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**BARRIERS IN THE IMPLEMENTATION OF DISASTER RISK  
REDUCTION MANAGEMENT (DRRM): BASES FOR  
ENHANCEMENT PROGRAM**

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**Abstract**

The study aimed to determine the barriers in the implementation of Disaster Risk Reduction and Management (DRRM) as basis for an enhancement program in the Schools District of Lemery during the School Year 2022-2023. The research method utilized in the study was descriptive using in-depth interview. The study employed phenomenological approach under to qualitative research design.

The research instrument utilized in the study was a researcher-made interview schedule. Voice and video recorders were used for data gathering and documentation. The results of the in-depth interview revealed that the school DRRM coordinators experienced lack of financial resources and overwhelming teaching related paperwork in the implementation of Disaster Reduction and Management (DRRM). As revealed in the in-depth interview, the school DRRM coordinators manage the barriers through asking for donations, allocating of funds, and conducting training programs.

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**Keywords:** *Barriers, Implementation, Disaster Risk Reduction and Management (DRRM), Enhancement Program*

## INTRODUCTION

One of the most destructive climate events in the context of the Philippines would be annual typhoons. Not only is the nation made up of over 7,000 islands and contained a coastline of over 36,000 km, but it also faces 20 typhoons per year on average enter the Philippine Area of Responsibility (PAR) each year, leading to impacts such as flooding, storm surges, and destructive winds (UNDRR, 2019). The most common typhoon track passed through the Eastern Part of the PAR, which is closest to Western Visayas and Northern Iloilo.

Therefore, not only is DRRM important to study in the context of the Philippines but, more specifically, in the Northern Part of Iloilo, where one of the strongest typhoons ever recorded in history landed. This has led to the Philippine government intensifying its plans to balance the consequences of both natural and man-made calamities. The primary goals of newly created laws and regulations are to lessen damage and property loss and strengthen the country's and vulnerable communities' resilience against natural catastrophes.

The Philippine Disaster Risk Reduction and Management Act, also known as Public Law 10121, cleared the way for new plans and policies for the implementation of various measures

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and actions in all phases of DRRM. Due to this, the approach to disaster risk reduction changed from being reactive to proactive, from top-down, centralized management to bottom-up, participatory management (RA 10121, 2010). The National DRRM Framework (NDRRMF) and National DRRM Plan (NDRRMP) were developed via the implementation of this Act.

The four thematic areas are: prevention and mitigation, preparedness, response, and rehabilitation and recovery. Each site has long-term goals and actions to achieve the overarching vision of DRRM. Together with the paradigm shift, these two programs foresee a nation with "safer, adaptive and disaster-resilient Filipino communities toward sustainable development". To achieve its goals and objectives more effectively, the NDRRMF contends that resources allocated to the four thematic areas should give priority to disaster prevention and mitigation, disaster preparedness, and climate change adaptation (NDRRMF, 2011).

The Department of Education (DepEd) released DepEd No. 37, s. Even though the DRRM statute provides a legal foundation for its disaster risk reduction guidelines.

With a more thorough Disaster Risk Reduction Management, 2017 will serve as the foundation for the Basic Education Framework. In this framework, DRRM structures, systems, protocols, and practices will be institutionalized throughout DepEd's offices and schools. Strong typhoons and widespread flooding that destroy school property are further ways that disasters always have an influence on schools. As a result, given the Philippines' propensity for disaster, it is important to examine its current disaster-related policies (Catanus, 2018; Mamhot, 2019).

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Although numerous programs have been developed, there are still very few studies on program awareness and implementation in educational institutions.

## MATERIALS AND METHODS

### Research Method

The research method utilized in the study was qualitative research using in-depth interviews. According to Stanford Libraries (2023), Qualitative research is the naturalistic study of social meanings and processes, using interviews, observations, and the analysis of texts and images.

During the interview, the interviewer and interviewee were allowed to sit together at a distance and think about the series of questions about a particular issue. The aim was to get the participants' central or the necessary views of a specific issue in a social context through the participants' responses to the questions.

### Research Design

The study used a phenomenological research design. Phenomenology was considered a philosophical approach to undertaking qualitative research. Phenomenology aims to understand how others view the world and how this view may vary from commonly held beliefs by focusing on a person's subjective interpretations of his/her experiences. Phenomenology was being

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commonly used in disciplines including psychology, sociology, and social work and involves interviewing the individuals to learn their impressions.

Phenomenology, according to Smith (2013), is the study of consciousness structures as they are perceived in the first person. As it is an experience of or about some object, an experience's central system is its intentionality, or its being directed toward something. An adventure is pointed in the direction of an item by its meaning or content (which represents the object), along with the necessary enabling circumstances.

### Participants of the Study

The participants of the study were the seventeen selected complete elementary and secondary schools' DRRM Coordinators, three of them were the Secondary School DRRM Coordinators, and fourteen of them were the Elementary School DRRM Coordinators which were taken from the official number of School DRRM Coordinators in the Schools District of Lemery for the school year 2022-2023.

### Sampling Design

The purposive sampling design was used in the study. A purposive sample was a non-probability sample that was selected based on a population's characteristics and the study's objective. Purposive sampling was also known as judgmental, selective, or subjective sampling. According to Nikolopoulou (2023), purposive sampling relies on the researcher's judgment when

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identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

### Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule.

The interview schedule had four questions focusing on the purpose of the study.

Depending upon the participants' permission, voice and video recorders were used for data gathering and documentation.

### Validity of the Research Instrument

Before the determination of the validity of the interview schedule made by the researcher, the adviser, the Dean of the Graduate School, then a panel of jurors who are considered for their expertise in the field of research, testing and assessment, and English, were requested to validate each question for review and modification.

Validity is the appropriateness, significance, accuracy, and usefulness of an investigator's inferences. The format and substance of content-related proof of fact must be compatible with the specification of the variables and the sample of people to be measured, and it also aids in validating the questionnaire's items (Fraenkel and Wallen, 2007).

### Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were

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obtained to allow the researcher to conduct the study. The researcher personally visited the schools, communities, or places convenient for the participants to conduct the interview.

The researcher interviewed the participants, but before this, the researcher encouraged the participants to sign a waiver or permission relative to the conduct of the study.

### Data Analysis

The information gathered was analyzed using a thematic approach. Finding patterns or themes in qualitative data as the process of thematic analysis. To address the research or make a point about a problem, Maguire & Delahunt (2017) claim that a thematic analysis seeks to find melodies, such as noteworthy or fascinating patterns in the data.

This involves condensing, evaluating, and interpreting the information gathered and giving it meaning.

## RESULTS AND DISCUSSION

The study was conducted to determine the barriers in the implementation of Disaster Risk Reduction and Management (DRRM) in the Schools District of Lemery during the School Year 2022-2023.

The research method utilized in the study was descriptive, using in-depth interviews.

The study used phenomenology under qualitative research design.

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The participants of the study were the 14 elementary school DRRM coordinators and 3 high school coordinators of the Schools District of Lemery for the school year 2022-2023.

The research instrument utilized in the study was a researcher-made interview schedule. Depending upon the participants' permission, voice and video recorders were also used for data gathering and documentation.

A panel of experts validated the interview schedule and considered all comments and suggestions relative to the validation of the tool.

Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools, community, or place convenient on the part of the participants to conduct the interview, and virtual instruction was done before the interview.

Using in-depth interviews, voice and video recorders were provided to completely capture the interviewee's words or responses. The researcher consolidated all the collected data after a series of interviews.

The information gathered was analyzed using a thematic approach.

The findings of the study are as follows:

The constraints to adopting Disaster Reduction and Management (DRRM) were financial resources and administrative paperwork connected to teaching based on the findings of the in-depth interview with the school DRRM coordinators.

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The results of the in-depth interview also revealed that school DRRM coordinators managed these barriers through asking for donations, allocating funds, and conducting training programs.

Based on the findings, the following insights were drawn:

Financial resources are essential as they help mainstream programs and projects better and positively impact disaster prevention, mitigation, preparedness, and response.

The intensification of teacher-related workloads/paperwork led to specific adverse outcomes that impaired the fundamental purpose of teachers: teaching. Due to intensified tasks in schools, teachers become incompetent and unable to attend some other necessary school activities for the learners' safety.

Donation is an investment in improving the availability of resources for the learners. With the help of donors and stakeholders, the facilities will be enhanced, and the learners will thrive in school.

Public schools will have an easy time in this area because there are enough funds available to be allocated to the DRRM program. This is particularly true regarding the provision of essential DRRM facilities, equipment, and materials as well as a higher level of capability of the public schools in terms of the implementation of training programs for disaster risk reduction and management in terms of human resources through its DRRM core group led by the school administrators.

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Training programs that are relevant and attended by the learners, teachers, stakeholders, and school heads impact the extent of implementation of the program. It could be inferred that aside from the conduct of training and simulation exercises and customized and specialized DRRM capability-building activities for specific groups like decision makers, responders, children, to raise the degree of knowledge in communities and improve capacity at all administrative levels, there is also the development of DRRM information, education, and communication, among others, including public sector employees.

## CONCLUSION

The school should mobilize support from government organizations, non-government organizations, and internal and external stakeholders.

In all stages of crisis management, communication and cooperation among parties help to avoid duplication of services, remove false information, and develop and grow the community's network. Their contributions, whether in cash, in kind, or otherwise, may significantly improve public schools' ability to implement the DRRM program in all its thematic facets. Aiding those affected by a disaster is crucial, but disaster prevention is preferable. Although implementing it requires time and effort, its success will, in the short and long term, help communities endure risks, overcome vulnerability, and foster a feeling of ownership.

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It would be preferable for school heads to provide 5% of its MOOE for the provision of DRRM supplies and equipment for coordinators for DRRM and team members as the core group disaster mitigation measures.

For the community to gain access to adequate and applicable disaster risk management, there is a great need to develop new modalities and schemes leading to mitigating and preventing disasters, especially at the community level. Through this, their vulnerabilities are lessened by using the available supplies and equipment for drills and during calamities.

Disaster preparedness exercises should be conducted to identify and plan DRR tactics to meet an impending threat to life and property, as well as to establish arrangements to enable prompt, effective, and appropriate responses to such situations. This may allow the stakeholders, both within and outside the classroom, to deal with the effects of the crisis easily.

Training and workshops for public schools through its DRRM core group are encouraged for effective practices to the school practitioners, community members, and other stakeholders. This would motivate people- specifically teachers to contribute to what they can do to prevent the adverse effects of certain disasters and motivate their learners to impact society.

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# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue III

February 2024

Available online at <https://www.instabrightgazette.com>



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