

The Ordeals of Mountaineering Responders in Santa Cruz, Davao del Sur: A Phenomenological Study

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Abstract. This phenomenological study explored the lived experiences, coping mechanisms, and memorable insights of eight mountaineering responders from Barangays Astorga and Darong in Santa Cruz, Davao del Sur. Through the process of personal experience description, listing of textual description, grouping relevant topics, writing textual description, writing structural description, and identifying the essence of the phenomenon, the collected data was examined and deduced. A data analyst assisted the development of key subjects, and the results show that the lived experiences of the Astorga Mountaineer Ecological Conservation Club and Rescue Team (AMECC ART) in dealing with disaster include being equipped to respond to various situations and trained to serve people. Moreover, the coping mechanism of the AMECC ART, as a responsive responder, emphasizes the need to join training and workshops, apply various strategies or techniques, and trust fellow responders. In addition, the memorable insights/training programs of the AMECC ART responder's journey as a responsible responder are teammates, personal goals, learning from the pro, and overcoming difficulties at times. It is recommended that an Ordinance be implemented for the Municipal Disaster Risk Reduction Management Office (MDRRMO) of Santa Cruz, Davao del Sur, proposing a budget identifying the needs, equipment, and financial subsidy for better disaster resources and response. Additionally, a leadership training will be provided for the Officials of the AMECC ART.

Keywords: Mountaineering responders; Responder experiences; Responder training and coping strategies.

1.0 Introduction

A disaster is the result of an accident or a natural catastrophe that causes loss of life or significant damage to non-living and living things. It does not exempt any social status or race; therefore, it is everybody's business. However, as reality sets in and reveals that not everyone possesses the capacity for so-called bravery. The flaming volunteerism in this matter depends on the specified eagerness and confidence to overcome this situation. And as it ends with "R," comes the word, 'RESPONSIVENESS.' In this manner, the volunteered responders should have and must be equipped with such knowledge and exemplary skills to respond efficiently and effectively during emergencies, such as disasters. Moreover, the so-called resources, such as first-aid kits and other relevant emergency response materials, were also the most vital and challenging ones.

In many nations, voluntary first response plays a significant role in prehospital care for medical emergencies, especially cardiac arrest. To respond to medical emergencies in their community, the Emergency Medical Services mobilize volunteers, known as Community First Responders (CFRs). They consist of both professional

and lay responders, such as general practitioners, firefighters, and police officers. Numerous elements, including leadership, counseling, recognition, and learning opportunities, are believed to encourage CFRs to enroll in and stay involved in Voluntary First Response programs. It truly influenced how Voluntary First Response programs are planned and executed, including hiring, training, and psychological support procedures. CFRs, paramedics, emergency physicians, patients, and the public are among the many stakeholders who gain from this (Heffernan et al., 2020). This was just a problem for them to continue and be a responsible responder in prolonging life.

Moreover, the need to have sufficient training was a must, just like what happened in Typhoon Haiyan, which struck portions of the Philippines last November 2013. The medical facilities suffered significant damage due to the typhoon, resulting in numerous fatalities and injuries. Although health professionals play a vital part in the immediate disaster response system, little is known about their experiences working during and immediately following a natural catastrophe. Participating in the response system while also being a disaster survivor was a complex, potent, and confusing experience. The event included social components, stress-coping techniques to strike a balance between acceptance and control, personal beliefs, and altruistic motivations, which led to other recommendations for disaster response and training (Hugelius et al., 2017).

Additionally, the Davao Region in the Philippines is prone to a variety of calamities due to its unique geological, morphological, and climatic features. As stated by Bilao et al. (2024), natural disasters occur when unexpected events happen, requiring prompt rescue and relief efforts. During calamities and disasters, rescuers are crucial because they ensure that public safety is their top priority. They handle a variety of rescue missions, and it was clear that they have encountered difficulties in responding to crises and disasters. The phenomena caused them psychological suffering, which had an emotional impact on rescuers and has been a significant study topic in disaster supervision aimed at strengthening the resilience of rescuers in our society.

With a thorough understanding and identification of different factors affecting the responsiveness of responders in terms of disaster preparedness and their own lived experiences in the Municipality of Santa Cruz, Davao del Sur, it was undeniably and surely the core indicator of this study, as it valued and determined their essence as primary volunteers. To cope with their experiences, such as floods, Fires, road crashes, vehicular accidents, landslides, and Earthquakes, the need for training programs and resources would build a strong foundation for them to help preserve life through volunteerism, as the highest act of service for humanity.

2.0 Methodology

2.1 Research Design

The study employed a qualitative design to gather data through an inductive method, in line with the principles of phenomenology. The phenomenological approach reflects on an individual's lived or pre-reflective experiences. The researcher gained a better understanding of the significance of people's lived experiences with the aid as the method. In addition, the researcher investigated the respondents' actual experiences to gain insights into their viewpoints, perceptions, and level of responsiveness, using Creswell's Phenomenological Analysis (2013). The analysis has six phases, each serving as a step to collect data from participants that aligns with the study's design. It aims to determine the responders' level of responsiveness based on their lived experiences, coping mechanisms, and memorable insights on their journey as responsive responders in catastrophe situations, and the interview was conducted, with the specified questions being asked.

2.2 Research Locale

The study was carried out in Santa Cruz, Davao del Sur, between 125 degrees 24' east longitude and 6 degrees 50' north latitude. It is in Davao del Sur's northern region, bordered to the north by Davao City and to the south by Digos. Around 27,960 hectares of land remained after multiple political subdivisions, accounting for 6.7% of Davao del Sur's total land area. And sixty percent of the territory is covered by forest land; the remaining eight barangays are along the coast.

2.3 Research Participants

The main participants in this study were the actively trained and voluntarily responding members of the AMECC ART, who reside in the Municipality of Santa Cruz, in the province of Davao del Sur, Region 11. Moreover, the total number of participants in the study was only eight; four active members from Barangay

Astorga and four active members from Barangay Darong. These participants were selected based on these following reasons: first (1) they were residents of the municipality of Santa Cruz, Davao del Sur, particularly from Barangay Astorga and Darong; second (2) those who were actively trained volunteers of the AMECC ART organization and third (3) those who have successfully helped the community with their specified service/s in responding such disaster.

2.4 Research Instrument

The participants in this study were actively trained volunteers/members of the AMECC ART, with a sample consisting of only eight individuals, representing the population. First-hand recollections of the individuals' perspectives were given in these interviews. A purposive sampling method, namely a stratified random approach, was utilized in this study to purposefully select a sample based on the researchers' knowledge, ensuring that the participants align with the investigation's goals. The researcher specifically selected these individuals because they possessed qualities and attributes related to the research subject, using a validated questionnaire developed by experts.

Table 1. *Interview Guide-Questions*

Main Questions	Probing Questions
1. What is/are the lived experiences you have successfully attended or actively participated, in responding such disaster?	1.1. What is/are the training/s all about? 1.2. How did these training/s made you more equipped as a responder? 1.3. Why did you choose to be in that training/s?
2. How is/are these experience/s becomes a coping mechanism and help you to be a responsive responder?	2.1. What techniques or strategies are applicable in dealing with disaster? 2.2. Why is it important for you to apply those techniques and strategies when responding? 2.3. How was the experience as a responsive responder?
3. What is/are the most memorable insights/training programs in your journey as a responsive responder?	3.1 Who is/are with you during that time? 3.2 How did you react on that situation? 3.3 What are the strategies you have applied?

2.5 Data Gathering Procedure

This study employed specific research questions to assess the responsiveness of responders during disasters. Genuine information from the research participants must be obtained to respond to these. Thus, in-depth interviews with the participants above were used to gather information. To ensure a seamless interview, the researcher adhered to pre-, during, and post-procedures. Before the interview, the experts validated the semi-structured interview questions that guide the in-depth interview questions. Once validated, the researcher sent the letter of permission to the chosen organization which was the AMECC ART. Then, the researcher selects the participants using stratified sampling. The researcher inquired for their contact information so that they could be easily contacted. Once the data have been transcribed, they are ready to be shared and clarified with them.

During the interview, the time and setting are determined by the availability of the participants. The researcher ideally conducted the interview, which lasted for almost twenty minutes, in a vacant room. However, if none was available, it was conducted in a wide and comfortable setting, as preferred. Additionally, a bond would be established to ease informants into the interview process. Of course, with the participants' permission, the researcher records audio and use field notes to capture the responses, prior to the interview proper. After the interview, the informants' responses were promptly transcribed, and a copy was provided to them. They also receive a gesture of appreciation from the researcher for their involvement and participation, which is a key component of the study.

2.6 Ethical Considerations

This research study adhered to ethical guidelines that considered several factors involving the participants in this study. Informed consent was obtained from the participants, allowing them to inquire about their voluntary participation. In this way, the participants were aware of the study's facts, and the researcher guaranteed the subject's interest in the study based on the participant's answer and their informed consent. It is just one of the ethical standards that the participants are subjected to, which is the subject of this investigation. The researcher also restricted the use of participants' information, especially the most sensitive data that must be kept private. It is because the participant has the right to manage their personal information, and so, they can protect and limit the dissemination of individual information about themselves. As a result, the volunteers in this study were safe

and innocent the entire time. Also, as the participant is essential to the effectiveness of the research and observation, the researcher will place a high value on the secrecy of the participant's information. The participant's true name will be replaced with a pseudonym to protect the privacy of the study's subjects. It is for the participant's benefit and their happiness with the study's researcher, as one of the study's key ethical principles. In completing this study, the researcher speaks the truth without bias or favoritism. Any information that the participants provide to the researcher will automatically be considered when determining the likelihood of this problem occurring. It suggests that the researcher was being honest about how the participants' facts and information were handled to solve this challenge. The authenticity and significance of this work will be enhanced by its veracity. The researcher addresses and implements all ethical concerns to ensure complete participant engagement, conduct the study, and identify any issues that may arise.

3.0 Results and Discussion

The information collected from the participants was categorized and organized using the recurring themes that emerged from their comments during these interviews. Figure 1 visually represents the categorized data, providing an organized summary of the study's problem statement. To enhance the comprehension of the study's findings, the researcher also provided thorough justifications and references to relevant literature.

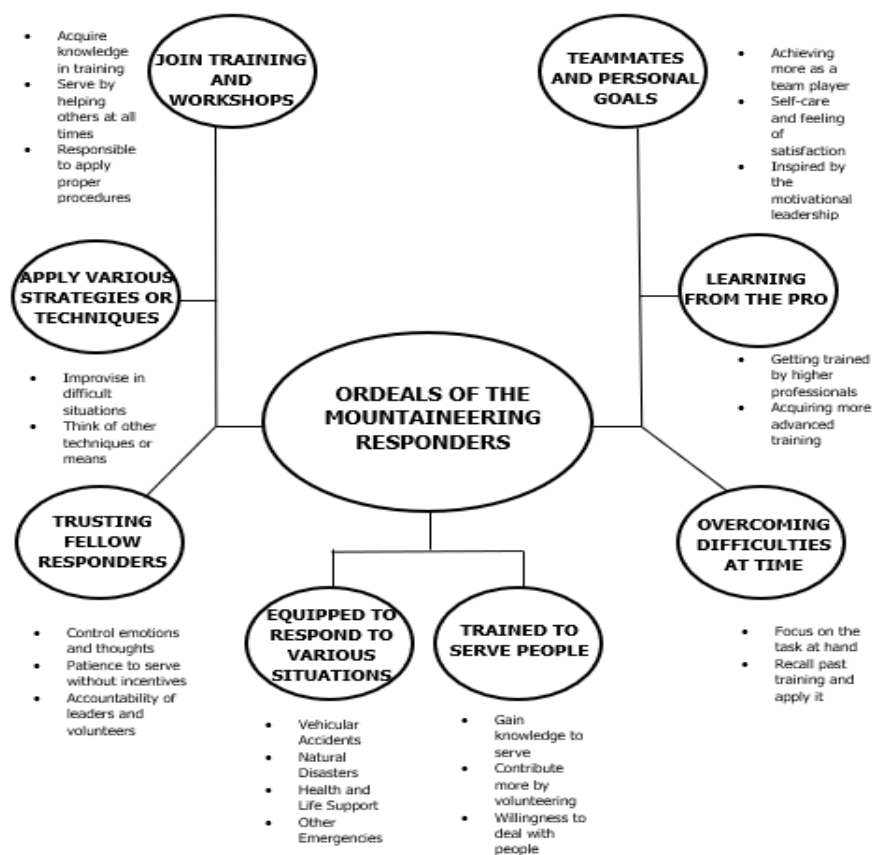


Figure 1. Themes and core ideas of the overall lived experiences of mountaineering responders

3.1 Lived Experiences

The participants' responses reveal their experiences in dealing with disasters and their preparedness to respond to various situations, as well as their training to serve the people with their primary and ideal concepts in this section. Figure 2 illustrates the thematic analysis of the lived experiences of the Astorga Mountaineer Ecological Conservation Club and Rescue Team (AMECC ART) in responding to disasters. It presents two major themes on the lived experiences of the AMECC ART in dealing with disaster which include (1) equipped to respond to

various situations along with its four subthemes vehicular accidents; natural disasters; health and life support and other emergencies; and the second (2) theme which is trained to serve people along with its three subthemes gain knowledge to serve; contribute more by volunteering and willingness to deal with people.

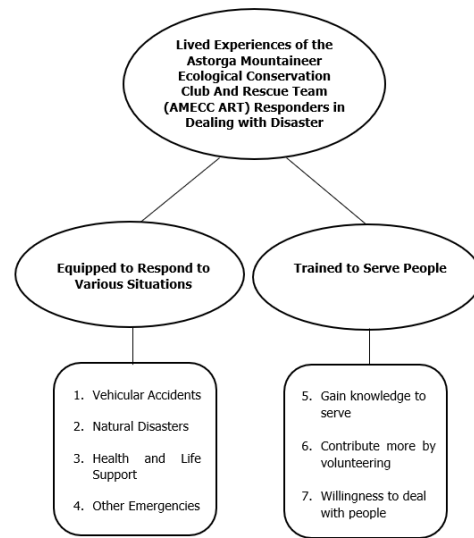


Figure 2. Themes and core ideas on the lived experiences of mountaineering responders

Equipped to Respond to Various Situations

The first theme that came forth and emerged from the responses of the participants is the Equipped to Respond to Various Situations. Four subthemes emerged from the responses of the participants: (1) vehicular accidents, (2) natural disasters, (3) health and life support, and (4) other emergencies. The first subtheme under this theme pertains to vehicular accidents with its four codes: (1) the vehicular accident itself, (2) the road crash, (3) an incident, and (4) an accident that happened at the crossing, which was near the responder's location. The specific responses provided by the participants under the generated subtheme are listed below. All the participants unanimously agreed to this subtheme. According to Matisziw et al. (2020), utilizing response resources is essential, as enhanced emergency responses to incidents can reduce the susceptibility of stratum schemes to disruptions in transportation structures and increase their flexibility. A positioning model strategy was given upon finding the state where appropriate reactions and responses over time will be utilized, based on the sites of recognized fates and response etiquettes over time. To investigate the resilience of transportation networks to disruptions caused by automobile accidents.

The second subtheme under this theme is the natural disasters, with its two codes: (1) the flash flood to monitor the level of the water, and (2) the monsoon wave. According to Enerlan (2023), the Philippines is one of the world's most vulnerable nations to natural disasters, primarily due to storms, intense rainfall, and flooding. These calamities typically have a confined effect, mainly affecting the various regions of the nation. Furthermore, in recent years, the ASEAN countries have shown signs of rapid economic progress and population increase. Additionally, witnesses described large natural disasters causing damage each year, with storms and floods occurring rather frequently. By investing in disaster risk reduction, ASEAN countries are pursuing proactive measures to mitigate the enormous harm caused by natural disasters. The said approaches were diverse, which include prior cautionary systems, the exchange of disaster information, and the use of disaster prevention technology (Ikeda et al., 2024).

The third subtheme under this theme is the health and life support with its eight codes (1) and lately they have responded a suicide incident., (2) the basic life support, (3) the search-and-rescue, (4) the first-aid and bandaging, (5) a responder has been into pre-hospital care, (6) wounded persons, (7) the sick individuals, and (8) the environmental sanitation about dengue awareness. Palliative care in the Philippines is expected to grow due to the rising prevalence of chronic diseases, increasing public awareness, aging populations, government support, and technological advancements. The patient's immediate family provides palliative care when an

expert palliative care team is not available (Corpuz, 2023).

The fourth subtheme under this theme is the other emergencies with its seven codes: (1) water safety, (2) the water search-and-rescue, (3) high-angle search-and-rescue, (4) the swift-water rescue, (5) firefighter training, (6) the mountain search-and-rescue, and (7) any disaster. In conclusion, being equipped to respond to various situations greatly affected the citizens' lives, but they strove through the dedication and wisdom of the mighty AMECC ART volunteers. In addition, practitioners choose to handle public health emergencies and disaster victims by combining a variety of ethical approaches (Khorram-Manesh et al., 2024).

Trained to Serve People

The second theme that emerged from the participants' responses is 'Trained to Serve People.' Three subthemes emerged from the participants' responses: (1) gaining knowledge to serve, (2) contributing more through volunteering, and (3) willingness to interact with people.

The first subtheme states about gaining knowledge to serve with its seven codes (1) specific trainings and seminars to respond and become a certified responder, (2) the knowledge and wisdom will not be stagnant, (3) First, is the BLS. Second, is the Water Safety. Then, Swift Water. The Fire, Fire Training. Also, Rappelling and Rope Manship was present in my training experiences, (4) being an officer or member of the AMECC ART, (5) it impacted that much in you, especially in the circle of your family, within your home, (6) gained a lot of learnings that the self-applied, and (7) the different formations of the team when responding. According to Ross et al. (2023), social learning is a process of mutual development and knowledge sharing through iterative reflections on experience, which is essential to transforming the traditional linear logic-based, reactive framework for disaster risk reduction (DRR) and building community resilience to shocks from disasters. Major obstacles in the transmission of knowledge and learning were recognized, including the dominance of technical knowledge, operational, cultural, and educational/training silos, and weak policy frameworks. Therefore, it is essential to support the development of transdisciplinary perspectives, transformative practices, and the balancing of technical knowledge with social science (Ross et al., 2023).

The second subtheme is to contribute more by volunteering along with its five codes (1) joining that training to learn while contributing to your community, (2) let it spread out to my family and the community. To help my family and the community, you have no right to skip or exclude anyone from the training programs. All of it should be joined and learned by you, (4) the need to develop it further because the performance was not good before, and (5) joining training to add the acquired learnings and the knowledge will be refreshed. Increased past participation in participation behaviors and better self-efficacy views for specific leadership tasks were found to be significant predictors of increased engagement in leadership behaviors. Higher levels of self-efficacy and stronger identification as environmental volunteers also predicted more involvement behaviors and a younger age. It also revealed the crucial role of organizational elements in enhancing leaders' self-efficacy recognition (Gulliver et al., 2022).

The third subtheme is the willingness to deal with people along with its nine codes (1) you should know how to deal with your people, (2) willingness to try and join the trainings, (3) learn to boost your patience towards your patients, (4) the willingness and passion to help in a specific and own ways, (5) follow what your heart dictates and says, (6) initiate helpful actions, (7) learnings about how to save life, indeed, (8) deal all the patients correctly, and (9) having the wisdom and knowledge to pursue the duty and respond within the community. The specific responses provided by the participants under the generated subtheme are listed below. In conclusion, gaining knowledge to serve, contributing more through volunteering, and being willing to deal with people are essential elements that need to be trained and developed in volunteers as they serve the people. A valuable human resource is imperative to match volunteers with volunteer duties in the wake of natural hazard events, thereby fully utilizing their abilities and enhancing the performance of the volunteers (Jaime et al., 2023).

3.2 Coping Mechanism

The figurative representation of the thematic analysis visualizing their possible coping mechanism was shown in Figure 3. It presents three major themes on the coping mechanism of the AMECC ART as a responsive responder which include first (1) join training and workshops along with its three subthemes acquire knowledge in training; serve by helping others at all times and responsible to apply proper procedures; the second (2) theme which is apply various strategies or techniques along with its two subthemes improvise in difficult situations

and think of other techniques or means; and the third (3) theme which is trusting fellow responders along with its three subthemes control emotions and thoughts; patience to serve without incentives and accountability of leaders and volunteers.

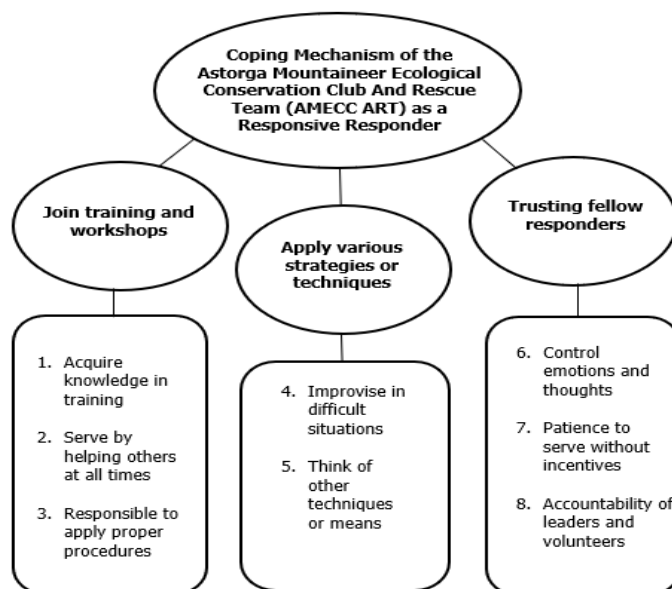


Figure 3. Themes and core ideas on the coping mechanism of mountaineering responders

Join Training and Workshops

The first theme in the responders' responses on what are the possible coping mechanisms of the AMECC ART, as a responsive responder, is Joining Training and Workshops. Three subthemes emerged from the responses of the participants: (1) acquire knowledge in training, (2) serve by always helping others, and (3) be responsible for applying proper procedures.

The first subtheme is to acquire knowledge in training with its nine codes (1) knowledgeable before attending in any instances/situation, (2) trainings and seminars are very important to the responders, (3) all of the things that have undergone in training should be applied, (4) grasp the knowledge and wisdom gained in trainings about certain incident, (5) all of the trainings that have joined will be helpful and became harmless towards another individuals, (6) trained to be responsible, (7) essential techniques were taught in trainings, (8) the experience itself is the most excellent knowledge, and (9) the resources or supplies are also essential to acquire. Empirical evidence shows that the process of internalizing and externalizing tacit knowledge (awareness and sharing) acts as a significant mediating factor between the socialization and experimentation of implicit knowledge (acquisition) and its ultimate combination (knowledge in action). Furthermore, it can happen successfully whether it is conscious or unconscious. Nevertheless, it also demonstrated the more decisive influence of conscious tacit knowledge on innovation. Consequently, managing independent, informal, and highly contextualized tacit knowledge within an organization is beneficial and can lead to a significant competitive advantage. The acquisition of implicit knowledge is influenced by the national environment (Kucharska & Erickson, 2023).

The second subtheme is to serve by helping others at all times with its nine codes (1) spread help with your knowledge on how to rescue, (2) being a volunteer never expects any monetary in return instead in God's blessing, (3) patients should be addressed and catered immediately, (4) being self-equipped means ready to respond anytime, (5) being a responder/personal caretaker of the household, (6) by helping leads the way to happiness, (7) the wisdom will be shared to the people who needed it of having, (8) put love on everything that you're doing, and (9) help other people at all times. According to Lee et al. (2023), volunteers are viewed as essential resources by nonprofit organizations, which compete with one another for scarce resources. The management competencies necessary for volunteer usage can significantly change in chaotic situations,

indicating that volunteer use and organizational holistic resource management competencies are inextricably linked.

The third subtheme is responsible for applying proper procedures, as outlined in two key codes: (1) being mindful of your actions while helping, and (2) carefully and correctly applying all procedures while helping. In conclusion, participating in training and workshops helps the AMECC ART acquire knowledge, serve others by aiding, and be responsible for applying proper procedures. National and international policy frameworks place a strong emphasis on the role that volunteers play in lowering the risk of disaster. It emphasizes that striking a balance between a program that allows for flexibility in addressing contextual challenges and promotes community ownership, and a prescriptive, standardized approach that minimizes creativity and self-initiative is a crucial challenge. It highlights that volunteers with technical training emphasize the need for soft skills training in areas such as communication, coordination, and local activity facilitation. Regional emergency management organizations fortify and aspire to recruit volunteers as essential to Good and Ready's viability (Dé et al., 2024).

Apply Various Strategies or Techniques

The second theme that emerged from the participants' responses is the application of various strategies or Techniques. Two subthemes emerged from the responses of the participants: (1) improvise under challenging situations, and (2) think of other techniques or means. The first subtheme states about the improvisation under challenging situations with its two codes: (1) improvise medical supplies, and (2) use self-made techniques and strategies. Johansson (2024) demonstrates that such emergence is not only preconditioned by the institutions of social life but also spontaneous. To comprehend how disaster volunteers are assembled, it was crucial to have access to resources, trust, and local networks.

The second subtheme is to think of other techniques or means with its two codes (1) strategies and techniques are essential, especially in unexpected scenario/s, and (2) never forget the basic life support. The necessity to concentrate on disaster prevention and mitigation capabilities has grown due to the rise in the frequency of natural disasters. Following a disaster, all parties must take the necessary steps to minimize losses and offer help. Of them, volunteers are a relatively new but significant force in rescue; nevertheless, due to their voluntary and dispersed nature, which sets them apart from traditional rescue organizations, volunteer distribution becomes a crucial issue in modern times. Create a volunteer assignment method that considers several factors, including the volunteers' willingness to visit the disaster site, their ability to perform the task, the needs of the disaster site, the victims' satisfaction with their time, etc. (Xue et al., 2024).

In conclusion, applying various strategies or techniques involves improvising under challenging situations and considering alternative techniques or means, which serve as a map and guide for the AMECC ART responders. Due to their proximity to the scene of an occurrence, informal volunteers often serve as first responders in emergencies, alerting experts and initiating rescue attempts. However, there are concerns about the possibility that many of these unofficial volunteers could unintentionally cause harm due to a lack of necessary training. In the field of disaster response, there is a growing need to comprehend the dynamics of collaboration between government officials and unorganized volunteers to examine different collaboration strategies and evaluate their effects on the response rates of victims of disasters while considering various disaster factors related to citizens, responders, and logistics (Kirac et al., 2024).

Trusting Fellow Responders

The third theme that emerged from the participants' responses is Trusting Fellow Responders. Three subthemes emerged from the responses of the participants: (1) controlling emotions and thoughts, (2) patience to serve without incentives, and (3) accountability of leaders and volunteers. The first subtheme states about the control emotions and thoughts with its three codes (1) upgrading nervousness into strength to enjoy and learn a lot from the activity/training, (2) being a wise and not an impulsive decision-maker in every problem or disaster to be encountered, and (3) don't panic to think clearly and correctly.

The major abilities emphasized during disasters are staying composed, being an effective communicator, finding safe places to evacuate, trusting and working with professionals, and minimizing damage. It also lays a strong emphasis on practical skills, including attending assembly locations, climbing stairs, knowing first aid, exchanging information effectively, and averting dangerous circumstances. Together, it is expected of residents

to concentrate on fundamental skills such as supporting search and rescue teams, attending assembly locations, fostering good communication and coordination, remaining composed and optimistic, and cooperating with search and rescue teams both during and after disasters (Karacaoğlu, 2024).

The second subtheme states about the patience to serve without incentives, with its two codes (1) no salary or monetary return expected from the patients/victims, and (2) extending help towards one another means satisfaction. Practitioners' opinions regarding financial incentives were divided throughout COVID-19. Financial incentives, according to some, are necessary to keep long-term providers engaged, while others said they would diminish the value of volunteering. Most practitioners did, however, acknowledge that their sense of obligation to help during the pandemic drove them to volunteer (D'Souza et al., 2024).

The third subtheme states about the accountability of leaders and volunteers with its eight codes (1) trust in yourself and with the teammates, (2) do believe with one another, (3) volunteers save lives, (4) the heart feels so good when spreading and sending help in the name of volunteerism. Also, with the family because it's for God, instilled as a Christian, to do good with others, (5) you should be responsible, as a responder, (6) utilize cooperation as one of the techniques, (7) depend in yourself, and (8) be open-minded and continue to fill the cup with trainings and learnings. In conclusion, trusting fellow responders involves controlling emotions and thoughts, exercising patience in serving without incentives, and holding leaders and volunteers accountable are among the coping mechanisms of the AMECC ART responders, who spread help in the name of volunteerism. It is often believed that practical emergency cooperation entails a happy transition to confidence and trust. When mistrust and terror are eliminated, an organization is said to be cooperative. Thus, it appears that negative or depressing emotions such as rage, fear, contempt, despair, or frustration are hostile to emergency cooperation (Sage et al., 2023).

3.3 Memorable Insights and Trainings

The data visualization's theme analysis, represented metaphorically, illustrates the possible memorable insights and training programs of the AMECC ART responder's journey as a responsive responder, as shown in Figure 4. It presents three major themes on the memorable insights/training programs of the AMECC ART responder's journey as a responsive responder which include first (1) teammates and personal goals along with its three subthemes achieving more as a team player; self-care and feeling of satisfaction; and inspired by the motivational leadership; the second (2) theme which is learning from the pro along with its two subthemes getting trained by higher professionals and acquiring more advanced training; and the third (3) theme which is overcoming difficulties at time along with its two subthemes focus on the task at hand and recall past training and apply it.

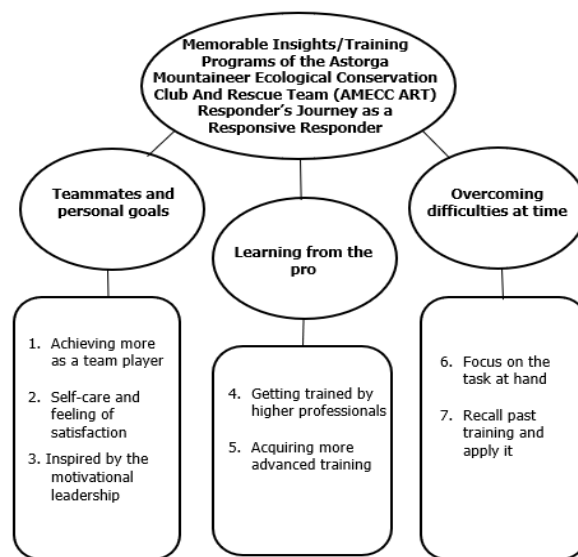


Figure 4. Themes and core ideas on the memorable insights and trainings of mountaineering responders

Teammates and Personal Goals

The first theme in the responders' responses is what the possible memorable insights or training programs of the AMECC ART responder's journey as a responsive responder are, which include Teammates and Personal Goals. Three subthemes emerged from the responses of the participants: (1) achieving more as a team player, (2) self-care and feeling of satisfaction, and (3) inspired by the motivational leadership.

The first subtheme is to achieve more as a team player with its four codes: (1) teammates are present during that time, (2) it consists of volunteers from our Barangay, BDRRMC of ours, and all the AMECC ART members, (3) do what's best to do. Cooperate with your colleagues, and (4) colleagues and teammates in the AMECC ART who were in the training. Three interconnected practices are identified as supporting well-being: "action" (providing opportunities for volunteer work); "reflection" (facilitating debriefing and discussion processes); and "connection" (establishing physical spaces and activities to improve social interactions) (Nissen et al., 2022).

The second subtheme is self-care and feeling of satisfaction with its five codes (1) it's satisfaction when you face and embrace your fears successfully, (2) finishing the activity with the satisfaction of having the meal in the end, (3) a volunteer must be healthy, a strong one and cares for their self to be ready in the first place, (4) a responder must be brave and challenging to respond in all situation, and (5) the best part was being able to send help and retrieving the patient. According to Levkovich and Labes (2024), volunteers' labor gave them a great sense of fulfillment and purpose, which aided in their development on both a personal and professional level. It highlights the value of professional supervision, social and family networks, and other support systems in overcoming these obstacles.

The third subtheme is inspired by the motivational leadership along with its three codes: (1) Mr. President, Sir Julius, (2) the Training Director, Barangay Councilor, Ryan Adalim, and (3) the officials of Team AMECC ART. In conclusion, teammates and personal goals help the AMECC ART achieve more as a team player, promote self-care, and foster a feeling of satisfaction and inspiration through motivational leadership. Xue et al. (2024) emphasize that natural disasters are occurring more frequently these days due to several variables, including global climate change, environmental degradation, and human activity. These factors pose a significant threat to people's safety and property. The need to focus on disaster preparedness and response, as well as disaster prevention and mitigation, has increased due to the rising frequency of natural disasters. Of them, volunteers are a relatively new but significant force in rescue; nevertheless, due to their voluntary and dispersed nature, which sets them apart from traditional rescue organizations, volunteer distribution becomes a crucial issue in modern times. As a result, it must develop a method for assigning volunteers that considers several variables, including the volunteers' willingness to visit the disaster site, the competency of their varied skills, the need of the disaster site for the task, the victims' satisfaction with their time, etc. (Xue et al., 2024).

Learning from the Pro

The second theme that emerged from the participants' responses is 'Learning from the Pro.' Two subthemes emerged from the participant's responses: (1) receiving training from higher professionals, and (2) pursuing more advanced training.

The first subtheme states about getting trained by higher professionals with its six codes (1) the more the speakers, the more it brings different knowledge and learnings to be instilled, (2) more than one Training Director means a lot to the responders/volunteers, (3) Department of Health (DOH)/Medical Professionals, (4) Bureau of Fire, Santa Cruz, (5) the BDRRMC of Barangay Darong and the volunteers of Barangay Astorga & so the other trainers, and (6) the Coastguard. Both international and national policy frameworks highlight the value of public involvement and volunteers' contributions to disaster risk reduction, particularly about how officialdom can engage in calamity hazard supervision to assist unpaid helpers in spearheading and directing specific areas to lessen disaster perils, highlighting the need of providing volunteers with technical training while also emphasizing the necessity for soft skills training in areas like communication, coordination, and local activity facilitation. It necessitates comprehending and fulfilling the expectations and motives of volunteers, and strengthening relationships with regional emergency management organizations would support such a program (Dé et al., 2024).

The second subtheme is acquiring more advanced training with its four codes: (1) upgrading of the Basic Life Support training, (2) including Basic Fire Fighter training, (3) the HASAR, High-Angle Search and Rescue, and

(4) the WASAR, Water Search and Rescue. Shaw et al., (2024) examines the factors that affect spontaneous volunteer groups' (SVGs') capacity to continue operating. Sustainability is the goal of helping impacted communities support one another, not only during the initial stages of a disaster but also during the phases of recovery and mitigation, which allows them to become more resilient to future shocks. The four themes that comprise the drivers of SVG sustainability are as follows: (1) evaluation of continuing needs; (2) organization of resources to satisfy that need; (3) leadership and followership producing a weight of operational capabilities; and (4) influence of political will. It reveals essential elements for creating a sustainable SVG system, such as social capital and reliable leadership, by examining these forces.

In conclusion, learning from the pros includes being trained by higher professionals and acquiring more advanced training, which provides a silver lining and guidance for AMECC ART responders to be responsive throughout their journey. In disaster risk reduction, it is crucial to address the human aspect when natural hazards increase in frequency and intensity due to climate change and other factors. People who receive individualized instruction and training are better equipped to handle the various stages of a crisis. Comprehending and enhancing personal and community readiness may result in improved disaster management, reduced fatalities, lessened financial harm, increased community resilience, optimal resource allocation, and more effective long-term recovery processes. Community volunteers, local governments, and schools can all play a crucial role in helping people receive training. Including community planning workshops or incorporating disaster preparedness into school curricula necessitates tight coordination and participation from all stakeholders, including individuals, communities, governments, and professional associations (Fazeli et al., 2024).

Overcoming Difficulties at Times

The third theme that emerged from the participants' responses is Overcoming Difficulties at Times. Two subthemes emerged from the responses of the participants: (1) focus on the task at hand, and (2) recall past trainings and apply them.

The first subtheme states about how to focus on the task at hand with its eight codes (1) also, just listen to what they have instructed and apply it. If you find it that much difficult then, just rely on the techniques that they have made easy to be understood by everyone, (2) just cooperate and took the situation seriously, (3) don't let the cowardness in you reign, (4) be strong face different and real-life battles, (5) don't be distracted, focus, (6) keep the love on what you're doing, (7) of course, the first thing, you must not be untrue to all, and (8) be calm. Since the 1950s, academics have been studying volunteerism in disaster situations, and the discipline has been continuously evolving ever since. However, there is a dearth of theoretically informed research on emergent groups despite the long tradition and considerable number of studies conducted. To comprehend how disaster volunteers are assembled, it was crucial to have access to resources, trust, and local networks (Johansson, 2024).

The second subtheme discusses how to recall past training and apply it with its unique code (1), incorporating all the techniques learned from previous trainings, making it easier to deal with everything. Assessing individual variations in these behaviors and validating disaster preparedness theories depend heavily on the use of reliable and proficient readiness measures. Still fewer are valid and reliable. Few personal preparedness strategies are suitable for all kinds of disasters. Based on disaster theories, it is believed that it is related to other dimensions (such as perception of disaster threat and self-efficacy for emergency preparedness) (Talisman et al., 2024).

In conclusion, overcoming difficulties at times involves focusing on the task at hand, recalling past training, and applying it, which are some of the key insights and training programs from the AMECC ART in their journey as responsive responders. Volunteers for disaster aid need to possess specific cognitive and psychological traits, including knowledge, practical skills, and the right attitude, like those of disaster volunteers. Regarding knowledge and functional skills, this effect remained consistent over time (Amini et al., 2024).

4.0 Conclusion

The study on the lived experiences of the responders revealed that they are both equipped and trained to serve in various emergencies. Being equipped refers to their readiness to respond to vehicular accidents, natural disasters, health-related incidents, and other emergencies. Their training emphasizes gaining knowledge,

volunteering, and a strong willingness to assist others. As responsive responders, their coping mechanisms include participating in training and workshops to gain knowledge and apply correct procedures, using improvisation and alternative strategies during challenges, and placing trust in fellow responders, manifested through emotional control, patience, and accountability. Furthermore, their most memorable insights stem from teamwork and personal goals, learning from experienced professionals, and overcoming difficulties by staying focused and applying past training. These experiences collectively shape their resilience and commitment to serving their community effectively.

5.0 Contributions of Authors

Khezziah Bianca Araña – writing, data analysis, encoding, etc.
Roel Jr. D. Apas, MPA – editing & supervising

6.0 Funding

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7.0 Conflict of Interests

None at all.

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9.0 References

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