



**DISASTER RISK REDUCTION AND MANAGEMENT (DRRM)
IMPLEMENTATION PRACTICES OF COASTAL AND
UPLAND SCHOOLS: BASES FOR
SUSTAINABILITY PLAN**

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ABSTRACT

The qualitative research study using the phenomenology as research design aimed to formulate a sustainability plan on best practices of schools in the implementation of Disaster Risk Reduction and Management (DRRM). A researcher-made interview guide was used to get the data from thirteen DRRM District Coordinators in the schools District of Banate during the school year 2022-2023. The data gathering instruments was subjected to face and content validation by a panel of experts. Thematic analysis was utilized on the gathered information. The best practices of schools in the implementation of DRRM were the quarterly conduct of hazard drill, the provision of regular education sessions to learners, and the presence of emergency kit per classroom. Moreover, the schools implemented those best practices in DRRM through encouraging drill at home, ensuring safety in all forms of disaster and strengthening information and dissemination program.

Keywords: *DRRM, Implementation Practices, Coastal and Upland Schools, Sustainability Plan*

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INTRODUCTION

Background of the Study

Though learning and education are seen as the most important pillars of a developing economy, the educational system requires significant technical advancements as well as drastic changes (Sadiq & Zamir, 2014).

The Philippines is located inside the "Pacific Ring of Fire" and along the Pacific typhoon belt, making it vulnerable to a range of calamities of nature, including landslides, fires, typhoons, earthquakes, floods, and volcanic eruptions (CFE-DMHA, 2021). There is still a need for improved rates of catastrophe preparedness even in the face of significant investments in and dedication to public hazard awareness. According to Collin (2000), disasters can be caused by man-made or natural phenomena, such as tornadoes. Manufactured tragedies, like episodes of workplace violence, happen frequently.

Education and health work is synergy. Healthy learners have higher levels of engagement in school in terms of cognitive, behavioral, and effective management, which leads to better learning outcomes. Thus, promoting school health practices is necessary (McQueen, 2007).

Kirschenbaum (2002) came to the conclusion that a variety of complicated and diverse elements, such as demographics, the number of dependents in the family, past experience with a disaster, and trust in government initiatives, influence people's views and behaviors about preparedness.

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The Department of Education has implemented the guiding principles for catastrophic risk management and reduction, however. Disaster risk reduction (DRR) decision-making, education, and strategies, policies, and programs on reduction and management that are comprehensive, integrated, proactive, and holistic in minimizing the socio-economic and environmental impacts of disasters are supported by law by Republic Act No. 10121 of 2010.

Natural disasters and climate change have prompted society to create mitigation plans and techniques that are supported by the highest echelons of the federal government. The nation had prioritized catastrophe management policy up until recently. Nonetheless, in the last ten years, the National Disaster Risk Reduction and Management Framework has incorporated both disaster risk management and climate change adaptation (Disaster Handbook, 2021).

The researcher, an elementary school teacher, feels that the greatest way to keep students, staff, and parents safe is to put the school's catastrophe risk reduction strategy into action since it can successfully stop hazard issues.

Additionally, the study's findings inspired and encouraged the researcher to create a DRRM sustainability plan that ties back to the school's operations and ways of assisting the Banate School District in the 2022–2023 academic year.

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MATERIALS AND METHODS

Research Methodology

This chapter describes the research methodology, research design, study participants, data collection techniques, research tool, and data analysis used in this investigation. The purpose of this study is to ascertain how the District of Banate schools have implemented Disaster Risk Reduction and Management (DRRM) in order to provide the framework for sustainability plans for the 2022–2023 academic year.

Research Method

This study used in-depth interviews as part of a descriptive research design. Boyce & Neale (2006) describe in-depth interviewing as a qualitative research technique that involves conducting lengthy one-on-one interviews with a limited number of respondents to find out about their perspectives on a certain topic, project, or circumstance.

During the interview, the interviewee was allowed to sit and think about the series of questions on a specific issue face-to-face. The purpose of the in-person question-answer sessions was to get the primary or essential opinions of the participants regarding a particular topic.

Research Design

This study employed phenomenology in a qualitative research approach. Creswell (2009) defines phenomenology as an approach that centers on the shared aspects of a lived

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experience among a community. Reaching a description of the phenomenon's nature is the approach's main objective.

In a qualitative study, interviews allow interviewees to provide their viewpoints, perceptions, and explanations without predetermination by the researcher (Galanes, 2003).

Teachers' opinions were noted in writing to identify the challenges they experienced in primary reading and thoroughly analyze their opinions about how those challenges can be solved (Finlay, 2013).

Participants of the Study

The population and features of the study participants were reported in this study. In order to structure the study, total sampling was used for the participants. The participants were the 13 Schools' DRRM coordinators (4 coastal and nine uplands) of the Schools District of Banate during the school year 2022-2023.

Sampling Design

In this study, total population sampling was employed. A purposeful sampling method called total population sampling looks at the entire population with specific traits. This is an extra non-probability sample that was chosen in accordance with the goals of the study and the characteristics of the population. It also goes by the names of judgment, choice, or subjective sampling.

Detailed interviews were used to gather data. The researcher then makes an effort to precisely define and characterize each person's difficulties and responses to their experience. The fundamental qualities of the experience are the commonality of perception.

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The goal of research is to pinpoint and characterize the phenomenon's fundamental structure. They achieve this by looking at many perspectives of the phenomenon that are experienced by various individuals, then identifying the characteristics that these perspectives and responses have in common. The primary characteristic of phenomenological inquiry is its pursuit of the essence of an experience (Tool, 2023).

Research Instrument

An interview guide created by the researcher was the research tool utilized in this study. Also, video and voice recordings were used to record and capture all proceedings and details during the in-depth interview.

The research instrument was subjected to face and content validation by a panel of experts, after which correlations and suggestions were incorporated before conducting the study.

Validity of the Research Instrument

The interview guide was validated and revised to make sure the goal of the research was understood by the participants. The interview guide created by the researcher was verified by a group of professionals. When completing the study instruments, the researcher took into account all feedback and recommendations.

Data Gathering Procedures

After the instrument had been found valid and reliable, a permit to conduct the study was secured first from the office of the Dean of the Graduate School and the thesis adviser.

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The heads of the schools in the Banate school district, the supervisor of the public schools district, and the superintendent of schools division granted permission for the researcher to carry out the study.

The researcher prepared a schedule for the interview. The interviewer personally went to the different schools, including the central school, passing through the school's office for proper protocols mandated by the Department of Health and the local inter-agency task force of the Municipality of Banate. The interview was done at the convenience of the participants. To conduct the interview, the researcher received permission from each individual participant. The researcher conducted an orientation for the identified respondents and guided them in answering the interview questions. The researcher personally conducted the interview using the interview guide with open-ended questions that allowed the participants to express their opinions and perceptions about the DRRM implementation practices of coastal and upland schools as bases for sustainability plans.

Data Analyses

A thematic approach was employed in the analysis of the data collected for this investigation.

Thematic analysis is a method for analyzing qualitative data, according to Caufield (2019). It is usually applied to written information such as interview transcripts. The researcher thoroughly examines the information to look for recurrent themes, or subjects, ideas, and patterns of meaning.

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By interviewing multiple people who have experienced the phenomena, researchers using phenomenological investigations attempted to identify the fundamental structure of a single phenomenon. Each participant's description of the phenomena was examined by the researcher, who then selected statements that he or she thought were pertinent and organized them into themes. After then, he or she incorporates these ideas into a story that describes the phenomenon (Fraenkel & Wallen, 2007).

RESULTS AND DISCUSSIONS

This chapter's objective is to provide an overview of the research insights that were obtained from the study's conclusions. The recommendations came right after.

This qualitative research method using the phenomenological research design aimed to formulate a sustainability plan on the common practices of schools in the implementation of Disaster Risk Reduction and Management (DRRM). The participants of this study were the 13 school DRRM coordinators in the Schools District of Banate during the school year 2022-2023.

This study's primary goal was to identify the school's common DRRM practices so that a sustainability strategy could be developed from them.

This study used in-depth interviews as part of a descriptive research design. During the interview, the interviewer was allowed to sit at a considerable distance and to think about the series of questions about certain issues. The aim was to get the participants' main or the

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necessary views on a certain issue in a social context through the participants' responses to the questions.

The participants of the study were the School's District DRRM Coordinators during the school year 2022-2023.

An interview guide created by the researcher was the research tool used in this study. Voice and video recorders were utilized for data collection and documentation with participants' consent.

A group of professionals validated the facial content of the data collection tools. Thematic analysis was used for descriptive data analysis.

The researcher was able to carry out the investigation with permission from the subjects. The researcher went directly to the participant's preferred location—the neighborhood, school, or another setting—to conduct the interview.

The results of the investigation are listed below. Considering the data acquired from the in-depth interview, the common practices of the school in the implementation of DRRM was conducting hazard drills, providing regular education sessions to learners, and having the presence of an emergency kit per classroom.

On the other hand, schools implemented DRRM practices by encouraging drills at home, ensuring safety in all forms of disaster, and strengthening information and dissemination programs.

The schools support the implementation of DRRM by participating and working together, extending help and support to the program, and willingness to join the program.

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Schools should be one of the safest places where learners can be. Natural disaster frequency and intensity have grown due to climate change, and existing educational infrastructures frequently need to be modified or strengthened to handle these growing dangers. Consequently, school safety has become a priority for many government and non-government organizations. Therefore, when a calamity comes, being prepared is essential to preserving lives.

Educating people and providing them with the information they need to save their lives, protect their communities, and significantly reduce loss is a vital and most effective way to increase community resilience. Disaster risk reduction in education equips people with the knowledge and skills to reduce the impact of natural hazards by lessening fatalities, limiting damages, and decreasing disruption of the teachers' and learners' economic, social, and cultural activities at school and home.

Schools in uplands and coastal regions that participate in emergency risk management may be impacted by disasters or have a hand in their preparation, reaction, or aftermath. In order to prepare for and mitigate a disaster, communities' and schools' actions prior to the event are crucial. Teachers, parents, and other stakeholders, however, have a direct interest in seeing the National Disaster Risk Management initiative through to completion.

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CONCLUSION

From the results of the study, the following recommendations are strongly suggested.

The Department of Education may participate in the school's efforts to lower its emissions of pollutants. Moreover, communities must be made more resilient by planning ahead and equipping schools with the tools they need to manage risks associated with climate change, from enhancing DRRM plans to implementing conservation measures. School heads, teachers, parents, and school children should consider their essential contribution to the implementation of DRRM as part of their participation in better implementation of the program.

The school may look into the significant help and involvement extended by the stakeholders in the school. It may be appropriately accounted for the safety and protection of each stakeholder in the school.

School practices may allow every stakeholder to provide support by helping the school in each activity and program, especially Disaster Risk Reduction and Management.

The study may be duplicated in other congressional districts in the Province of Iloilo to corroborate the results obtained in the present investigation.

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