and severe in the Philippines, particularly in Mindanao. Studies emphasize the value of disaster and first-aid training in schools (Heylen *et al.*, 2023; Al-Asmari *et al.*, 2023). However, few concentrate on the particular skills that PE teachers need to teach during active class sessions in high-risk settings. Although smart technologies and CPR training have been suggested as alternatives (Leilei *et al.*, 2021; Yıldırım & Kaya, 2024), there is little proof of their efficacy in physical education settings. This gap restricts the creation of focused programs to increase PE instructors' preparedness for actual emergency scenarios.

Despite the rising frequency of catastrophes such as earthquakes and floods, disaster preparedness among Physical Education (PE) instructors is inadequate, particularly in high-risk areas such as Mindanao (Lafuente *et al.*, 2022; Olmos-Gómez *et al.*, 2021). While global frameworks encourage resilience, regional, discipline-specific training is frequently unavailable (UNDRR, 2022). Given their frontline role, PE teachers require lifesaving abilities, but many lack the training and confidence to respond properly (Pelone & Sanchez, 2024; Heylen *et al.*, 2023). This study emphasizes the critical necessity for formal emergency training in teacher development programs to bridge this gap.

The researcher was interested in their experiences in responding to earthquakes, floods, and classroom accidents. The research questions in this study are as follows: What are the skills in responding to emergencies acquired by PE Teachers? What experiences have they encountered in responding to emergencies? What were their reactions and actuations when the situation occurred? What learnings are derived from the experiences in responding to the situations?

Physical Educators must be competent and have adequate capacity to respond to emergencies since first aid is one of the main subjects that the PE / MAPEH major graduates undergo (Medeiros *et al.*, 2023). However, the previous year, the island of Mindanao suffered from various kinds of disasters, such as flooding and earthquakes. Still, some of the physical educators did not know how to respond to this emergency. Often, even in their schools, certain teachers can not apply first aid when injuries have arisen and only rely on the school clinic, so most of them panic right away, particularly when they see blood on the patient or student. Therefore, this study aims to identify the PE teachers' experiences and their reactions towards each incident.

3. Materials and Method

The phenomenological method sought to illuminate specific events and phenomena based on the experiences of PE instructors reacting to disasters. This generally requires gaining deep information and viewpoints using inductive, qualitative processes like interviews, discussions, and participant observation and then articulating them from the perspective of the research participant(s).

The participants comprised ten (10) Physical Education teachers in the higher education institutions in Davao del Sur and Davao City. The decision to include just ten (10) in-depth interviews for Physical Education instructors from higher education institutions in Davao del Sur and Davao City is based on the principles of qualitative research, which prioritizes depth over breadth (Creswell and Poth, 2018). They can be full-time or part-time faculty with at least two years of experience teaching Physical Education subjects. In this study, the researcher interviewed four full-time faculty of members and six part-time teachers. However, in this study, the researcher concentrated on the experiences of physical education instructors in responding to disasters. Physical Education teachers at higher education institutions have at least 12 units of teaching load per semester of physical education subjects.

A phenomenological framework necessitates a somewhat uniform set of participants (Creswell, 2007). As a result, in a phenomenological study, participants must have firsthand knowledge of the topic under investigation. Purposeful sampling is commonly employed in qualitative research to pick people with relevant experience, providing a better understanding of the phenomenon (Creswell & Poth, 2023).

The study included Physical Education instructors currently engaged in higher education institutions in Davao del Sur and Davao City who had prior expertise or engagement in addressing emergency circumstances in their classrooms. Participants had to readily offer informed permission and be available for interviews or data-

collecting activities. Teachers with no relevant expertise in emergency response or first aid, those teaching outside the defined locations, and those who refused to participate were excluded from the research. Participants were informed that they could withdraw from the study at any moment without penalty or having to justify. In the case of withdrawal, all gathered data will be handled in compliance with ethical principles and the participant's requests for its usage.

The tools used were selected based on the study's research objectives, and the questionnaires were verified. The instruments used in this study were chosen to match the research aims, and the questionnaires were validated by specialists from both within and outside the institution, with an average validation score of 8. In addition, the researcher obtained clearance from the University's Ethics Review Committee (ERC) before distributing the questionnaires.

The researchers used a qualitative research method, specifically the phenomenological design. In qualitative research, non-numerical data is collected and analyzed to better comprehend concepts, opinions, or experiences. It can be utilized to understand a subject in-depth or to develop fresh research ideas (Bhandari *et al.*, 2020). The researcher employed phenomenology as a design of the inquiry. Phenomenology is a qualitative research approach that examines the common qualities of a group's lived experiences. The approach's primary goal was to generate a description of the nature of the incident in issue. This strategy allowed researchers to determine the universal meaning of events, circumstances, or experiences, resulting in a better comprehension of the phenomena (Creswell *et al.*, 2013).

Colaizzi *et al.* (1978) established the seven-stage data analysis method, keeping each phase faithful to the data. The outcome was a brief yet complete description of the issue under examination, which the developers validated. The technique is based on comprehensive first-person descriptions of experience, which can be collected in various forms, including written narratives, blogs, research diaries, and online interviews. According to Morrow, Rodriguez, and King *et al.* (2015), Colaizzi's descriptive phenomenological approach is as follows:

Before the interview, each participant was given a Consent Form to complete. Due to the COVID-19 pandemic, the interview was done via Google Meet. The interview was recorded using the Google Meet platform, and the material was saved to Google Drive. The data was uploaded to a computer and played back to enable transcription. The data were categorized into themes and sub-themes, and the literature was used to support the conclusions. Finally, the study's results were documented.

The data transcription was read and reread after the transcription to achieve familiarization with the themes and the individuals' experiences. Then, remarks in the transcripts that were directly relevant to the topic under investigation were marked. The meanings of the phenomenon were then interpreted. To be authentic to the phenomena as experienced, the researcher "brackets" their preconceived notions.

The observed implications were categorized into themes that persisted across all stories.

4. Results and Discussion

This presents the baseline data from the in-depth interview and the related analysis. This section is based on the statement of the problem: skills of PE teachers in responding to emergency situations, experiences encountered in responding to emergency situations, reactions and actions during the emergency situations, and learnings derived from their experience. Data were gathered using in-depth interviews.

4.1 Skills Acquired by PE Teachers in Responding

Schools are where students spend most of their weekdays. During emergency situations, teachers become a vital role in the survival, and the state of students' well-being. For PE teachers, responding appropriately to typhoons, earthquakes, and other natural disasters decreases the likelihood of incidents like injuries and accidents. Although initially, this part of their training is because PE classes involve increased physical activity, skills acquired in responding to these emergency situations allow them to be one capable responders in emergency situations that may occur in the middle of a school day. Based on the findings presented in Table 1, the skills acquired in responding to emergency situations emerged to have three major themes: First Aid Skills, Medical First Response, and the community emergency response team training.

Table 1: Themes on the skills acquired in responding to emergency situations

Themes	Core Ideas
First aid skills	Dapat first aid gyud mam, how to save people from drowning. (IDI 8)
	Yes, first aid kadtong college. The proper way of responding to different emergencies. (IDI 1)
	The proper way of performing the CPR, the use of different bandages, first aid. (IDI 2)
	Kanang dapat naa gyud first aid kit. Nay andam na bandage, tapes, alcohol ug uban pa.. (IDI 7)
Medical first response	Yung bandaging na part... Especially kadtong magcarry ng patients... (IDI 2)
	Naay sugatan or masamaraan i.carry.... Medical First responding technique (IDI 3)
	Ug nay bangga, dapat kabalu unsaun paghandle ang lawas, labaw na ang ulo. (IDI 7)
Community emergency response team training	Dapat abtik, katung nay sunog sa silingan, tabangay tanan (IDI 4)
	Na-learn nako siya, bag-o lang na magtawag ug 911. Para makatabang. (IDI 2)
	Kanang dapat ang mga taga barangay murespond dayun, tabangay tanan labaw na ug sunog. (IDI 6)

- **First aid skills**

The immediate, urgent treatment provided to someone who has sustained a little or major illness or injury is known as first aid skills. During the interview, the participants recalled the experiences they had with the different trainings they had attended in response to emergency matters. Participants 1, 2, and 3 recalled that during their college days, they completed the training in First Aid Skills, and there they learned how important these skills are.

“Yes, first aid kadtung college. The proper way of responding diba, kadtung gitudluan ta how to properly to treat wounds or carry the patient. Mura siyag pina-911. Basic first aid and life support training.”

(Yes, it was first aid during college. The proper way of responding, how to properly treat wounds or carry the patient. Just like 911, Basic first aid and life support training.) IDI 1

Participants highlighted the importance of acquiring first aid skills, such as saving people from drowning and responding to various emergencies effectively. Moreover, emphasis was placed on knowing the proper techniques for CPR, using different bandages, and having a well-equipped first aid kit. The participants also shared that:

“The proper way of performing the CPR, the use of different bandages. Kapag naay mga wounds, how to treat the wounds.”

(The proper way of performing the CPR, the use of different bandages. If there are wounds, how to treat the wound.) IDI 2

From this sharing, the participants also pointed out the importance of First aid training in our daily lives. Further, it can also be noted that other skills, like specific medical practices in responding, also have the minimum requirements. One cannot just hold someone who was in a road accident.

Yes, First Aid. Unsaon pagtabang ang nalumos.

(Yes, First Aid. How to save people from drowning.) IDI 8

Kanang dapat naa gyud first aid kit. Nay andam na bandage, tapes, alcohol ug uban pa..

(Make sure to have a first aid kit. There should be bandages, tapes, alcohol, and others ready.) IDI 7

When head injuries are observed, the proper way of handling and transporting the victim is important. Participant 9 shared that:

Yes, kaning Basic First Aid and Life Support training. Kanang unsaun pagrespond ug nay head injury. Na dapat dili dayun gunitan ug pataka, kay pwede na makacause ug complications. Imbis mabuhi, matiwasan hinuon.

(Yes, in Basic First Aid and Life Support training, it is essential to know how to respond to a head injury. It should not be taken lightly or ignored, as it can lead to complications. Instead of surviving, one might end up worsening the situation.) IDI 9

The viewpoint of Anderson *et al.*, (2011) on First Aid Skill Retention of First Responders within the Workplace, which is supported by the participants' sharing, is that to enhance emergency response and results, first aid needs to be properly taught to a wide range of people in the community, workplace, and healthcare setting. Moreover, accurate teaching and retention of first aid are vital as they ensure that individuals learn and remember how to respond effectively in emergencies, ultimately increasing the chances of providing timely and life-saving assistance.

The findings align with Lubis and Nugroho (2021), who indicated that PE teachers have special supporting skills for handling and giving first aid. These first aid skills allow a PE teacher to respond to various physical injuries and accidents. To some extent, these skills include specifics like dental trauma first aid and many more (Trabelsi *et al.*, 2019). Furthermore, students spend more time in school, and teachers must have the ability to respond to emergency needs. This is true at all levels of education: primary, secondary, to higher education. Teachers have a responsibility both to their students and their co-workers. They become work first responders; hence, it is relevant that they undergo a high level of first aid training (O'Connor *et al.*, 2024).

- **Medical First Response**

A medical first responder plays a vital role in the chain of emergency medical care, providing immediate assistance, critical interventions, and compassionate support to those in need. The participants recalled what specific lifesaving skills they did during the training. They also shared that:

Meron, yung bandaging na part... Especially kadtong magcarry ng patients...

(How to carry the person who experience accident or any kind of injuries.) IDI 2

When it comes to carrying injured patients, as the participants shared, proper bandaging techniques are crucial to ensure their safety and comfort during transport. Whether the individual has wounds or injuries, the way they are carried can significantly impact their condition.

"Example naay sugatan or masamaman i.carry.... Medical First responding techniques and strategies."

(Example, if ever someone was injured, I can help and carry them. First aid techniques and strategies.) IDI 3

Participant 3 also gives emphasis when responding to medical emergencies and carrying injured individuals, specific techniques are essential to ensure the safety and well-being of the patient.

“Ug nay bangga, dapat kabalu unsaon pag handle and lawas, labaw na ang ulo.”

(If there is a collision, one should know how to handle.) IDI 7

In the event of a collision, participant 7 also shares that knowing how to handle the body, especially the head, is crucial to prevent further injury and ensure the well-being of the individual.

The result of the study is aligned with Chondekar (2019); teachers play a critical role in the classroom, particularly in disaster education. School teachers must be aware of disasters and their implications to deal with them at school. However, teachers from diverse backgrounds must be taught different materials in the same course to achieve the same level of disaster preparedness and associated knowledge. This statement agrees that participants' involvement in any lifesaving skills is critical and that the abilities they learn during training will be valuable in the event of an accident.

4.2 Experiences Encountered by PE Teachers in Responding to Emergency Situations

As presented in Table 2, the experiences encountered by PE teachers upon responding to emergency situations are found to be represented by three major themes: experiences of hunger and sacrifice, fear for life and safety, and bruises and pains.

Table 2: Themes on the experiences encountered in responding to emergency situations

Themes	Core Ideas
Experience of hunger and sacrifice	Katung nay baha sa gravahan, binuntagay bantay sa tubig, way kaun. (IDI 2)
	Kung magresponde, sacrifice gyud life, labaw nag sunog nah,suong gyud sa init. (IDI 4)
	Grabe ang sakripisyo, cge lang basta makatabang sa silingan na nabahaan, (IDI 5)
Fear for life and safety	Sa school, nabuak tong sa glass sa bulletin board sa kilid sa faculty sa gawas. Hadlok kaau basi maigo mi (IDI 9)
	Sa gym man tu, daghan kaau tao,tapos naglinug, tabang crowd control (IDI 3)
	Tung nasunugan among silingan, unya nabilin sa sulud ang bata, gitabangan namog sulud maski init (IDI 6)
Gained bruises and pains	Nabun-og ko pag-aayo and then naghubag. Nagswell siya pag.aayo kay naigo sa door pagsulud nako. (IDI 8)
	kanang nangasamad ug dut2x sa semento sa mall kanang mga bitak2x small debris, kanang naga-close open ang lights. (IDI 3)

- **Experience of hunger and sacrifice**

One of the many things teachers have encountered in an emergency situation is hunger and thirst. To sacrifice time and physiological needs to help the community or to help oneself. As Participant 2 recalled their encounter in a flash flood, she was both mentally and psychologically challenged. Respondent 2 shared:

“Katung nay baha sa gravahan, binuntagay bantay sa tubig, way kaun.”

(When there was flood, it was until morning, no meal.) IDI 2

In a flash flood as well, participant 5 shared how they recognized that they sacrifice their lives as they respond to such situations. They understand how valuable life is, their own and others, but the duty associated with the knowledge they have gained has pushed them into action. As they shared this, all of the participants' narratives agreed that dangers and sacrifices are worth it if it is to save a life and make others safe and more comfortable.

"Grabe ang sakripisyo, cge lang basta makatabang sa silingan na nabahaan."

(The sacrifice, but it's okay as long as I can help my neighbor who got flooded.) IDI 5

From this, they sacrifice personal time, energy, and working or responding in long, stressful hours at the expense of their own well-being. Participant 4 faced a critical situation involving a fire emergency. They recalled knowing full well that they were risking their life, but they withstood the heat of fire for the sake of helping those in risky situations.

"Kung magresponde, sacrifice gyud life, labaw nag sunog nah, suong gyud sa init."

(If we respond (to emergency), we sacrifice our life, especially in fires, withstand the heat)
IDI 4

From this sharing, it is apparent that participants have faced sacrifices and challenges in various critical situations. In the face of a risky situation, hunger and sacrifice seemed less of an encounter, knowing that they helped others just by enduring the impermanent situation. The willingness to endure prolonged and unpredictable emergencies, physical fatigue, irregular meals, and discomfort reflects the unwavering commitment of the participants. As first aiders, sacrifice is expected. In a school setting, O'Connor *et al.* (2024) agree that teachers must prioritize the students. In any life-threatening event, the teachers must seek to ensure that students are safe and protected. Fear for life and safety. From the participants' sharing, they emphasized that they encountered fear that extends beyond concerns for their physical harm or the risk of losing their lives. Their fear also encompasses the fear of their students and those closest to them being harmed. Participant 9 talked about how an earthquake damaged a glass bulletin board. While in the middle of the natural disaster, they were vigilant for their surroundings, accounting for a broken bulletin board as hazardous for everyone present.

"Sa school, nabuak tong sa glass sa bulletin board sa kilid sa faculty sa garas. Hadlok kaau basi maigo mi."

(At school, the glass on the bulletin board outside of the faculty was broken. I fear, it would fall on us.) IDI 9

Another participant, R3, recalled an earthquake occurring in a crowded gymnasium, which necessitated quick thinking to manage the crowd and ensure safety.

"Sa gym man tu, daghan kaau tao,tapos naglinug, tabang crowd control."

(It was in the gym, there were a lot of people, and earthquake happended, (I) helped in crowd control.) IDI 3

Participant 6 shared their experience of assisting in a fire incident in their neighborhood, where a child was trapped inside the burning house. Despite the heat and risk, they joined others to rescue the child.

"Tung nasunugan among silingan, unya nabilin sa sulud ang bata, gitabangan namog sulud maski init."

(My neighbor's house was on fire, their child was inside, we helped and went inside despite the heat.) IDI 6

These experiences highlight the deep sense of responsibility and bravery that teachers and community members show during emergencies. They reveal an intense concern for the safety and well-being of others, even while facing personal risks. The findings align with Kauffman and Van Horn (2021), who indicated that teachers are empathic and, to some extent, do lend a hand to those in need.

- **Gained Bruises and Pains**

Other emergency situations reported by the participants include incidents in the classroom, such as a student sustaining an injury while participating in a class activity. Upon hearing and seeing the situation, they not only feared for the student's life but also for others who were still engaged in their activities. The immediate urgency of the situation demands first aid.

"Nabun-og siya pag-ayo and then naghubag. Nagswell siya pag.aayo."

(He was bruised badly and then swollen.) IDI 8

In another event, while navigating an establishment after an earthquake, Participant 3 recalled going home with bruises and scrapes all over their shoulders.

"Kanang nangasamad ug dutdut sa semento sa mall kanang mga bitak-bitak small debris, kanang naga-close open ang lights."

(We got wounded got scraped by the cement wall, got hit by debris and the broken lights.) IDI 3

There are various situations encountered by teachers, not limited to flash floods, earthquakes, and many more. These diverse encounters underscore the unpredictable nature of emergencies and highlight the need for thorough preparation, including first-aid training, disaster response planning, and fostering resilience among educators. The experiences shared by teachers serve as a vivid reminder of the critical role they play in safe guarding lives during crises.

4.3 PE Teachers' Actions when an Emergency Situation Occurs

As presented in Table 3, PE teachers' reactions and actions during emergency situations are encapsulated by three major themes: Feeling of fear and anxiety, Staying calm, Keep focus and presence of mind.

Table 3: Themes on the actions when the situation occurred

Themes	Core Ideas
Feeling of fear and anxiety	Di lalim uy, kulba kaau, Kulba. Super duber kulba. Kanang Shocked. (IDI 7)
	Sa kakulba, Kay mawala man gud ka sa imong passing. (IDI 8)
	Nag-panic ko na in a sense na nakulbaan ko, nahadlok ko. (IDI 6)
	Na-shock and at the same time my anxiety increased. (IDI 1)
Staying calm	Kalma lang ko. Na-anticipate na nako (IDI 9)
	Yes. Makatabang gyud ng pagiging kalma. (IDI 8)
	Calm na in the sense na siguro, natawid ko ang ganun na situation. (IDI 6)
	Kalma lang man jud ko. Dili man ko dali ma-panic. (IDI 4)
Keep focus and presence of mind	Kadtong flooding, ah ok ra man kay murag natural nalang man kay permente man nahitabo. (IDI 8)
	Pagstart sa earthquake sa mall, presence of mind gyud, gipangita na nako akong mga anak. (IDI 6)
	I have to breathe, siguro mga ilang minutes. So that magsulod pa siya sa akong huna-huna para mu-process pa siya (IDI 2)

- **Feelings of Fear and Anxiety**

Being equipped is not sufficient to prepare any one individual to feel no fear in the face of an immediate danger. This is given emphasis by the participants. Participants 6, 7, and 8 emphasized how high-stress situations lead to heightened anxiety and fear. Although they have received training, the feeling of imminent danger and potential loss of life is a natural response. The management of these emotions determines the decisions that lead to their subsequent actions. For Participant 6, the internal struggle to ensure one's safety for the sake of their children or to risk oneself to save those who are in immediate danger is overwhelming.

"Nag-panic ko kay naa koy mga anak. Murag ang akong gihunahuna kay ang safety nila gyud. Nga kanang basig ma-igo sila or ma unsa sila... Panic na dili ingon halata na panic. Nag-panic ko na in a sense na nakulbaan ko, nahadlok ko."

(I panicked because I was with my children. What I think about is their safety, really. That maybe they'll get hurt or whatever... Panic, that's not as obvious panic. I panicked in the sense that I was nervous and scared.) IDI 6

From this sharing, the participants indicate that their initial reaction to an emergency is like many others, profound fear, shock and unnerving nervousness. This is emphasized by participants 6 and 7. As participant 7 said:

Kulba. Super duber kulba. Kanang Shocked.

(Nervous. Super nervous. I was shocked.) IDI 7

In carrying this surge of feelings and shock, participants recalled how it affected their decision-making in a critical situation. Understandably, these emotions evoke physiological responses like palpitations and shortness of breath, which may impair physical actions. Other consequences include delayed responses resulting from hesitation, loss of focus due to anxious thoughts, and clouded judgment. This experience is true for all of the participants. Fortunately, the previous training had allowed them to recount these consequences.

"Of course not. Kay mawala man gud ka sa imong passing. It would really make you panic and of course it affected your flow of thought."

(Of course not. It would really make you panic and of course it affected your flow of thought.) IDI 8

In the statement shared by Participant 8, their previous training has already recounted all of the possible bodily reactions to unpredictable and high-pressure scenarios. The awareness allowed them to anticipate these feelings while also recognizing that an overwhelming situation disrupted one's ability to think clearly. Hence, in the state of a high-pressure situation, like many others, these emotions are felt. And in those situations, the bodily and outright reaction to this is fear. Weiner (2019) indicated that the state of fear is a normal psychobiological reaction to an immediate danger or uncertainty, and this is evolutionary. This also accounts for individual differences in the sensitivity and reciprocity to high-stress situations.

The findings also support Salita *et al.* (2021), who indicated that fear and anxiety are associated with a lack of preparedness. It was found that in the Philippines, the majority of the teachers and students do not entirely embrace Disaster Risk Reduction and Management (DRRM). Hence, when the situation arises, people become confused by the situation.

- **Staying Calm**

Participants shared that they most calmly navigated through the situation in the face of an actual danger, be it from natural disasters or flash flood situations. The awareness from prior training has allowed the participants to anticipate the physiological reactions that stem from shock, anxiety, and fear. It led the teachers to recognize how the management of these overwhelming emotions helps them regain focus and respond effectively despite the initial mental confusion. Participant 4 shared that in the face of an emergency situation, they calmly respond.

"Kalma lang man jud ko. Dili man ko dali ma-panic."

(I'm just calm. I don't panic easily either.) IDI 4

The same is true for Participant 9. They not only anticipated their own bodily reactions but also the reactions of their students. Being calm becomes a critical skill that allows them to respond effectively, it reassures students that the situation is under control and reducing panic. Participant 9, said:

"Sa mga ingon ana na physical activities. Kalma lang ko. Na-anticipate na nako kay grabe ang energy sa mga bata ato that time."

(In such physical activities, I'm just calm. I already anticipated it because the energy of the students at that time was at its peak.) IDI 9

Further, participant 6 shared and recognized that the overwhelming internal struggle was present. Although once the situation is over, their blood pressure rises. Still, this is a normal reaction to a stressful situation.

"Calm na in the sense na siguro, natawid ko ang ganun na situation. Pero yung sa akin talaga grabe ang kakulba dili jud makaya. Murag wala koy choice kundi himuon ko to kay kung dili mas mag-panic sila. After that, nitaas akong bp (blood pressure). Nagpalpitate ko."

(Calm in the sense that maybe, I crossed such a situation. However, my nervousness was on its peak. I can't handle it. It seems like I have no choice but to do it because otherwise they will panic more. After that, I my BP (blood pressure) raised. I was palpitating.) IDI 6

From the statements above, it can be understood that a calm demeanor led the participants to effectively respond and navigate through the situation by reducing panic. From the sharing, the participants revealed that they are not easily panicked as well. This disposition highlights the vital role of mental preparedness and previous training. Aside from this, from the emotional contagion, calmness, for the most part, allows teachers to

influence students' disposition. In an emergency situation where panic and tension may escalate the severity of the situation, calmness somehow serves as a stabilizing force.

The findings align with Schildkraut and Nickerson (2020); teachers who have undergone training on emergency preparedness, like drills, help teachers anticipate the events that follow a calamity or accident. These teachers are more likely to have a calmer composure than their counterparts. Also, in times of emergency, there is higher conformity.

Hence, should panic arise in a classroom or school due to a natural disaster or accident, there is a tendency that previous drills might not work.

Further, PE teachers are among those which Chen (2020) described as having manifested high emotional activation but are able to successfully navigate against conformity. The participants did not allow panic and fear of students, and their psychobiological reactions prevented them from maintaining a calm disposition. This allowed teachers to effectively lead students into safety.

- **Keep Focus and Presence of Mind**

One of the many reactions faced during emergency situations includes focus and presence of mind. In some situations, when certain calamities are recurring, one could only do more. Participant 8 shared their encounter with a flood. Flooding has been recurring, with its unpredictability and persistence, preparedness and presence of mind are fostered still. The presence of the mind allows adaptability or flexibility, should the opportunity for further action because of the situation arise.

"Sa earthquake, napa-duck pa nako ang mga estudyante then ako dayon silang gipalakaw. Kadtong flooding, ah ok ra man kay murag natural nalang man kay permente man nahitabo. Nanghakot rag gamit then dala ligo2x sa baha. Then sa incident sa school, relax lang pud kaayo ko.. and then gitagaan nako siya'g first aid. Then pagkahuman nako, gipahugas nako siya'g kamot then akong giditso sa clinic."

(In the earthquake, I even ducked the students, then I immediately let them go. During flooding, it was ok since it seemed natural to me coz it always happens. I just carried our things out of the house. In the incident at school, I was just relaxed. I gave him first aid, afterwards I let her washed her hands, then went to the clinic.) IDI 8

Participant 8 also shared about their experience encountering an earthquake in the middle of the class. They led the class into the proper duck-cover-and-hold protocol. This protocol is associated with training for every staff member in any institution, and the participants seemed to have been successful.

Additionally, participant 6 described how he was able to make sure their parents and kids were safe after an earthquake that occurred in a shopping center. They went to the closest exit while holding onto their loved ones and kept a close eye out for any falling objects that may hurt them. This demonstrates the situational awareness and prompt

decision-making necessary to maintain concentration and composure throughout a natural disaster.

“Pagstart sa earthquake sa mall, presence of mind gyud, gipangita na nako akong mga anak. Gigunitan na nako daan, then akong parents pud. Then, mas duol man mi sa exit na pa carpark so didto nami ni-agi. Pero nagtan-aw gihapon mi kay nangahulog na ang mga semento2x sa mall... Kadto, ok man siya na experience pero traumatic talaga.

(When the earthquake started at the mall, I was already looking for my kids. I already held on to them and as well as with my parents. Since, we were closer to the carpark exit so we went there. Yet, we were still cautious because there were lots of debris falling. That was a good experience but really traumatic.) IDI 6

In any natural calamity encountered by the participants, hypervigilance and focus are a result of the presence of the mind. The ability to remain focused allows an individual to navigate through their surrounding for risks and emerging risks and take the appropriate actions without being overwhelmed by uncertainty. The heightened state of awareness ensured that they acted swiftly to save their life and their family members. From this, it can be understood that the presence of mind becomes a quintessential asset in managing chaos and ensuring effectiveness in response to disaster.

The findings are supported by Schildkraut and Nickerson (2020), the focus and presence of the mind is higher in level when an individual has prepared for what they are about to encounter. Also, Weiner (2019) indicated that the fight or flight response of the body and the elevated levels of norepinephrine increase alertness and focus. Hence, during emergencies, it becomes hypervigilant; it allows an individual to become more aware of immediate surroundings.

4.4 Learnings Derived by PE Teachers from the Experiences in Responding to Emergency Situations

To have the ability to respond effectively in emergency situations has profoundly influenced the perspective of PE teachers. After becoming volunteers and becoming responsible for the safety of some, the learnings of the participants are revealed by three major themes: Knowledge and skills are an advantage, Community emergency response is essential, Preparedness and focus are vital.

Knowledge and skills are an advantage. Based on their experiences, the participants learned, more than anything, that knowledge develops the skills they need to appropriately and effectively respond in every emergency situation. Regardless if they do it to help others or to help themselves, it is a benefit that one can carry whenever and wherever. This is given emphasis by participants 1, 3, and 8.

Table 4: Themes on the learning derived from the experiences in responding to the situations

Themes	Core Ideas
Knowledge and Skill are an advantage	It is important that you really have the knowledge, para makatabang ka. (IDI 1)
	most important learning jud para ma-apply kung unsa man ang natun-an in terms of emergency. (IDI 8)
	Very important gyud and knowledge ug ang training, mapuslan. (IDI 3)
Community Emergency response is essential	If ever dili nako kaya, I have to seek for (a) professional na magrespond (IDI 2)
	Ang natural calamity dili man nato na mapugngan. Be ready jud. Unya mutabang gyud ta sa uban (IDI 9)
Preparedness and Focus are vital	We have to be prepared. Kailangan meron tayong extra time na dili ta magpanic. (RQ4 MQ4 R5)
	Not to panic. Focus and calmness will really help you in times of ingun ana. (RQ4 MQ4 R6)
	Stay alert and focus. Dili magpadala sa panic (RQ4 R7)
	Yes. Stay calm and then presence of mind naa jud na dapat. (RQ4 MQ4 R4)

“It is important that you really have the knowledge, para makatabang ka... Also, dili lang pud siya for helping others its also to help yourselves... What if, ikaw nanginahanglan ug tabang, knowing that dili tanan tao know how to respond on an emergency. Atleast ikaw, you know yourself and help yourself panahon ng emergency.”

(It is important that you really have the knowledge in order to help. Not just with helping others but as well as for yourself. Like, what if you needed help and knowing that not all the people know how to respond on an emergency... At least you know and can help yourself in those times.) IDI 1

From the statement of Participant 1, knowledge gained from undergraduate training, like specialized programs in first aid kits, ways to properly carry an injured person, and emotional regulation, can help save a person's life. The medical response and proper application of bandages and wound dressing can help oneself as well.

“This is (knowledge) very essential, not only in disasters. But, sa ubang mga incidents diha na mangyari or mahitabo.”

(This is very essential, not only in disasters. As well as with other incidents, that may happen.) IDI 3

Further, participant 3 recognized as well that the skills they have learned from their undergraduate degree are very helpful not only in their classes but also in a variety of disasters. Meanwhile, participant 8 recalled that one of the most important learnings they have gained was how to stay composed and focus amid a high-stress situation.

“The most important learning jud nga to stay composed and focus, para ma-apply kung unsa man ang natun-an in terms of emergency.”

(The most important learning is to stay composed and focused, to apply whatever you have learned in terms of emergency.) IDI 8

The findings align with Schildkraut and Nickerson (2020). It is found that preparations like training are highly relevant in reducing fear among teachers. It teaches them the ability to focus on the next steps in an emergency. Similarly, Lubis and Nugroho (2020) emphasized how relevant it is that PE teachers undergo first aid training for a various emergencies. The knowledge they gain from this does not just benefit their students but also the community. Their role is multifaceted; as such, beyond the emergency for physical activities in the classroom, their responsibilities are associated with the knowledge of the ability to help, save an injured, and lead others to safety.

Community emergency response is essential. Although, indeed, teachers are more likely inclined to spend time at school to tend to their duties to the students, their responsibility as members of the community extends outside of the school. As Participant 2 shared, there remains a limit to what one person can do, PE teachers or school staff; emergency responding involves actions that can help in immediate stabilization of the situation, which may require more comprehensive care and response. As such, community emergency response should be available.

"Ang natural calamity dili man nato na mapugngan. Be ready jud. Unya mutabang gyud ta sa uban."

(Yes, because natural calamity is beyond our control. We should always be ready.) IDI 9

Meanwhile, participant 9 indicated as well that situations like natural disasters like typhoons and earthquakes, these situations are community-wide problems, so the preparation should be a collective effort.

"I've learned that not all accident can be carried (out) by one person by akola lang noh... If ever dili nako kaya, I have to seek for (a) professional na magrespond and aside from that, is dapat talaga you have the sufficient knowledge. You have the sufficient knowledge in order to perform that particular emergency preparedness na mga activity not just makatabang sa imong self, but to help others. Kasi nga, one life is very precious in this world."

(I've learned that not all accidents can be carried out by one person, not just by myself. If ever I couldn't do it, I have to seek for a professional to respond and should have the sufficient knowledge. Sufficient knowledge in order to perform particular emergency preparedness activity/ies, not just to help yourself, as well as to others. Coz' one life is very precious in this world.) IDI 2

PE teachers may be able to respond to immediate dangers associated with the immediate surroundings, but natural calamities impact more than just the students at

school and individual households. This allowed them to realize that an effective emergency response, community-wide initiative, or emergency response preparation is essential.

The findings are supported by Lubis and Nugroho (2020). The ability to be equipped with first aid, medical first response, and emotional regulation amid high-stress situations is highly valuable. And this knowledge extends to personal responsibility to the community. However, as Herera Jr. (2021) indicated, floods are a community-wide problem. In cases like this, volunteers like one or more teachers who volunteer to help are valuable, but alone, they are not enough. Communication with various agencies like the fire department, police, and Disaster Risk Reduction Management (DRRM) is essential. Floods, like other natural disasters, shootings, hunger, and other emergencies, may require more comprehensive care, and various departments must collaborate to provide the most efficient and effective way to assist and remove the danger to the lives of other people.

Preparedness and focus are vital. In an emergency situation, fight and flight is triggered as it is the immediate reaction to any danger or emergency situation. For responders, for PE teachers who respond to emergency situations, preparedness and focus play a pivotal role in effective emergency response. Based on Participants 4 and 6 to remain calm and clear-headed allows the responder to have the presence of mind. Participant 4, shared:

"We have to be prepared. Kailangan meron tayong extra time na dili ta magpanic, and then appreciate the drills na meron tayo. Let's see to it na may plan pa in that particular incident."

(Stay alert and focus. Don't let nervousness get a hold of you, it would ruin everything. Although, you have the pre-requisite skills/learnings about dealing with emergency. It will be useless if you will be panic.) IDI 5

In the middle of a high-stress situation, or in variety of emergency situation. Participant 6 realized that being calm can allow a person to plan out a potential escape to a safer place. Successfully overcoming that experience had allowed them to realize and decide whether or not they should still enter the same establishment or not. This is where preparedness for future outcomes based on previous experience becomes vital.

"Not to panic. Calmness will really help you in times of ingun ana. Kay kung dili man gud ka calm, dili ka makahunahuna unsa imo pwede buhaton... Na-learned pud nako na dili ko muadto ug Gmall."

(Not to panic. Calmness will really help you in those times. Because if you're not calm, you can't think of what you can do... I also learned that I can't go to Gmall anymore.) IDI 6

Similar to this, Participants 5 and 7 also shared that not panicking is key to effective emergency response. Although yes, panic is a natural response to overwhelming situations like typhoons, earthquakes, and accidents, it has detrimental effects on the responders and the well-being of other people involved. Among its many effects are impaired decision-making, confusion, possibly erratic behavior, and ineffective communication, all of which are negative valuations in any emergency situation.

"Stay alert and focus. Dili magpadala sa panic."

(Stay alert and focus. Don't let nervousness get a hold of you.) IDI 7

Preparedness in any situation is highly relevant as it predetermines how an individual might potentially react or behave in a high-stress situation. Preparations range from undergoing training and workshops for emergency response. In the case of teachers, this may include workplace activities, fire and earthquake drills, workshops on wound dressings, and basics of measuring for vital signs. Apart from this, this may also include educating oneself about the fire exits and evacuation in establishments and saving into one's phonebook the list of hotlines for community response.

The findings align with the studies of Herera (2021) and Salita *et al.* (2019), which emphasize the importance of preparedness in developing individuals' competence and confidence in handling emergency situations. Both studies underscore that engaging in regular training, workshops, and drills significantly enhances one's ability to respond effectively under pressure. Apart from this, focus and presence of mind follow through when an individual knows the necessary steps following an emergency situation.

Furthermore, this aligns with Thorndike's (2014) theory of learning and human development. Here, PE teachers are encouraged to continuously foster their ability to perform first-aid, fire, or earthquake drill routines to develop automatic and adaptive responses to high-stress situations and crises. With their experiences, the determined themes of their learning could foster organizational support to assist teachers in professional development. This will not only build competence but also ensure that individuals are better equipped to manage high-pressure situations, fostering resilience and quick decision-making when it matters most.

5. Recommendations

The result also suggests that PE teachers foster collaboration with the community. Understanding the role of others, knowing the correct hotlines for various emergencies, and knowing how to coordinate leads to efficient, effective, and safer responses. Furthermore, it is also pivotal that teachers extend their knowledge and skills to the students. By doing so, the community as a whole becomes resilient, and more will be able to respond effectively.

Lastly, this study's findings have significant implications extending beyond physical education (PE) teachers, impacting all educators and students. Integrating

comprehensive emergency response training into the curriculum is crucial for creating safer and more prepared learning environments. This is not just about reacting to emergencies; it is about proactive preparation and building a safety culture. Other than this, an analysis of cultural and environmental influences on the emergency response ability of PE teachers could also be studied. This allows us to understand how their cultural and traditional values might make a difference in how they respond to various emergency situations.

6. Conclusion

This phenomenological study collected data from ten PE teachers from the Higher Education Institutions in Davao City and Davao del Sur. Based on the findings, various themes are derived which answer the four main objectives cited in the introduction of this paper, namely, skills of PE teachers in responding to emergency situations, experiences encountered in responding to emergency situations, reactions, and actions during the emergency situations, and learnings derived from their experience.

The findings reflected that PE teachers from HEI have undergone training in responding to various emergency situations. This includes first aid training, doing Cardiopulmonary Resuscitation (CPR), and applying medical first response, like application of bandages, tapes, and alcohol. Some of these trainings were from their undergraduate degree, which were part of their preparation for anticipating physical activities associated with their specialization. This training also includes providing care for water-related emergencies (e.g., drownings), vehicular accidents (minor), and fires. Apart from direct participation, they learned about the relevance of community response. In major or community-wide situations, these teachers know the importance of calling for either 911 or the appropriate hotlines for more comprehensive assistance in case of emergencies.

Further, it was also revealed that the participants have encountered various emergencies while teaching at the university, both inside the classroom and in their communities. This situation includes flash floods, fires, earthquakes, physical injuries during class activities, and enduring hunger and thirst as a direct consequence. Their reactions or actual response to the emergency situation are anticipated reactions of any individual in the face of imminent danger, fear, and anxiety. While others remained calm, kept focus and presence of mind, utilizing situational awareness and hypervigilance to navigate successfully through the situation. This reflects how previous training and skills help the teachers anticipate the events following a calamity. Hence, teachers have effectively responded to these situations, reducing conflict, panic, and injury and harm to the students, their immediate surroundings, and themselves.

In conclusion, the findings highlight the vital role of previous and ongoing training in responding to emergencies for PE teachers at the University. The unpredictable nature of calamities or accidents requires an equipped and knowledgeable teacher and staff. Thus, it is emphasized that knowledge and skills gained through continuous training are essential to enable them to help others while keeping themselves

safe. At the same time, while knowledge is relevant in the face of any emergency situation, being prepared and fostering the presence of mind is crucial to any effective response.

In the field of Physical Education (PE), the findings have highlighted how training programs associated with their curriculum provided them with the knowledge and skills to be capable responders. These programs have equipped the PE teachers to respond to a variety of emergencies, including first aid, CPR, and dealing with physical injuries during class physical activities. Hence, it is relevant for higher education institutions to continue training programs for PE educators. It guarantees that aspiring educators are prepared to handle both expected and unexpected crises competently.

In addition, the study emphasizes continuous training beyond the undergraduate level. The participants of this study are PE teachers from the Higher Education Institutions. As emergencies evolve, the knowledge and skills of staff and teachers should also improve. This calls for professional development, such as refresher courses and workshops on emergency response situations. These programs should foster emotional regulation, presence of mind, and the importance of a calm demeanor for more effective decision-making during high-stress situations.

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Supplementary Files (Appendixes)

A. Validated Questionnaire

WERLA. EXPERIENCE OF PHYSICAL EDUCATION TEACHERS IN RESPONDING TO DISASTERS.

INTRODUCTION

You are invited to participate in a research study conducted by **FRELAIN C. BAGASOL**, at the University of Mindanao, because you fit the inclusion criteria for informants of my study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY

This study aims to identify the experiences of the PE teachers and what was their actuations towards each incident.

STUDY PROCEDURES



If you volunteer to participate in this study, you will be asked to participate by answering the survey questionnaire which you can finish in less than 30 minutes.

INTERVIEW GUIDE


Research Question	Guide Questions	Probing Questions
1. What are the skills acquired in responding to emergency situations?	Have you attended trainings on? 1.1 Community emergency response team training 1.2 Basic first aid and life support training 1.3 Medical first responder training 1.4 Emergency medical technician training 1.5 Collapsed structure training 1.6 Basic fire manship training 1.7 Rope safety rescue training 1.8 Water search and rescue training 1.9 Mountain search and rescue training 1.10 Hazardous material training 1.11 Camp coordination and camp management training 1.12 Risk communication training 1.13 Emergency operation center training 1.14 Rapid emergency telecommunication training 1.15 Pre-disaster risk assessment training 1.16 Rapid disaster assessment and need analysis 1.17 Post disaster assessment and need analysis	<ul style="list-style-type: none">When and where does this training happen?Who are the trainers?Who are the participants of this training?What lifesaving skills did you learn from the training/s?What are your ways to master the skills and prepare yourself for possible disasters in the future?Have you use those skills when emergency happen?Are you confident that you perform/demonstrate the skill in _____ in an appropriate way when the emergency happens?Can you demonstrate some lifesaving skills needed in responding to disaster?

1.18 Psychological first aid training		
2. What experiences had you encountered in responding to emergency situations?	Have you encountered	
	2.1 Flooding in your place?	.2.1.1. In what place did you experience flooding? .2.1.2. What type of flooding did you experience? A. Flash Flooding B. Coastal Flooding C. Urban Flooding D. Fluvial/River Flooding
	2.2 Earthquake in your work place during working time?	2.2.1. In what particular place did you experience the quake? 2.2.2. Of what magnitude did you experience? 2.2.3. Was there an aftershock? How many? .2.2.4. What was the extent of damage?
	2.3 Accident during your class?	2.3.1 Where was the accident happen? 2.3.2 What was the cause of accident? 2.3.1 What was the extent of injury/ies? Have you encounter? 2.3.4. Why does that accident happen?
3. What were your actuations when the situation occurred?	3.1 What was your first reaction when this emergency happens?	3.1.1 Does this reaction helps you to stay calm or not?
	3.2 What did you do when the emergency happened?	3.2.1 Have you experience panic during the emergency? Why? 3.2.2 Did you help others? 3.2.3 Did you apply the skills you learn from the trainings?
4. What learning have you derived from the experiences in responding to the situations?	4.1 After experiencing those emergencies what have you learn?	4.1.1 How important is/are your learnings?
		4.1.2 Would you apply your learning in your everyday life?

B. Research Instrument Validation Sheets

 UM <small>The University of Mindanao</small>	<h3 style="margin: 0;">PROFESSIONAL SCHOOLS</h3> <p style="margin: 0;">[/] Main [] Branch _____</p> <p style="margin: 0;">VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE - QUALITATIVE</p>																																										
<p>Name of Evaluator : <u>DR. RODOLFO II M. OSORNO</u></p> <p>Degree : <u>Doctor of Education- Physical</u></p> <p>Position : <u>Education Curriculum and Instruction</u></p> <p>To the Evaluator : <u>Faculty, University of Mindanao</u></p> <p>Position : <u>Professional Schools</u></p> <p>To the Evaluator : Kindly check column which fits your evaluation for the item.</p> <p>RATING: Number of YES marks</p> <div style="display: flex; justify-content: space-between;"> [] 10 Very Good [] 6-7 May be upgraded if revised </div> <div style="display: flex; justify-content: space-between;"> [/] 8-9 Good [] 0-5 For revalidation </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #f2f2f2;"> <th style="width: 70%;">ITEMS</th> <th style="width: 15%;">YES</th> <th style="width: 15%;">NO</th> </tr> </thead> <tbody> <tr> <td>Ethics</td> <td></td> <td></td> </tr> <tr> <td>1. Introduction (purpose, confidentiality, duration and way of conduct and closing components for additional comments) are provided.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>2. Informed consent is included.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Artistry</td> <td></td> <td></td> </tr> <tr> <td>3. Script is included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Rigor</td> <td></td> <td></td> </tr> <tr> <td>5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>6. Questions are stated in the affirmative.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>7. Probe questions are provided.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>9. Questions are stated in clear and simple terms.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>		ITEMS	YES	NO	Ethics			1. Introduction (purpose, confidentiality, duration and way of conduct and closing components for additional comments) are provided.	✓		2. Informed consent is included.	✓		Artistry			3. Script is included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓		4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓		Rigor			5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓		6. Questions are stated in the affirmative.	✓		7. Probe questions are provided.	✓		8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.		✓	9. Questions are stated in clear and simple terms.	✓		10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	✓	
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<p>Title of Approved Research : <u>WERLA. Experiences of Physical Education Teachers in responding to disasters.</u></p> <p>Name of Researcher : <u>FRELAINE C. BAGASOL</u></p> <p>Degree Enrolled : <u>Master of Arts in Education major in Physical Education</u></p> <p>Research Adviser : <u>DR. PEDRITO M. CASTIOLLO II</u></p> <p>Date of Evaluation of Questionnaire: <u>February 24, 2021</u></p> <p>Remarks of the Evaluator : <u>Follow the suggestions and may proceed to interview.</u></p> <p style="margin-left: 40px;"><u>The researcher must prepare an online platform to do her interview if in case the participants are not ready for face-to-face conversation.</u></p> <div style="text-align: right; margin-top: 20px;">  DR. RODOLFO II M. OSORNO Signature of Evaluator Above Printed Name </div>																																											

F-13550-031/ Rev. #0/ Effectivity: February 1, 2019


 The University of Mindanao	<h2 style="margin: 0;">PROFESSIONAL SCHOOLS</h2> <p>[/] Main [] Branch _____</p> <h3 style="margin: 0;">VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE - QUALITATIVE</h3>
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Name of Evaluator : CHARLEMAGNE C. BAGASOL
 Degree : BSED-PEHM
 Position : City Government Department Head I,
Mati City, Davao Oriental
 To the Evaluator : Kindly check column which fits your evaluation for the item.


RATING: Number of YES marks
☐ 10 Very Good ☐ 6-7 May be upgraded if revised
☒ 8-9 Good ☐ 0-5 For revalidation

ITEMS	YES	NO
Ethics		
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components for additional comments) are provided.	/	
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 Name of Researcher : FRELAINE C. BAGASOL
 Degree Enrolled : Master of Arts in Education major in Physical Education
 Research Adviser : DR. PEDRITO M. CASTILLO II
 Date of Evaluation of Questionnaire: March 17, 2021
 Remarks of the Evaluator : Mr. See attached


CHARLEMAGNE C. BAGASOL
 Signature of Evaluator Above Printed Name

J3550-051/ Rev. #0/ Effectivity: February 1, 2019

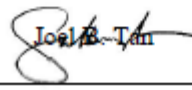
 The University of Mindanao	<h2 style="margin: 0;">PROFESSIONAL SCHOOLS</h2> <p style="margin: 0;">[/] Main [] Branch _____</p> <p style="margin: 0;">VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE - QUALITATIVE</p>
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Name of Evaluator : Joel B. Tan
 Degree : CPA/DBA
 Position : Research Coordinator
 To the Evaluator : Kindly check column which fits your evaluation for the item.

RATING: Number of YES marks
 [] 10 Very Good [] 6-7 May be upgraded if revised
 [/] 8-9 Good [] 0-5 For revalidation


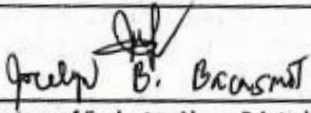
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Title of Approved Research : WERLA. EXPERIENCES OF PHYSICAL EDUCATION TEACHERS IN RESPONDING TO DISASTERS
 Name of Researcher : FRELAIN C. BAGASOL
 Degree Enrolled : MAED-PE
 Research Adviser : Pedrito M. Castillo. EdD
 Date of Evaluation of Questionnaire: Feb. 24, 2021
 Remarks of the Evaluator : Please see comments. Revise your instrument as suggested before administration



 Signature of Evaluator above Printed Name

F-13550-031/ Rev. #0/ Effectivity: February 1, 2019

 UM The University of Mindanao	PROFESSIONAL SCHOOLS <input type="checkbox"/> Main <input type="checkbox"/> Branch _____ VALIDATION SHEET FOR RESEARCH QUESTIONNAIRE - QUALITATIVE																																										
Name of Evaluator : <u>Dr. Jocelyn B. Bacasmot</u> Degree : <u>PhD Applied Linguistics</u> Position : <u>Dean</u> To the Evaluator : Kindly check column which fits your evaluation for the item.																																											
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 Signature of Evaluator Above Printed Name																																											

F-13550-031/ Rev. #0/ Effectivity: February 1, 2019

C. Approved letter to Conduct the Study



Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telephone: (082)305-0645 Local 189

April 22, 2021

IVY V. SIGNGSON, MAED

Program Head - BPE
University of Mindanao
Matina, Davao City

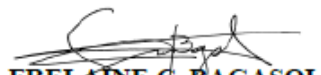
Dear Ma'am:

The undersigned is currently working on her thesis entitled, "**WERLA. Experiences of Physical Education Teachers in Responding to Disasters.**"

In this regard, the researcher would like to request your approval to conduct the study in your area of responsibility. Rest assured that the confidentiality of the data collected will be an utmost priority. Attached herewith is the sample of the survey questionnaire that reflects the topics and questions to be discussed.

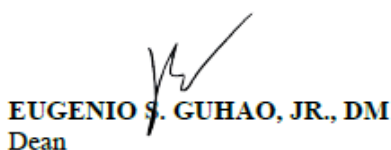
Looking forward to your favorable response on this request.

Respectfully yours,


FRELAIN C. BAGASOL
Researcher


DR. PEDRITO CASTILLO
Research Adviser

Noted by:


EUGENIO S. GUHAO, JR., DM
Dean



Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telephone: (082)305-0645 Local 189

April 22, 2021

DANN IAN G. BROA
Program Head - BPE
UM Digos College
Roxas Extension, Digos City

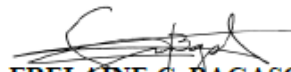
Dear /Sir:

The undersigned is currently working on her thesis entitled, "**WERLA. Experiences of Physical Education Teachers in Responding to Disasters,**"

In this regard, the researcher would like to request your approval to conduct the study in your area of responsibility. Rest assured that the confidentiality of the data collected will be an utmost priority. Attached herewith is the sample of the survey questionnaire that reflects the topics and questions to be discussed.

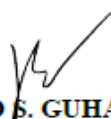
Looking forward to your favorable response on this request.

Respectfully yours,


FRELAIN C. BAGASOL
Researcher


PEDRITO CASTILLO
Research Adviser

Noted by:


EUGENIO S. GUHAO, JR., DM
Dean

D. UMERC Certification



ETHICS REVIEW COMMITTEE (UMERC)

Ground Floor, Professional Schools Building
 Ma-a Matina Campus, Davao City
 Telephone: (082)305-0640 local 189
 umethicsreviewer@umindanao.edu.ph

FORM 2.6

Certificate of Approval

Date June 23, 2021

This is to certify that the following protocol and related documents have been granted approval by the University of Mindanao Ethics Review Committee for implementation.

UMERC Protocol No.	UMERC-2021-161	Sponsor Protocol No	N/A
Principal Investigator/s	FRELAINE C. BAGASOL	Sponsor	N/A
Title	WERLA. EXPERIENCES OF PHYSICAL EDUCATION TEACHERS IN RESPONDING TO DISASTERS		
Protocol Version No.	2	Version Date	June 22, 2021
ICF Version No.	1	Version Date	June 17, 2021
Other documents	N/A		
Members of research team	N/A		
Study sites	Davao City		
Type of review	<input checked="" type="checkbox"/> Expedited <input type="checkbox"/> Full board	Duration of Approval From June 2021 to December 2021	Approved Meeting date: June 23, 2021
UMERC Chairperson	Signature	Date	
NORMELIZA MORALES, Ph.D.		June 23, 2021	

Investigator Responsibilities after Approval:

- Submit document amendments for UMERC approval before implementing them



ETHICS REVIEW COMMITTEE (UMERC)

Ground Floor, Professional Schools Building
Ma-a Matina Campus, Davao City
Telephone: (082)305-0640 local 189
umethicsreviewer@umindanao.edu.ph

Received by: _____

Name

FRELAIN C. BAGASOL

Signature

Date June 23, 2021

- Submit SAE and SUSAR reports to the UMERC
- Submit progress report every ____ months
- Submit final report after completion of protocol procedures at the study site
- Report protocol deviation/ violation
- Comply with all relevant international and national guidelines and regulations
- Abide by the principles of good clinical practice and ethical research

E. Informed Consent Form



University of Mindanao

Informed Consent Form (ICF)

UMERC - 006
Rev. 01 / December 1, 2016
Approved by:

Control No.: _____

University of Mindanao Ethics Review Committee Matina, Davao City

Informed Consent Form for WERLA. Experiences of Physical Education Teachers in Responding to Disasters

Name of the Researcher(s) FRELAIN C. BAGASOL

Institution: UNIVERSITY OF MINDANAO

INTRODUCTION

You are invited to participate in a research study conducted by **FRELAIN C. BAGASOL**, at the University of Mindanao, because you fit the inclusion criteria for informants of our study.

Your participation is completely voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends.

If you decide to participate, you will be asked to sign this form. You will be given a copy of this form.

PURPOSE OF THE STUDY

This study aims to identify the experiences of the PE teachers and what was their actuations towards each incident. Moreover, physical educators are required to be competent and to have adequate capacity to respond to emergencies since first aid is one of the main subjects that the PE / MAPEH major graduates undergo. However, last year, the island of Mindanao suffered from various kinds of disasters, such as flooding and earthquakes, but some of the physical educators did not know how to respond to this emergency. Often, even in their own schools, certain teachers can not apply first aid when injuries have arisen, and only relying on the school clinic, so most of them panic right away, particularly when they see blood on the patient or student.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate by answering the survey questionnaire which you can finish in less than 30 minutes.

POTENTIAL RISKS AND DISCOMFORTS

You may feel discomfort during the course of the interview because of the sensitive nature of the topic being studied. You may opt not to answer questions which make you feel any psychological or emotional distress or you can withdraw as a participant of the study if you feel that you cannot discuss the information that is asked of you. The researchers value your participation and will place your welfare as their highest priority during the course of the study.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study can generate relevant information which can be useful to public and private administrators, human resource managers, and policy-makers. The results, discussions, and findings from this study can spark evidence-based information which can be used by government agencies such as the Commission of Higher Education or even the Administrator of the University of Mindanao. Specifically, the Physical Education Department.



University of Mindanao
Informed Consent Form (ICF)

UMERC - 006
Rev. 01 / December 1, 2016
Approved by:

Control No.: _____

CONFIDENTIALITY

We will keep your records for this study confidential as far as permitted by law. Any identifiable information obtained in connection with this study will remain confidential, except if necessary to protect your rights or welfare. This certificate means that the researcher can resist the release of information about your participation to people who are not connected with the study. When the results of the research are published or discussed in conferences, no identifiable information will be used.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

INVESTIGATOR'S CONTACT INFORMATION

*If you have any questions or concerns about the research, please feel free to contact the researcher at the **Block 4, Lot 4, Dagohoy Street, DDF Village, Mandug, Davao City** through phone number **0948 606 3421 / 0956 146 1092** or through email at f.bagasol.485636@umindanao.edu.ph.*

RIGHTS OF RESEARCH PARTICIPANT

If you have questions, concerns, or complaints about your right as a research participant or the research in general and are unable to contact the research team, or if you want to talk to someone independent of the

RESEARCH PARTICIPANT'S CONSENT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form. I can withdraw my consent at any time and discontinue participation without penalty.

Signature above Printed Name of Participant

Date Signed

To be accomplished by the Researcher Obtaining Consent:

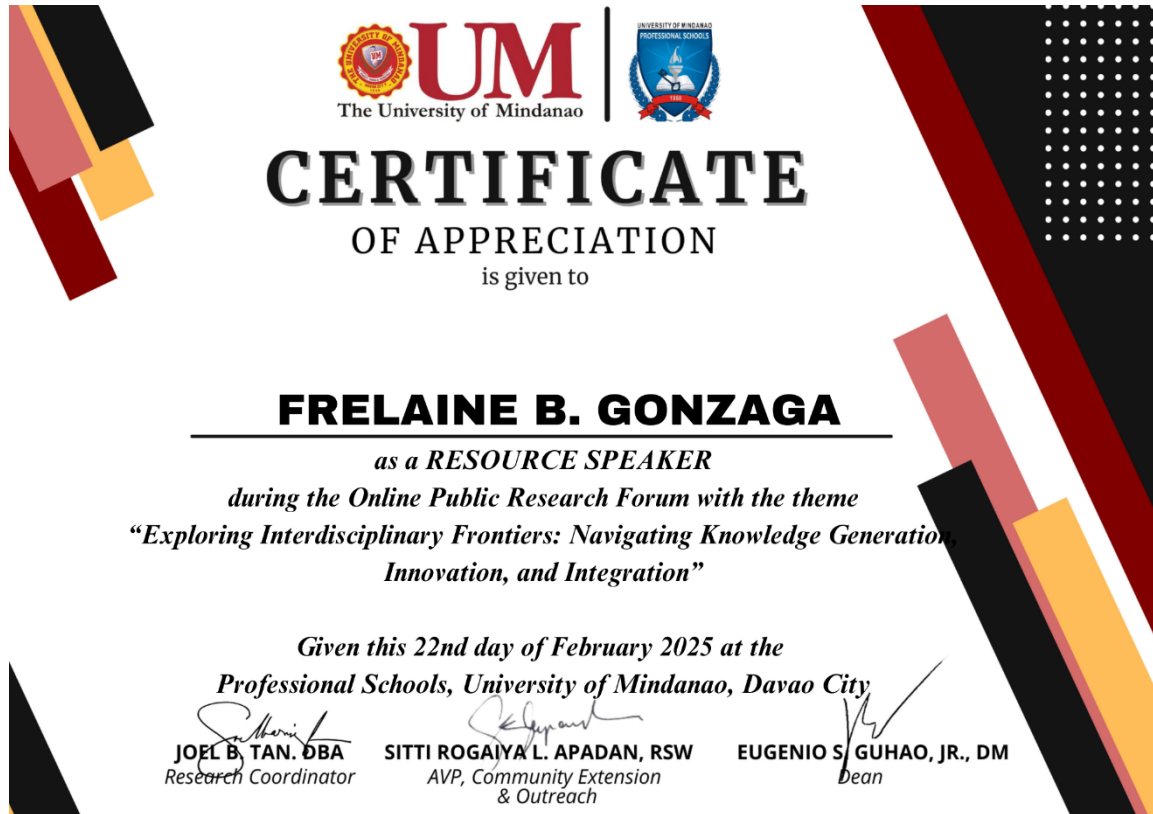
I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this document and freely consents to participate.

FRELAINE C. BAGASOL


Name of Person Obtaining Consent

Date Signed

F. Public Forum Certificate



G. Digital Receipt



Digital Receipt

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Assignment title:	Research Office
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File size:	64.27K
Page count:	36
Word count:	10,270
Character count:	56,329
Submission date:	08-Jul-2025 05:56PM (UTC+0800)
Submission ID:	2709232112

WERLA: EXPERIENCES OF PHYSICAL EDUCATION TEACHERS IN RESPONDING TO DISASTERS

By: FRELAIN B. GONZAGA

ABSTRACT

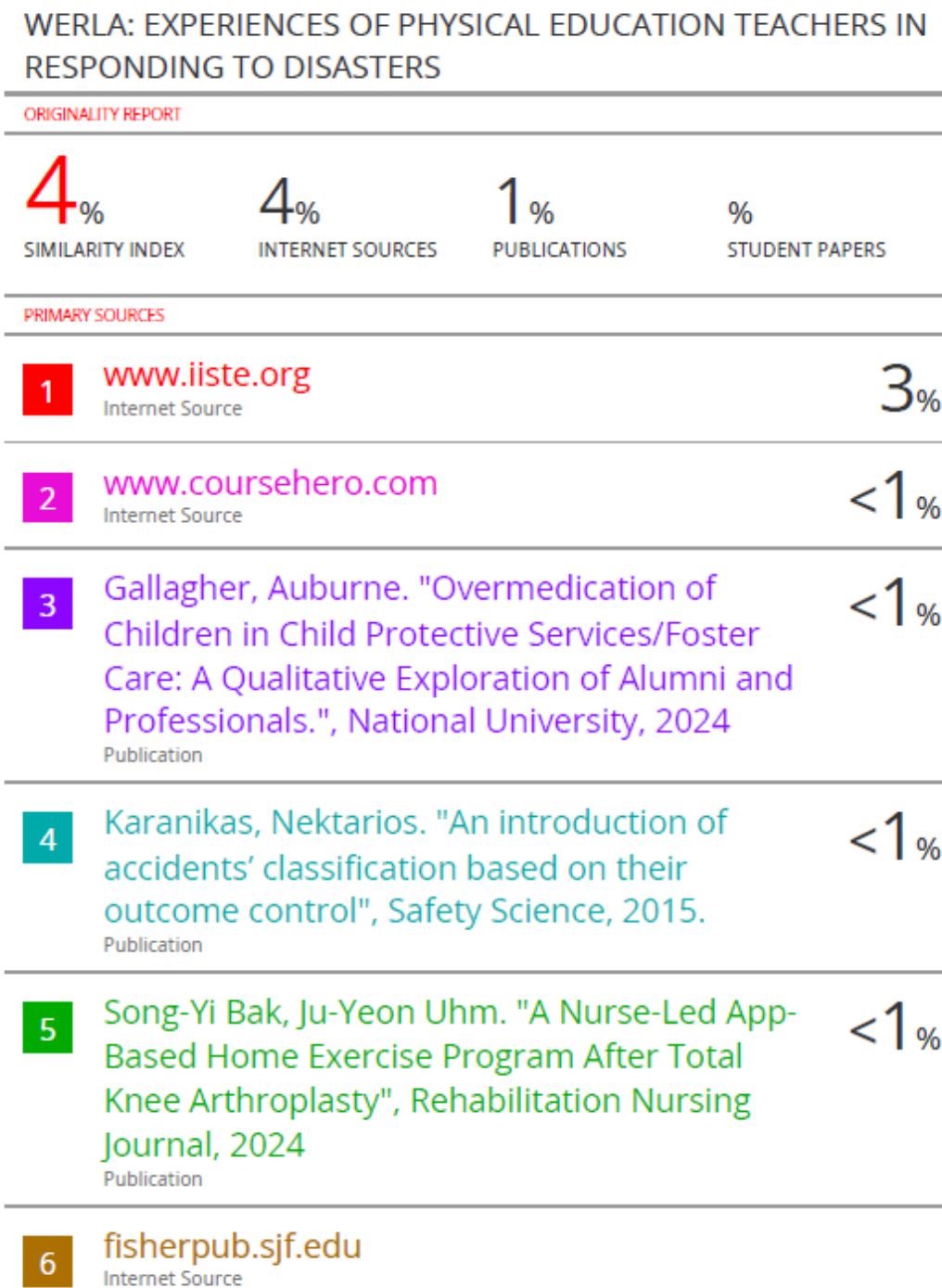
Disasters, whether natural, subtended or unforeseen accidents, are inherently unpredictable and can occur at any time, both inside and outside the classroom. As students spend most of their time at school, the teachers become their primary guardian. Among educators, PE teachers play a key role in emergency preparedness, fostering physical awareness, resilience, and quick decision-making. Hence, this qualitative phenomenological study investigated the experiences of PE teachers in responding to disasters. Data was collected from 10 PE teachers in total utilizing in-depth interviews that were facilitated using an interview guide/questionnaire. The data was analyzed using thematic analysis to uncover themes. Based on the findings, results acquired in responding to emergency situations facilitated to have three major themes: First Aid Skills, Medical First Response, and the Community emergency response team training. Among the experiences encountered by PE teachers upon responding to emergency situations are experiences of hunger and sacrifice, fear for life and safety, gained wisdom and gains. PE teachers' reactions and actions during emergency situations are encapsulated by three major themes: feeling of fear and anxiety, staying calm, keep focus and presence of mind. After becoming volunteers and becoming responsible for the safety of lives, the learning of the participants are revealed by three major themes: Knowledge and skills are an advantage, community emergency response is essential, preparedness and focus are vital. PE teacher training programs efficiently equip teachers to deal with crisis, accidents, and first aid; higher education institutions must maintain these programs and offer continuous professional development to meet evolving needs if teachers are the first to respond to incidents in schools. Community collaboration and student training are also essential for boosting overall resilience. Future studies should examine different emergency response methods as well as the impact of sociocultural and cultural elements on teacher reactions if our goal is to enhance teacher responses during emergencies.

Keywords: PE teachers, experiences, disasters, emergency response, phenomenology, Philippines

SDG Indicator #4 (Quality Education)

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H. Turnitin (Plagiarism Checker) Result



I. Grammarly Report

Report: Bagasol-Gonzaga Manuscript

Bagasol-Gonzaga Manuscript

by Phyll Jhann Gildore

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35	1	34
Issues left	Critical	Advanced

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PHYLL JHANN E. GILDORE, PhD
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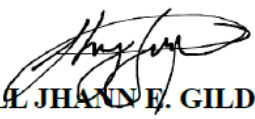
Professional Schools
Ground Floor, PS Building
Matina, Davao City
Telephone: (082)305-0645 Local 189

CERTIFICATION

To Whom It May Concern:

This is to certify that the manuscript of **FRELAINE BAGASOL-GONZAGA** titled, **“WERLA: EXPERIENCES OF PHYSICAL EDUCATION TEACHERS IN RESPONDING TO DISASTERS”** has been checked and edited by the undersigned with the grammar and mechanics and reference style set by the university.

This certification is issued on July 11, 2025.



PHYLL JHANN E. GILDORE, PhD
Manuscript Reader

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