



EXPERIENCES OF DISASTER RISK REDUCTION MANAGEMENT (DRRM) COORDINATORS ON CLIMATE CHANGE ADAPTATION AND MITIGATION (CCAM): BASES FOR DISTRICT CONTINGENCY PLAN

**NHISTY GRACE D. CLARIDAD
TEACHER II**

San Miguel Central Elementary School
nhistygrace.claridad@deped.gov.ph

ABSTRACT

This a qualitative descriptive phenomenological study of ten (10) DRRM Coordinators from ten public elementary schools were revealed Twelve emerging themes: Strengthening disaster preparedness; integrating climate change adaptation and mitigation in education; responsive leadership during emergencies; capacity building and collaboration; financial and resource constraints; communication and geographic challenges; limited training and skills gaps; and weak institutional coordination; and continuous training and development. Findings indicate that while coordinators demonstrate commitment and adaptive practices, DRRM implementation remains constrained by resource and system limitations. The study informed the development of a proposed District Contingency Plan.

Keywords: *Experiences, Disaster Risk Reduction and Management Coordinators, Climate Change Adaptation and Mitigation, District Contingency Plan*

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INTRODUCTION

Disasters and crises, ranging from natural calamities to fires and other dangers, persisted as substantial risks to the security and welfare of students, faculty, and the community. Recent times have witnessed a rise in both the occurrence and intensity of natural disasters, underscoring the imperative for proficient disaster preparedness and response plans. Schools played a pivotal part in safeguarding students' well-being amidst emergencies, necessitating the establishment of robust Disaster and Risk Reduction Management (DRRM) initiatives within educational institutions. DRRM programs were designed to alleviate the effects of disasters and emergencies on schools, students, and the community. These initiatives encompassed various activities such as evaluating risks, planning for disaster preparedness, and executing emergency response and recovery measures. DRRM coordinators assumed a critical role in handling emergency scenarios within schools, overseeing the development, implementation, and maintenance of DRRM programs. However, despite their significance, there existed a dearth of research on the experiences of DRRM coordinators concerning school emergency management, (San Jose 2022).

Based on the district DRRM data, 6 out of 10 school DRRM coordinators were having a hard time in implementing DRRM-related programs and projects, especially regarding climate change adaptation. This might have been due to a lack of support from stakeholders and other uncertain factors.

In the study of San Jose (2022), lack of community drills, inadequate disaster facilities and equipment, poor implementation of laws, absence of a Standard Operation Manual,

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inadequate community warning systems, lack of disaster response vehicles, and the reluctance of residents to pre-emptively evacuate were factors that affected the implementation of DRRM programs.

This study sought to bridge this gap by delving into the experiences of DRRM coordinators regarding school emergency response and climate change adaptation. The investigation concentrated on comprehending the obstacles and achievements encountered by DRRM coordinators and how these encounters could inform the improvement of current programs and the creation of new ones. The research aimed to furnish valuable insights for enhancing the readiness and responsiveness of schools during emergencies and climate change adaptation. By grasping the experiences of DRRM coordinators, schools could enhance their capacity to prepare for and address emergencies, thereby ensuring the safety and welfare of all members of the school community.

There were studies conducted regarding disaster risk reduction and management, but they were conducted in a different setting, especially since the Schools District had no Contingency Plan to use for the whole district. This study specifically explored the experiences of DRRM coordinators in the municipality of San Miguel; it was therefore needed that this research be conducted.

The researcher, being DRRM Coordinator for five years, wanted to determine the Experiences of Disaster Risk Reduction Management Coordinators on Climate Change Adaptation and Mitigation (CCAM): Bases for a District Contingency Plan in the Schools District of San Miguel during the school year 2024-2025.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis to be used in this study. The purpose of this study is to explore determine a phenomenological research of lived experiences of Disaster and Risk Reduction Management (DRRM) coordinators on climate change adaptation: basis for Contingency Plan in the District of San Miguel during the school year 2024-2025.

Research Method

The research method to be utilized in this study is descriptive method under qualitative research using in-depth interview.

The descriptive research method focuses on systematically describing a phenomenon as it exists in its natural setting, without manipulating variables. According to Elliott (2025), it aims to provide an accurate portrayal of current conditions, practices, or relationships within educational settings, enabling researchers to understand trends, patterns, and implications for practice. This approach is particularly useful in educational studies that seek to document and analyze real-world events, behaviors, or perceptions without altering the environment in which they occur (Elliott, 2025).

The interviewer with the interviewee during the interview will be allowed to sit together in a distance and to think about the series of questions about a certain issue. The aim is to

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get the main or the necessary views of the participants in a certain issue in a social context through the responses of the participants to the questions.

Research Design

The study will use phenomenological research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world, and how this view may vary from commonly held views by focusing on a person’s subjective interpretations of what she experiences. Phenomenology is done by interviewing the subjects to learn their impressions, and is frequently used in such fields as psychology, sociology, and social work.

Phenomenology focuses on the study of structures of consciousness as experienced from a first-person perspective. The central aim of phenomenology is to investigate and describe phenomena as they are consciously experienced, without resorting to theories about their causal explanations or being influenced by unexamined preconceptions (Biemel and Spiegelberg, 2024).

Participants of the Study

The participants of the study are ten (10) DRRM coordinators of the ten (10) schools in the Schools District San Miguel. They will be purposively selected based on their experiences and roles as DRRM coordinators. These coordinators served as DRRM coordinators for at least one year. They have been in the service as a regular permanent in the Department of Education in the Schools District of San Miguel.

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Sampling Design

Purposive sampling design will be used in the study. Purposive sampling, according to Nikolopoulou (2023) refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. In other words, units are selected “on purpose” in purposive sampling. This is also called judgmental sampling, this sampling method relies on the researcher’s judgment when 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 to be utilized in the study is a researcher-made interview schedule.

An interview schedule in research methodology is a written list of pre-planned questions (either structured, semi-structured, or open-ended) prepared to guide an interviewer in collecting information consistently from participants. It functions as a standardized tool for data collection, ensuring that the same topics and questions are addressed across interviews to support systematic comparison and analysis. The interviewer follows the schedule during face-to-face, telephone, or electronic interviews, asking each participant the predetermined items and recording their responses (Socio.health, 2024).

The interview guide has three (3) questions focusing on the purpose of the study.

Voice and video recorder will also be used for data gathering and documentation depending upon the permission of the participants.

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Validity of the Research Instrument

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School, then a panel of jurors who were 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 refers to the extent to which the findings, interpretations, and conclusions derived from a study are accurate, meaningful, and appropriate in representing the concept being examined. It ensures that the research instrument truly measures what it is intended to measure and that the results are credible reflections of reality. In establishing content validity, the questions and format of the instrument must align with the study's defined variables and objectives to guarantee that each item accurately reflects the construction under investigation. This process often involves expert review to determine whether the items are relevant, clear, and representative of the concepts being studied. By ensuring that the content and structure of the instrument are consistent with the study's framework, researchers enhance the accuracy and usefulness of the data collected in relation to the research objective (Creswell & Creswell, 2022).

Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (1972) as cited by Soqueña (2021).

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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 will be obtained to allow the researcher to conduct the study. The researcher will personally go to the schools/community/place convenient for the participants to conduct the interview. Participants will be asked to sign the informed consent for ethical purposes.

The researcher will encourage the participants to sign a waiver or permission relative to the conduct of the study.

Using in-depth interview, a voice and video recorder will also be provided to completely capture the interviewee's words. The researcher will consolidate all collected data after series of interviews.

Data Analyses

The data will be collected through the interview schedule that will be analyzed using thematic analysis, a qualitative method designed to identify, interpret, and report recurring patterns or themes within narrative data. This approach enables the researcher to uncover meaningful insights into the responses of the participants on the AI applications commonly used, how it was being used, and the advantages and disadvantages in the use of AI in language learning.

According to Braun and Clarke (2023), thematic analysis provides a flexible yet rigorous framework for analyzing qualitative data, allowing researchers to identify both explicit and implicit meanings across participants' narratives. It is particularly suitable for educational

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research that seeks to understand complex social and organizational dynamics. Nowell et al. (2021) further emphasize that thematic analysis enhances transparency and credibility in qualitative studies by ensuring systematic coding and interpretation of data.

The transcribed data from the interviews will be analyzed using Thematic Analysis (Braun and Clarke (2023), which is well-suited for identifying, analyzing, and reporting patterns (themes) within qualitative data.

The analysis followed the standard six-phase process: (1) Familiarization with Data: Reading and re-reading the transcripts (in local language and English translation); (2) Generating Initial Codes: Assigning short phrases or labels to meaningful segments of data (e.g., "shared phone," "fear of judgment," "poor signal"); (3) Searching for Themes: Grouping the initial codes into potential overarching themes and sub-themes that captured significant patterns (e.g., Codes like "no insult," "private correction" will be grouped under a theme); (4) Reviewing Themes: Refining and checking the themes against the entire dataset to ensure they accurately reflected the participants' meanings and the study's focus; (5) Defining and Naming Themes: Developing clear, concise, and academically sound names for the final emergent themes (will be presented in Chapter 4); (6) Producing the Report: Weaving the themes, supported by direct quotes, into the narrative structure of the presentation, analysis, and interpretation of data (Chapter 4), and linking them to the theoretical framework.

Initially, researchers immerse themselves in the collected data, typically transcripts of interviews or written accounts, to gain a deep understanding of the participants' experiences. They then proceed to extract significant statements or phrases directly relevant to the

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phenomenon under investigation. These statements are coded and categorized to identify recurring themes or patterns, capturing the essence of the participants' lived experiences.

Next, researchers organize these themes into clusters, seeking connections and relationships among them. Through a process of reflection and discussion, they distill these clusters into overarching themes that encapsulate the essence of the phenomenon. This involves a careful balance between remaining faithful to the data while also synthesizing and interpreting it within the broader context of the research question.

Subsequently, researchers validate their findings by returning to the original data to ensure that the identified themes accurately represent the participants' experiences. This iterative process of analysis and validation enhances the trustworthiness and credibility of the research findings.

Finally, researchers articulate the essence of the phenomenon through a comprehensive and descriptive narrative, supported by illustrative quotations from the data. This narrative provides a rich and nuanced understanding of the phenomenon under investigation, shedding light on its complexities and intricacies from the participants' perspective (Colaizzi, 1978).

RESULTS AND DISCUSSIONS

This study explored the lived experiences of Disaster Risk Reduction and Management (DRRM) Coordinators in public elementary schools in relation to school emergency response and climate change adaptation and mitigation, serving as the basis for the development of a

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proposed District Contingency Plan. Guided by a descriptive phenomenological research design and analyzed using Colaizzi’s Seven-Step Method, the study sought to capture the meanings, challenges, and enabling factors that shape DRRM implementation at the school level.

Were gathered through in-depth interviews with ten (10) School DRRM Coordinators from elementary schools in San Miguel, Iloilo. The participants were directly involved in school-based disaster preparedness, emergency response, and climate-related initiatives. Their narratives provided rich insights into how schools operationalize DRRM policies amid increasing climate risks and resource constraints.

The findings of this study are the following:

1. The study revealed that Disaster Risk Reduction and Management (DRRM) coordinators play a pivotal role in enhancing school safety and resilience. They highlighted the importance of strengthening disaster preparedness through measures such as hazard mapping, emergency drills, and early warning systems, which help schools respond effectively to climate-related emergencies. Coordinators also emphasized the integration of climate change adaptation and mitigation strategies into school operations, including promoting resilient infrastructure, sustainable resource use, and awareness programs for students and staff. During climate-related emergencies, responsive leadership was found to be critical, with effective decision-making, clear communication, and rapid mobilization of resources ensuring the safety of learners and staff. Furthermore, coordinators stressed the value of capacity building and collaborative governance, noting that continuous training, active engagement of

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teachers, parents, barangay officials, and local government units, and strong teamwork are essential for coordinated action and the overall resilience of schools. Overall, the findings demonstrate that DRRM coordinators are central to preparing schools for disasters, leading emergency responses, and fostering a culture of climate awareness and adaptive capacity.

2. The study identified several factors that hinder effective school emergency response and climate change adaptation. Financial and resource limitations were reported as major challenges, restricting the ability of schools to implement preparedness measures, maintain resilient infrastructure, and provide necessary materials for disaster response. Communication and geographic barriers, including remote locations and limited access to timely information, further impede the rapid dissemination of warnings and coordination during emergencies. Limited training, skills mismatches, and capacity gaps among school personnel were also highlighted, affecting the efficiency of emergency procedures and the implementation of climate adaptation strategies. Additionally, weak institutional and inter-agency coordination was noted as a barrier, resulting in fragmented planning, delayed responses, and inadequate support from local government units and partner organizations. Overall, these hindering factors underscore the need for increased resources, targeted capacity-building, improved communication networks, and stronger collaboration among stakeholders to enhance school preparedness and resilience to climate-related hazards.

3. The study identified several facilitating factors that enhance school emergency response and climate change adaptation. Strong leadership and administrative support were found to be crucial in ensuring effective planning, decision-making, and resource allocation

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during climate-related emergencies. Active engagement of students and school organizations also played a significant role, promoting participation in drills, awareness campaigns, and peer-to-peer support initiatives. Multi-sectoral partnerships and stakeholder collaboration, including cooperation with local government units, barangays, parents, and community organizations, were highlighted as essential for coordinated action and resource mobilization. Continuous capacity building and training further strengthened the preparedness of school personnel, improving their knowledge, skills, and confidence in implementing disaster response and climate adaptation measures. Overall, these factors demonstrate that proactive leadership, community involvement, collaborative partnerships, and ongoing training are key to enhancing school resilience and adaptive capacity.

Conclusion

Several recommendations are hereby proposed to strengthen school-based disaster preparedness and climate change adaptation at the district level.

1. Schools continue to strengthen the role of Disaster Risk Reduction and Management (DRRM) coordinators by providing them with ongoing training, adequate resources, and institutional support to enhance their effectiveness. Schools should also promote active collaboration between coordinators, teachers, students, parents, and local government units to ensure coordinated disaster preparedness and response. Additionally, integrating climate change adaptation strategies into school policies, curricula, and infrastructure planning should be prioritized to build long-term resilience. Strengthening communication channels, resource

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mobilization, and community engagement will further enable DRRM coordinators to foster a culture of preparedness, adaptive capacity, and climate awareness across the school community.

2. Schools and local authorities prioritize addressing the key barriers to effective emergency response and climate change adaptation. This includes increasing financial and material resources to support resilient infrastructure and preparedness activities, enhancing training programs to address skills gaps, and improving communication systems to ensure timely dissemination of warnings. Strengthening coordination among schools, local government units, and other stakeholders is also essential for efficient planning and response. By addressing these challenges, schools can improve their readiness, reduce vulnerability, and build stronger, more resilient communities capable of facing climate-related hazards.

3. Schools strengthen leadership roles and actively involve students, teachers, and school organizations in disaster preparedness activities. Building and sustaining multi-sectoral partnerships with local government units, community groups, and parents should be prioritized to ensure coordinated planning and resource sharing. Continuous capacity-building programs and regular training for school personnel are also essential to enhance preparedness, skills, and confidence in responding to climate-related hazards. By fostering proactive leadership, community engagement, and collaborative governance, schools can build greater resilience and adaptive capacity to effectively manage emergencies and climate risks.

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4. For the effective implementation of the District Contingency Plan, it is recommended that the Municipal Government of San Miguel, in collaboration with barangay councils, schools, and community stakeholders, take a proactive and coordinated approach. Clear roles and responsibilities should be established for all participating entities to ensure timely response and efficient resource mobilization during climate-related emergencies. Continuous capacity-building and training programs must be conducted for school personnel, DRRM coordinators, and volunteers to strengthen preparedness and adaptive skills. Communication and early warning systems should be enhanced to provide accurate and timely information to all communities, including remote areas. Additionally, regular monitoring, evaluation, and updates of the contingency plan are necessary to address emerging risks, incorporate lessons learned, and ensure that resources are effectively allocated to support resilient infrastructure, continuity of education, and community safety.

Future research could focus on the experiences of specific stakeholders, such as students, parents, and barangay/community leaders in San Miguel, to gain a deeper understanding of their roles and perspectives in school-based DRRM and climate change adaptation. Additionally, a quantitative or mixed-method study could be conducted to assess the effectiveness of the San Miguel District Contingency Plan by measuring concrete outcomes, such as improvements in school preparedness levels, response times during climate-related emergencies, and the resilience of school infrastructure and communities over a defined period.

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