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**STAKEHOLDERS' PRACTICES ON THE IMPLEMENTATION OF  
SOLID WASTE MANAGEMENT: GROUNDWORK FOR  
ACTION PLAN FORMULATION**

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**ABSTRACT**

This study was conducted to examine the stakeholders' solid waste management practices in the 2nd Congressional District of Iloilo using in-depth interviews and a descriptive qualitative design. Using purposive sampling, technique, the study gathered data from thirty stakeholders, comprising ten school heads, ten teachers, and ten parents. Findings showed stakeholders emphasized the importance of proper waste collection, 3Rs observance, environmental protection, and waste reduction as their views on solid waste management. They also participated in the program through activities like waste segregation, clean-up drives, and environmental awareness promotion. However, stakeholders faced challenges in the implementation of the program including inadequate funding, lack of cooperation, and insufficient knowledge on proper waste disposal. Given the results, the study proposed an action plan to help improve the implementation of the solid waste management program.

**Keywords:** *stakeholders' practices, Solid Waste Management*

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## INTRODUCTION

The Philippines is grappling with a significant solid waste management (SWM) challenge, which poses substantial environmental, social, and economic risks. Rapid urbanization, inadequate urban planning, and insufficient resources have led to excessive waste generation, with 25% of the country's solid waste produced in Manila's metropolitan area alone (Abubakar et al., 2022).

The Philippines confronts a major problem in handling its urban waste, with a considerable amount posing ecological hazards. According to recent data, the country's annual waste generation is estimated to be in the tens of millions of tons, with nearly a third of this waste not disposed of in an environmentally sustainable way (World Bank, 2024).

To solve this dilemma, the Philippine government has strengthened the implementation of Republic Act (RA) 9003, also known as the Ecological Solid Waste Management Act of 2000. This legislation aims to promote ecological solid waste management practices, including segregation, composting, and recycling, to minimize waste. In response, the Department of Education has been mandated to integrate Ecological Solid Waste Management (ESWM) into school systems nationwide, fostering environmentally responsible practices and a culture of sustainability.

However, despite government efforts, schools continue to face significant challenges in implementing effective SWM practices due to a lack of cooperation and discipline. The absence of active participation from students, parents, and the community has rendered existing waste management initiatives ineffective. Research suggests that efficient SWM

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requires a grassroots approach, engaging individuals, households, stakeholders, and communities in waste management practices (Ikhuoso, 2018).

This study aimed to address the SWM challenge in schools by promoting awareness, knowledge, skills, and attitudes toward solid waste management among students. By developing and implementing educational programs, schools can establish a foundation for formulating effective action plans on SWM.

## MATERIALS AND METHODS

### Research Methodology

This chapter outlines the research methodology, including design, participants, sampling, data collection, and data analysis.

### Research Method

The research method utilized in the study was a descriptive method using in-depth interviews. According to Rutledge, & Hogg (2020), an in-depth interview is a qualitative research technique that is used to conduct detailed interviews with a small number of participants.

During the interview, the interviewer was allowed to sit and think about a series of questions about a certain issue face to face. The aim is to get the main or secondary views of the participants on a certain issue in a social context through the responses of the participants to the questions.

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## Research Design

The study used a qualitative phenomenological design to explore stakeholders' practices in implementing solid waste management, focusing on conscious experiences from a first-person perspective (Smith, 2013).

This approach emphasizes the functionality of experiences, which are directed towards specific objects, contents, or meanings. Phenomenology is commonly used in qualitative research, particularly in fields like psychology, sociology, and social work, to gather rich, contextualized insights through in-depth interviews (Creswell, 2009).

These steps ensured the accuracy and consistency of the findings. In line with Galanes (2013), the study allowed participants to share their viewpoints, perceptions, and explanations without predetermined notions by the researcher.

## Participants of the Study

The study involved 30 stakeholders from the 2nd Congressional District of Iloilo, comprising ten school heads, ten teachers, and ten Parent-Teacher Association (PTA) representatives, selected during the school year 2023-2024.

Purposive sampling was employed to select participants from each of the eight school districts: Alimodian, Leganes, Leon, New Lucena, Pavia, San Miguel, Santa Barbara, and Zarraga. Participants were chosen based on prior information, considering their expertise and relevance to the study. However, as Fraenkel and Wallen (2007) noted, the researcher may be subject to error or bias in estimating the representativeness of the sample.

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## Sampling Design

The researcher utilized a targeted selection method, known as purposive sampling, to recruit participants who possessed specific attributes aligned with the study's goals (O'Leary, 2021).

Leveraging their expertise, the researcher handpicked individuals with in-depth knowledge and direct involvement in the research area, ensuring their insights would be highly relevant and informative.

## Research Instrument

To gather in-depth information on teachers' experiences with the implementation of solid waste management in the 2nd Congressional District of Iloilo, the researcher employed a customized interview guide. This guide was tailored to align with the study's objectives, ensuring that relevant data was collected. With participants' consent, a video recorder was used to supplement data collection and facilitate implementation. Thematic analysis was subsequently applied to synthesize and summarize the study's findings.

## Validity of the Research Instrument

To ensure the questionnaire's accuracy, a panel of esteemed experts in research, testing, and language reviewed and refined the items. Validity, as per Brains (2021), encompasses the comprehensive evaluation of how well assessment results are supported by empirical evidence and theoretical frameworks, influencing informed decision-making and interpretations of observed behaviors and attributes.

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## Data Gathering Procedures

Permission to conduct the study was secured from the thesis adviser to the Dean of the Graduate School, Schools Division Superintendent, Public Schools District Supervisors, and School heads of the different schools in the 2<sup>nd</sup> Congressional District of Iloilo.

Data collection was conducted through in-depth interviews, which were audio and video recorded with participants' consent. The researcher conducted interviews in person, either at the participants' homes or at schools, ensuring a comfortable and convenient setting for participants to share their views and experiences.

Following the interviews, the researcher consolidated and analyzed the data, maintaining utmost confidentiality and using the data solely for the purpose of the study.

## Data Analyses

The study's data was subjected to a rigorous thematic analysis, a qualitative data analysis method that identifies recurring patterns, themes, and meanings within text-based data, such as interview transcripts (Caufield, 2019).

This approach involves a dual process of description and interpretation, where the researcher codes and categorizes data to construct themes, ultimately weaving them into a narrative that captures the essence of the phenomenon under study (Fraenkel and Wallen, 2007).

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## RESULTS AND DISCUSSIONS

Based on the information gathered during the conduct of the in-depth interview, school heads' views on the implementation of solid waste management were proper disposal of solid waste and the 3 R's of solid waste.

The views of teachers on solid waste management were environmental protection and proper waste disposal.

The views of PTA on solid waste management were implementing waste segregation and promoting waste reduction.

The participation of the school heads in the solid waste management of the school included implementation of proper waste disposal and information dissemination on school SWM policy.

Based on the results of the study, the teachers' participation in solid waste management was the proper segregation of waste and maintenance of school's cleanliness.

The parents' participation in the solid waste management of the school were participating in the school's clean-up drive and disseminating information about SWM.

Based on the results of the study, the practices of school heads' practices on the implementation of solid waste management were proper waste segregation and disposal and implementation of waste reduction policy.

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The practices of teachers in the implementation of solid waste management were proper waste segregation and promotion of environmental awareness.

The practices of parents in the implementation of solid waste management were helping the school implement solid waste management and participating in all school activities on cleanliness.

Based on the results of the study, the challenges encountered by the school heads on solid waste management included inadequate funding, lack of cooperation, and lack of proper waste disposal.

The challenges encountered by the teachers in solid waste management were a lack of knowledge of waste disposal and insufficient financial resources.

The challenges encountered by parents on solid waste management were improper disposal of waste and less participation in the program.

## CONCLUSION

The study revealed various perspectives on solid waste management among school stakeholders. School heads emphasized the importance of proper disposal of solid waste and the 3Rs (reduce, reuse, recycle). Teachers focused on environmental protection and proper waste disposal, while the Parent-Teacher Association (PTA) stressed the need for implementing waste segregation and promoting waste reduction.

In terms of participation, school heads played a key role in implementing proper waste disposal and disseminating information on school solid waste management (SWM) policies.

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Teachers contributed by properly segregating waste and maintaining the school's cleanliness.

Parents participated in the school's clean-up drives and helped disseminate information about SWM.

The study also identified best practices among school stakeholders. School heads implemented proper waste segregation and disposal, as well as waste reduction policies. Teachers properly segregated waste and promoted environmental awareness. Parents helped the school implement SWM practices and participated in cleanliness activities.

However, the study also revealed challenges faced by school stakeholders in implementing SWM practices. School heads cited inadequate funding, lack of cooperation, and improper waste disposal as major challenges. Teachers struggled with limited knowledge on waste disposal and insufficient financial resources. Parents faced challenges related to improper waste disposal and limited participation in SWM programs.

Solid waste management is not a solo task. It requires the involvement and collaboration of various stakeholders: school heads, teachers, and parents. It presents a significant and unique role for all those involved that is needed for the program's sustainability and success.

The collective participation of school heads, teachers, and parents is crucial for effective and sustainable solid waste management.

School heads can create and set program policies for the school to follow. Teachers and parents may lead by example in managing waste properly. With this, learners may become

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more aware of the good it may bring to them, to the environment, and to the future generations.

The practices on solid waste management are a way to address the global stinking and increasing problem of garbage which strives for maximum waste recovery. While the study revealed that most participants practice 3Rs or reduce, reuse, and recycle, yet, there are still more ways to help address problems on wastes in schools that may be introduced to the learners, like making use of the composting facilitates effectively with proper guidance and provision of support.

Managing waste is a serious issue affecting all kinds of communities, but it's often challenging. Lack of waste disposal and recycling facilities and insufficient financial resources were the major hindrance for effective solid waste management programs. Continued support from the different stakeholders, internal or external, is very important for a successful solid waste management program.

Proper waste management promotes sustainable development, conserves resources, and fosters a cleaner, healthier future.

The solid waste management of the school may serve as the doorway to knowledge acquisition of school heads, teachers, and parents initiative programs that may highlight various programs of the Department of Education.

Stakeholders' participation may be strengthened through trainings, seminars and workshops to increase their knowledge and awareness of the causes and consequences of

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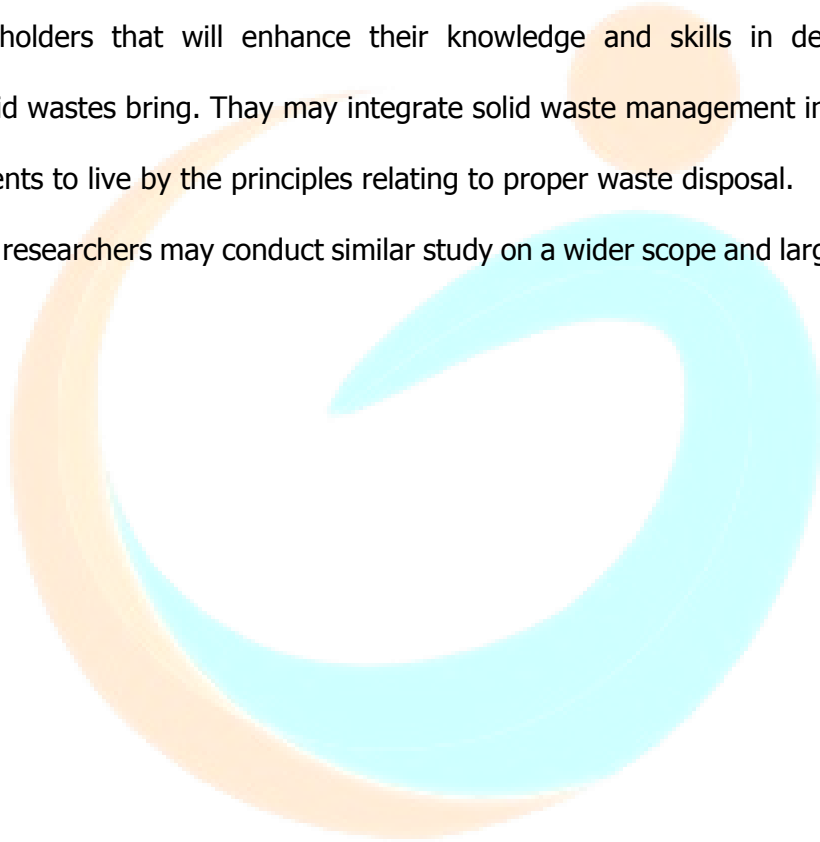
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waste problems and may they be able to help provide potential solutions on this global problem of waste.

Local government units may provide financial support to schools and provide them with effective waste disposal facilities to use and maintain.

Department of Education may also also assist with trainings and seminars to schools' internal stakeholders that will enhance their knowledge and skills in dealing with the challenges solid wastes bring. They may integrate solid waste management in subject areas, enabling students to live by the principles relating to proper waste disposal.

Future researchers may conduct similar study on a wider scope and larger sample size.



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