

Disaster Management Practices and Pandemic Preparedness of Academic

Libraries in Aklan: Basis for a Library Disaster Management Plan

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Abstract

This study aimed to comprehensively evaluate disaster management practices, pandemic preparedness measures, and overall library conditions within academic libraries in Aklan, Philippines. Employing a mixed-method approach or quantitative-qualitative descriptive research method with a convergent-parallel design, thirty-seven librarians and library staff participated in quantitative data collection, while thirteen librarians took part in qualitative interviews. Data were gathered using a standardized validated questionnaire adapted from UNESCO, UNDRR, IFLA, ALA, and WHO guidelines and anchored to Superio et al.'s (2017) instrument. Ethical considerations were strictly observed during data gathering, with descriptive statistics and thematic analysis employed for data processing. The findings revealed variations in disaster management procedures and pandemic preparedness among libraries, emphasizing the need for stronger structures, increased training opportunities, and improved disaster management plans. Deficiencies in funding, legislative support, and technology integration were identified, highlighting the importance of strategic interventions. Overall, the study provides insights into the challenges and opportunities for enhancing disaster resilience and pandemic preparedness in academic libraries, laying the foundation for effective disaster management and public health emergency response strategies.

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Chapter 1

Introduction

Background and Rationale of the Study

Researchers and professionals in the area of library and information science have constantly been concerned about the risk posed to libraries and information services by both natural and man-made disasters. According Issa, et al. (2012), a library disaster is anything that disrupts the library's regular operations, whether temporarily or permanently. Humans and their communities are vulnerable to the effects of natural disasters including earthquakes, floods, and volcanic eruptions. Fire, acts of war or terrorism, structural (building) issues, chemical spills, thefts of books, and mutilations are all examples of man-made disasters that pose a threat to the library's collections and facilities.

On average, 19-20 typhoons hit the Philippines every year, making it one of the top three countries in the world in terms of the probability of being struck by a natural disaster (De Vera, 2013). According to Superio, et al. (2017), Typhoon Haiyan's tremendous strength and high wind speed caused large storm surges that caused problems in facilities and coastal towns, and libraries were also badly damaged especially in Aklan. Library materials, buildings, and, most importantly, people, are all vulnerable to the destruction that might result from natural disasters. Data concerning how to prepare libraries for disasters is very few. When libraries in the Philippines were hit by Typhoon Ondoy (international name Ketsana) in September 2009, Totanes (2009) wondered why librarians weren't doing more to get the word out. Librarians who will encounter an identical issue in the future may benefit from hearing about the current status of libraries and how they handled the situation.

As per Chisita (2020), the new Coronavirus (COVID-19) virus has been declared a worldwide pandemic due to its high incidence rate and severe repercussions. The academic library system in Aklan has been seriously impacted by the outbreak which has affected the plans and ambitions of library directors as they attempt to operate in a more constrained budgetary setting. As a consequence of the decision to shut down physical library facilities, several directors have increased spending on digital materials and services. Moreover, they have been forced to make difficult staff cuts, with the greatest impact felt by those whose jobs are directly tied to the physical location of the library. The welfare of the employees and financial constraints both need careful consideration while making these tough choices.

The Northeast Document Conservation Center (NEDCC) (2021) suggests putting materials in quarantine after they've been handled by employees and guests if they've been in contact with someone who has a reported case of COVID-19. Indoor environments with inadequate ventilation and/or high population densities are risk factors for the transmission of infectious diseases, as reported by the World Health Organization (2021). The United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2021) worked hard during this risky time to spread the word about its free, publicly available, and searchable world digital library. Onyancha (2023) encourages member associations to collaborate on promoting media and information literacy through the distribution of open-source materials.

Everyone has started thinking about and making preparations for life after the pandemic. What will it be like? It is unlikely that library services will go back to their pre-pandemic businesses. As a new pandemic might likely happen in the future it is important to be prepared and adapt to the effects of these shifts on library resources, and outreach efforts, as user demands, will undoubtedly be felt by librarians.

The purpose of this study is to determine the disaster management practices, pandemic preparedness, and status of library conditions in Akran in order to preserve and protect the library and its collection from the destruction caused by disaster, pandemic, and other factors hindering effective disaster management. In addition, this research provided light on the problems and other lack of components in the existing library disaster management plans of academic institutions in Akran which helped administrators and policymakers adopt a model that can be applied specifically to their library disaster management plan and pandemic preparedness plan.

Epistemological and Theoretical Perspective of the Study

Physical collections and infrastructure have received considerable attention in the global literature on library disaster management. The International Federation of Library Associations (IFLA) disaster manual (McIlwaine, 2006), the British Library's Collection Care guidelines for rescuing library and archive materials (2012), and the Library of Congress' brief practical response and recovery instructions (Library of Congress, n.d.) are just a few examples. The Harvard University Library Collections emergency plan template (2017) and the California Preservation Program (CalPreservation) Disaster plan template (n.d.) are just a few examples of international disaster plans that primarily focus on physical collections. Australian resources such as the Disaster Planning for Libraries (Australian Library and Information Association (ALIA, 2010) and the ALIA Guide to Disaster Planning Response and Recovery for Libraries (ALIA, 2010) focus on safeguarding physical collections.

A primary objective of the International Federation of Library Associations (IFLA) Preservation and Conservation Core Activity (PAC) (2006) is to guarantee that all library and archive holdings, printed and otherwise, will be kept in a usable format for as long as possible. Disaster preparation procedures are among the most important preventative

actions because they can delay the deterioration of collections. When we consider recent history, we see that wars and natural disasters do not decrease in frequency but rather, alarmingly, seem to increase. To educate the public about the dangers facing our written history, IFLA-PAC has hosted or participated in a variety of conferences, seminars, and workshops within the Blue Shield program. In 2003, a poll was taken across the globe to see which national libraries had emergency procedures in place. The findings were disturbing. Only 39 out of 177 libraries have any sort of emergency plan in place. Twenty-eight of them plan to make one, but they cite a dearth of models as the reason they haven't yet. When you think about all the books, guides, and manuals already out there on the subject, you realize how unexpected this is.

However, the vast majority of these resources are presented in English, and a few of them are quite complex and not applicable to small institutions with limited resources; thus, IFLA-PAC decided to compile a basic manual focusing on the primary points to consider when creating a disaster plan: assessing risks, managing the disaster risk, preparing to cope when disaster occurs, responding, and getting back to normal.

The theory where organizational capacity is a factor of preparation is founded on the idea that the level of preparedness, and thus risk reduction and response readiness, is proportionate to the amount of emergency capacity constructed (Bussell, 2013).

Confusion and dispute over task assignments are decreased by organizational formalization (clarity of documented procedures for task performance). Communication with other relevant agencies (such as police and fire departments) during a disaster is crucial to the success of response and recovery activities, therefore it makes sense that inter-organizational interchange (relations) is related to preparation. The construction of a contact list for a successful emergency communication network is vital, as highlighted in Halsted et al. (2005) steps for creating a responsive ERP.

Drawing from Social Capital Theory (Putnam, 2000), the study acknowledges the role of social networks and community cohesion in enhancing disaster resilience within library settings. Furthermore, the study also incorporates the Diffusion of Innovation Theory (Rogers, 2003), recognizing the importance of adopting and implementing new technologies and practices, such as digital resource management systems, to enhance disaster preparedness in libraries. Additionally, the study applies the Resource Dependency Theory (Pfeffer & Salancik, 1978) which analyzes how libraries rely on external resources and partnerships to strengthen their disaster response capabilities. These micro theories complement the overarching framework of the study, providing valuable insights into the multifaceted nature of disaster management and library resilience.

According to Chavan (2020), new skills and competencies gained during the COVID-19 pandemic should be carried forward, and librarians should collaborate to share them. Academic librarians, in particular, should educate untrained or unskilled library support staff about library technologies and other innovations, according to their findings. They must now carefully consider online services and facilities and work diligently to put them in place. The library's website should be functional because it serves as a virtual portal for all users.

Purohit (2020) effectively outlined the changes in the work environment that librarians experienced during the COVID-19 situation. During work-from-home or remote working situations, librarians were forced to adapt to a new working style, similar to other professionals, who spent more time on work commitments with no fixed duty hours. They had to be cordial with library patrons and respond to their questions with online resources. They also had to add value to the institute's outcomes and act like entrepreneurs.

Aklan Province has been prone to natural disasters such as typhoons, floods, landslides, and earthquakes, among others. These disasters have caused significant damage to infrastructure, homes, and livelihoods in the area (Provincial Government of Aklan, 2011) In response to these challenges, the local government and communities in Aklan have implemented various disaster preparedness initiatives. These initiatives include the establishment of a Provincial Disaster Risk Reduction and Management Office (PDRRMO) which serves as the lead agency for disaster management in the province. The PDRRMO is responsible for developing and implementing disaster preparedness plans, conducting training, and providing disaster response and recovery services (National Disaster Risk Reduction and Management Council, 2020).

According to the Provincial Government of Aklan, the local government has partnered with various stakeholders, such as non-governmental organizations, private sector entities, and the community, to raise awareness of disaster preparedness and promote disaster-resilient communities. However, the effectiveness and status of disaster preparedness in Aklan may vary across different communities and areas and may depend on several factors, including available resources, infrastructure, and community participation. It is always advisable to keep track of the latest news and information on disaster preparedness in Aklan and consult with local authorities or experts for specific information or advice on the matter.

Purpose of the Study

The primary purpose of this study was to comprehensively evaluate the disaster management practices, pandemic preparedness measures, and overall status of library conditions within academic libraries situated in Aklan, Philippines.

Research Objectives and Statement of the Problem

This study was conducted to determine the disaster management practices, pandemic preparedness, and status of library conditions of Academic Libraries in Aklan.

Specifically, this study aimed to answer the following objectives:

1. To determine the disaster management practices of academic libraries in Aklan.
2. To find out the pandemic preparedness of academic libraries in Aklan.
3. To determine the status of library conditions based on:
 - a. Technological
 - b. Social
 - c. Environmental
 - d. Legal
 - e. Economic
 - f. Operational
 - g. Institutional
 - h. Political
4. To determine the challenges experienced by librarians regarding disaster management practices and pandemic preparedness of academic libraries in Aklan.
5. To design the library disaster management and pandemic preparedness plan.

Conceptual Framework

The figure shows the overall concept of the study that seeks to answer the different disaster management practices, pandemic preparedness, and the status of library conditions in academic libraries in Aklan. The independent variable includes the status of library conditions in academic libraries in Aklan whereas the dependent

variable sought to find out the different disaster management practices and pandemic preparedness being done by the libraries.

This study aims to analyze the relationship among the state of library conditions and two important outcomes: disaster management practices and pandemic preparedness. The main goal is to comprehend the influence of these factors on the formulation of Library Disaster Management Plans and Pandemic Preparedness Plans. The independent variable in this context is the status of library circumstances, which includes several variables such as technological, social, environmental, legal, economic, operational, institutional, and political factors. These elements collectively influence the library's capacity to effectively respond to emergencies. Disaster management practices and pandemic preparedness are the dependent variables that indicate the proactive actions libraries take to be ready for potential catastrophes and pandemics.

The study seeks to examine the relationship between the state of libraries and their preparedness for disasters and pandemics. Its objective is to provide insights into how variances in these elements affect the development and execution of formal plans. The premise is that libraries equipped with resilient conditions, such as advanced technical infrastructure, highly skilled staff, and sufficient funds, are more inclined to create and implement efficient disaster management and pandemic preparedness plans. By conducting a thorough examination of these factors, the research aims to offer valuable knowledge on improving emergency readiness in academic libraries.

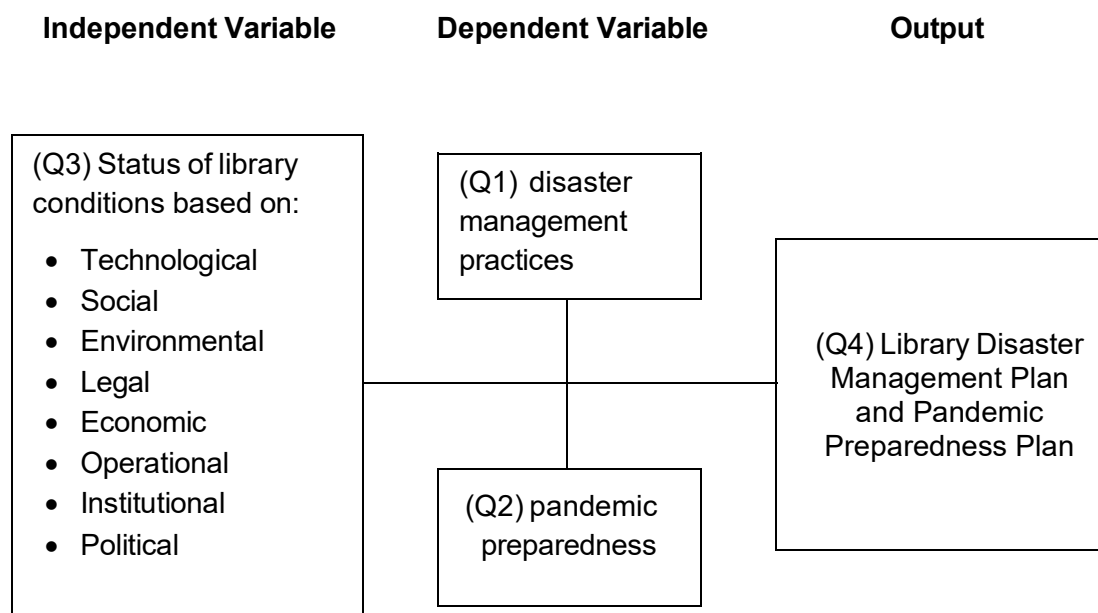


Fig. 1. A schematic diagram illustrating the concept of this study that the extent of existing practices leads to preparedness.

Definition of Terms

Disaster Management Practices. Disaster management practices are the measures and actions taken to prepare for, respond to, and recover from natural and man-made disasters. These practices include activities such as risk assessment, emergency planning, communication, evacuation, search and rescue, and disaster recovery (Collins English Dictionary, n.d.).

Planning, staffing, organizing, coordinating, budgeting, directing, and reporting are some of the managerial tasks related to emergency management that are taken into account in this study. The way disasters are managed is rated as either good or poor.

Pandemic Preparedness. Pandemic preparedness refers to the measures and actions taken to prepare for, respond to, and mitigate the impacts of a pandemic, which

is an outbreak of a disease that affects a large number of people across multiple countries or continents (Centers for Disease Control and Prevention, 2020).

In this study, it pertains to the protective measures carried out by librarians or library workers to safeguard information resources against various influences. Pandemic preparedness is assessed on a scale ranging from good to bad.

Academic Libraries. According to the American Library Association (2009), academic libraries are those that are connected to academic institutions including colleges, universities, and research institutions.

In this study, it specifically refers to the libraries affiliated with higher education institutions in Aklan. This includes academic libraries in both public and private colleges and universities.

Disaster Management Plan. The process of getting ready for, dealing with, and recovering from any kind of devastating event is referred to as a disaster management plan (Marrion Fire & Risk Consulting, 2013).

In this research study, it refers to a manual designed to aid libraries, librarians, and the organization's administration in safeguarding and managing the institution's collections, resources, equipment, and physical environment.

Significance of the Study

The study is significant because it seeks to find out the different disaster management practices, pandemic preparedness, and status of library conditions in academic libraries in Aklan. As a result, it had a significant contribution to the literature in the field of library and information science, particularly concerning disaster management and pandemic preparedness in libraries. The budgetary and human resource restrictions that are significant problems and other factors of libraries in the Aklan were also made clear in this research, which could aid academic policymakers and administrators in

making decisions about these concerns in the future. It is anticipated that the study would benefit the following: Administrators, Faculty Members, Librarians, Library Staff Members, Records Managers, Library Users, and Future Researchers.

Administrators. This study will serve as a basis for the administrators to know and understand their responsibility in implementing effective disaster management and pandemic preparedness in the institution such as giving financial support, training library personnel, and providing resources for the preservation of library resources.

Faculty Members. This study will equip faculty members with vital insights into safeguarding library resources and ensuring continuity of academic services during disasters, enhancing their ability to contribute to institutional resilience.

Librarians. This study has the potential to significantly enhance librarians' disaster management and pandemic preparedness skills. It will deepen their understanding of response strategies, risk assessment, technology's role, and the importance of proactive planning.

Library Staff Members. This study will empower library staff members with practical strategies and protocols, enabling them to effectively mitigate risks, respond promptly to emergencies, and protect the well-being of library users and staff alike.

Record Managers. This study can enhance record managers' skills in disaster management and pandemic preparedness. This study will deepen their understanding, knowledge, and responsibility in management in the implementation of organization and care of library collections and materials. The key concepts can be utilized in developing strategies to enhance disaster and pandemic management programs for records.

Library Users. If recommendations are implemented, this study can help prolong the "life" of library resources, especially the rare collections, and protect the infrastructure and other areas. Thus, students can access library resources as it is kept

intact and made available for use. Library users can also fully utilize the different types of facilities and online services that will be provided.

Future Researchers. Future scholars may use this study as a starting point to conduct a similar study with a wider scope of application and consider other factors not touched on in this study.

Scope and Delimitation of the Study

This study, conducted from October 2023 to March 2024, aimed to assess the library disaster management practices, pandemic preparedness, and overall conditions of academic libraries in Aklan. It focused on thirteen academic libraries in the region, utilizing a mixed-method approach with quantitative data gathered through a standardized questionnaire and qualitative data collected via key informant interviews. The questionnaire, adapted from UNESCO/UNDRR/IFLA/ALA/WHO guidelines and anchored to previous research by Superio et al. (2017), included guided assessments on disaster management practices, pandemic preparedness, and library conditions. The subsequent key informant interviews provided in-depth analysis, which, coupled with thematic analysis, identified areas for improvement in library disaster management plans. This research serves as a basis for enhancing disaster management practices in academic libraries in Aklan by incorporating essential components identified in the study.

Chapter 2

Review of Related Literature

This chapter presents concepts and findings of related literature and studies on library disaster management practices, pandemic preparedness, library conditions, and library disaster management plans as per the variables considered in this study.

Library Disaster Management Practices and Preparedness

Libraries and other information centers play an important role in society as centers of service and as leaders in disseminating knowledge on all the most important areas of progress and development. Moe et al. (2007) describe disaster management as the process of responding to and recovering from an event that either exceeds local capacity and requires a request from national and international assistance, or is confirmed as a disaster by agencies such as national, regional, or international support groups and the media. Disaster management is the systematic approach of preparing for, responding to, and recovering from the effects of any kind of catastrophe. Including but not limited to prevention, capacity development, readiness, reaction, assessment, rescue, and rehabilitation (Deshmukh et al., 2008).

Hydrometeorological disasters (floods, extreme temperature, storms, wave surges, droughts, and forest fires), geophysical disasters (earthquakes, volcanic eruptions, and tsunamis), and biological disasters (insect infestations and epidemics) are the three subsets of natural disasters identified by the United Nations (2006, cited in Moe et al., 2007). Examples of technological catastrophes include workplace accidents, transportation mishaps, and other calamities.

As stated by the International Federation of Library Association (2006), a catastrophe is "an occurrence whose timing is unforeseeable and whose implications are

profoundly harmful." UNDRR (2007) defines a disaster as "a substantial disruption of society's functioning, resulting in major human, physical, or environmental damages that exceed the capacity of the afflicted society to manage using its resources." From these definitions and descriptions, we may infer that a disaster is an unforeseen event that results in not just material loss but also human suffering, injury, and death.

Protection, planning, prevention, reaction, and recovery are all parts of disaster management, based on Fox (2014). Disaster preparedness, as described by Sutton and Tierney (2016), is a notion that includes all steps targeted at improving life safety in the event of a disaster. Along with post-disaster restoration and early recovery activities, it also includes programs aimed at enhancing the capacity to act quickly to protect property. According to Lyall (2013), readiness is essential for disaster management. He thinks that the most important thing in coping with catastrophes is to have preparedness methods. Assuring collections, setting priorities for restoration, selecting other storage areas, ensuring sufficient fire protection, and giving staff the chance to learn about their roles in the case of a catastrophe are all instances of preparation.

Buchanan (2013) emphasizes libraries' lack of disaster preparedness, although it is critical to a library's resource protection. If you're a librarian, you need a disaster plan, and it should anticipate the worst. It has been noted by Topper (2016) that no organization is ever really ready for a natural disaster, even having a disaster plan in place that details what to do in the event of a disaster. As a result, Disaster Recovery Centers must be established to assist various institutions, such as libraries, in disaster prevention, readiness, response, and recovery.

The International Federation of Library Associations and Institutions (IFLA) PAC Japan (n.d.) emphasizes a five-phase approach to disaster management that guides

libraries in preparing for and responding to emergencies. The first phase, risk assessment, requires careful evaluation of potential threats, considering both the likelihood and severity of each danger. Following this assessment, libraries implement prevention and protection measures. Prevention focuses on proactive steps to minimize risks, while protection involves strategies for data and material recovery after a disaster strikes. The preparedness phase then takes center stage, where libraries train staff, prioritize salvage efforts, maintain critical documents, establish external connections, and gather emergency supplies. During the actual emergency, the reaction phase prioritizes human safety above all else. Finally, the recovery phase focuses on restoring user services, repairing any physical damage, and utilizing insurance coverage to rebuild. By following these five phases, libraries can develop a comprehensive disaster management plan that ensures preparedness, effective response, and a smooth recovery process.

In a study conducted by Superio, et al. (2017) on academic libraries in Panay Island, Philippines, it was found that while the vast majority of libraries lacked a formal disaster management plan, they all followed the same disaster management procedures that allowed them to salvage some of their collections. In addition, librarians lacked experience and education in crisis management. Hussain (2019), Wani and Hussain (2017), and Kaur (2016) all found that libraries were similarly unprepared for calamities, with the vast majority lacking formal disaster management techniques. Moreover, Sharma et al. (2018) noted that most libraries, both in India and elsewhere, are worried about the lack of a formalized disaster preparation plan.

Libraries need to come up with ways to function independently of their physical location to accomplish these goals. As was evident in the wake of the 2004 and 2005 Gulf Coast typhoons, libraries play an important role in their communities during

disasters by providing online access and other essential services, such as helping users locate family and friends, verifying the status of areas affected, and completing forms (Zach & McKnight 2010, p. 407).

Establishing, organizing, and documenting a disaster plan is crucial. Both Chakrabarti and Pramanik (2017) and Hussain (2019) stress the importance of having a formal written disaster control plan in place, as this will instruct employees on what to do and what not to do in the event of a disaster, helping to prevent unnecessary panic and the waste of valuable resources.

Theoretical features of disaster planning in libraries were described by Kostagiolas et al., (2014) and Ottong and Ottong, (2013), along with a summary of the four stages of disaster planning. Researchers Newman and Newman (2015), Khalid and Dol (2015), and Hussain (2019) found that disaster management teams' roles, responsibilities, and survivability were crucial to the effectiveness of disaster planning and preparation programs. When the disaster preparation plan is finished, Adetunla and Osunrinde (2018) stressed the necessity of making intentional steps to guarantee that their people, resources, and facilities are completely approved by their parent organization. Library personnel may benefit from the information presented by Chakrabarti and Pramanik (2017) and Hussain (2019), who detail the many stages and processes necessary for a thorough disaster plan and emphasize certain crucial aspects, components, and procedures.

Any library's personnel must be informed of the possibility of a disaster to be completely prepared. They should also know what to do in the case of a catastrophe to limit the destruction it causes as informed knowledge is awareness. The results of this kind of disastrous ignorance may be avoided if only people were more informed. Oluwatola et al. (2015) performed research on disaster management practices at 5

public libraries in south/west Nigeria and found that the large majority of staff members reported being fully aware of disaster preparedness processes and how to utilize available disaster equipment. When Ahenkorah-Marfo and Borteye (2016) surveyed students at Ghana's Kwame Nkrumah University of Technology about their disaster readiness, they discovered that 32 of the 47 respondents (68.2%) knew exactly where the campus's emergency exits and fire extinguishers were located.

Yet, for a library to be ready for any kind of disaster, the library must have a disaster plan outlining the steps to take in the event of an emergency. Management buy-in, well-kept equipment, testing and training of processes, and staff who are aware of and invested in the process are just a few of the elements that Muir and Shenton (2002) note as necessary for effective disaster management plans. Libraries preparing for a calamity requires recognizing probable hazards, minimizing their impacts, and devising response measures. Based on the findings of a study conducted by Morgan and Smith (2014) on the importance of disaster plans in the management of library disasters, the great majority of libraries studied lacked such plans.

Similar research on the disaster preparedness of Ghana's polytechnic libraries was conducted by Ayoung, Boatil, and Baada in 2015, employing 30 respondents, and found that the libraries under inquiry lacked security policies and disaster plans in general. Most libraries have noted a lack of suitable funding, skilled personnel, and library staff dedication as key barriers to properly preparing for a disaster, despite the need of having a functioning disaster management plan that advises them what to do in the event of a catastrophe (Kolawole et al., 2015). There have been two devastating fires at the University of Jos Library. Many folks who saw or heard about the recent fire had two main concerns. Both "What happened wrong?" and "What might be done to

prevent a re-occurrence in the future?" were asked. As a result, this research intends to address the second question.

If employees are properly trained and equipped, disasters can be effectively controlled and even avoided. Sharma et al., (2018) proposed that the library's disaster management plan and a team with fully trained individuals to coordinate all actions that are targeted at avoiding, combating, and managing catastrophes when they happen is recommended.

If proper precautions aren't taken, disaster management may be an expensive and stressful process. This is supported by the idea that a disaster is a problem that results in extensive damage that much outweighs the means of restoration. Many people have died and countless buildings and possessions have been destroyed as a consequence of natural disasters across the world. Effective disaster management practices used by libraries and other institutions have helped to reduce the severity of catastrophes and the resulting loss of life and property. Difficult situations provide opportunities to test and hone one's resilience, and this is where disaster training comes in. Fundamentally, disaster response, recovery, and continuity are aided by collaboration and training programs (Robertson, 2016). So, the degree to which a library reacts to and recovers from a crisis is proportional to the amount to which its staff has absorbed and internalized training programs and implemented preparatory measures.

It seems that training programs in Nigeria are not given much of a chance to succeed, as seen by the circumstances surrounding recent library disasters in the country. Both the main library and the medical library of The University of Jos were destroyed by fire in 2013 and 2016. As major loss of library materials and facilities was documented in both disasters, it is clear that the second might have been avoided if preventative steps had been implemented after the first. According to research done by

Nwokedi et al. (2017) to determine the institution's disaster management and preparation level, 98 (94.22%) of respondents believe that insufficient training is to blame for students' inability to utilize fire extinguishers properly in the event of an emergency. More than half of respondents in a study by Ahenkorah-Marfo & Borteye (2016) indicated their library was unprepared for disaster prevention, response, or management. The authors conclude that more than half of the respondents at these libraries lack the necessary abilities to successfully deal with a disaster. Due to insufficient personnel or knowledge, several academic libraries have had to throw away irreplaceable materials in emergencies.

Officials commit to preparing for and responding to disasters by investing in infrastructure and personnel via disaster management plans, as well as through providing training and practicing emergency procedures (Muir and Shenton, 2002). If employees aren't properly trained, it might leave businesses wide open to attack. Because of this, it is crucial to train employees not just in how to respond to major disasters, but also in how to recover materials that were exposed to less severe forms of harm. Education regarding the significance of prevention and preparedness is insufficient on both a national and global scale, as stated by Aziagba and Edet (2008). A great deal rides on the way the Library Administration views the need of providing training for its personnel in disaster prevention and management.

Abareh (2014) stated that the level of emergency preparedness among librarians has not been encouraging. The majority of library workers are also uninformed, according to the author. This lack of awareness implies a lack of knowledge about hazards to library resources, buildings, and people. If librarians have conflicting attitudes about disaster preparation, it will have a significant influence on their support for staff training. Collins and Schneid (2001) recommended that library administrators prioritize

training for internal system safety staff so that they are prepared to handle disaster management duties in the event of an emergency. One such strategy for doing this is to join a professional networking group. In order to benchmark library disaster practices and exchange experiences in a number of areas of librarianship, from ICT usage to disaster management, Nkiko (2014) claimed that there is a need to link and benefit from the experiences of other institutions. If librarians want to be prepared for disasters and manage their resources well, they need to make sure they are not on their own. Procedures, facilities, regulations, and practices of all kinds need to be compared and contrasted. Most local libraries' disaster training is severely limited by a lack of standards and a lack of exposure to best international practices.

In the same vein, it's crucial to have the means to extract and evacuate people and materials, to contact relevant authorities by radio and phone, to conduct operations like search and disaster management and recovery, and so on (Gibson and Pupulidy, 2015). Staff performance over time is proportional to the degree of training they have received; consequently, even in the face of emergencies, it is necessary to acquire fundamental skills to react effectively or fairly.

The staff of a library has to be prepared for natural disasters by learning not only how to deal with them in general, but also how to protect library materials from such calamities. Awareness and education about the relevance of disaster management concerns necessary for the effective and long-term preservation of library resources were proposed by Hasenay and Kritalic (2010) as the first step toward regular training and awareness of safety. Coppola (2011) found that trained emergency responders perform better in their roles. The author mentioned many types of specialist catastrophe training that may be useful for libraries and their staff, including evacuations, flood-

fighting measures, warning communications, crowd management, and reaction to terrorist attacks.

In addition to the standard preparedness training necessary to deal with calamities, special care must be taken with library materials. If employees aren't prepared to deal with them in an emergency, things will only become worse. Training is essential in every phase of disaster management, from prevention to response to restoration (Dimersar Academy, 2020). The level of training a group has will determine the level of competence shown throughout the entire cycle in the case of an emergency. Adinku (2003) argued that mandatory staff training should be a standard practice in academic libraries so that everyone is prepared for an unexpected crisis.

Failure to teach personnel how to make the most of the library's disaster committee, disaster plan, and resources still counts as inadequate preparation for and management of a crisis. While planning for and responding to a disaster, it's important to provide workers with training that prepares them for a variety of scenarios. Personnel will be better equipped to operate fire extinguishers, firehoses, dirt extractors, and other machines after receiving the appropriate training. Professional training is necessary for updating anti-virus software, as well as for dealing with recovery and backup concerns. A person's degree of training determines how well they will do different disaster preparation actions (Sutton and Tierney, 2006). Disaster management success is impossible without first-rate preparation in the form of training and practice activities (Deen, 2015).

The disaster management team of a community or institution is responsible for promoting capacity development among members and expanding disaster education and training programs to institutions, as mentioned in the Margaung (2017) Metropolitan Municipality Disaster Management Plan. Nabutola (2012) said that schools' curricula

should be revised to include fundamental lessons on risk and family/community preparation. This evidence points to the need of teaching students about emergency management and preparation from an early age. By determining the specific training requirements of a business, top management should show that they value their employees by developing a strategy for delivering that training (Office of the Auditor General, 2003).

Library Pandemic Preparedness

The Department of Health (DOH) verified two instances of local virus infection in the Philippines on March 7, 2020, less than two months after the first documented coronavirus disease 2019 (COVID-19) case in the nation (DOH, 2020). As the pandemic spread, people actively and passively sought information on the virus, revealing interesting information and behavior and making sense of the situation (Tandoc & Lee, 2020). As a result, libraries are being urged to provide remote information services and help their customers, as well as develop programs that prioritize media and information literacy, particularly when it comes to consuming and transmitting COVID-19-related information.

Libraries all around the world have taken and are continuing to take various efforts in response to the global health issue. When the globe was in turmoil, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) was busy calling for partnerships with member organizations to empower media and information literacy through free online resources (Elouahsoussi, 2020). In addition to the free information resources provided by the American Library Association and the Association of College and Research Libraries (ACRL, 2020; ALA, 2020), the International Federation of Library Associations and Institutions has released a handbook for libraries to use as they get ready to reopen following a pandemic (IFLA, 2020; Ojala, 2020). D. Mehta and X. Wang

(2020) using a Case Study of Bridgewater State University (BSU) discussed how Academic Librarians and Libraries should cope with the COVID-19 Challenge, and how they should utilize their digital library services to cope with remotely available online teaching and learning processes.

Libraries throughout the nation are spreading awareness and education about COVID-19 by posting preventative strategies on their networks and social media pages. In response to the crisis, libraries in the Philippines gathered COVID-19 resources and made them available to the public. For example, the National Library of the Philippines (NLP, 2020) compiled a list of free e-resources, and the University of the Philippines Manila Library (UPM Library, 2020) provided information on and links to free databases containing contents and materials related to COVID-19, and De La Salle University launched a COVID-19 research portal that is updated regularly (DLSU, 2020). The University of the Philippines Diliman Library has also provided a set of guidelines and help to instructors and students who need to use the library's resources (UPD Library, 2020). During the pandemic, some government authorities understood the importance of public libraries (Casayuran, 2020; Casas, 2020).

Buenrostro, 2020 stated that "As we are all adjusting to the "new" normal with these aforementioned actions and initiatives, how would libraries continuously adapt and move forward? What might be the collective agenda for libraries as they reopen their (physical and/or virtual) doors one by one? What are the priorities and arrangements that could be done even during the post-pandemic period? At this point, most libraries and other cultural institutions in the Philippines remain closed, and as mentioned earlier, some of them continue to operate and render information services remotely".

In prior research, Featherstone, Lyon, and Ruffin (2008) interviewed library workers with firsthand expertise in disaster response (such as post-Hurricane Katrina

and post-SARS pandemic). With these conversations, experts were able to learn new roles performed by libraries throughout the tragedy. Institutional support (as an operations center for activities supporting community members); collection management (assuring the collection is well-maintained throughout the disaster); information dissemination (spreading the accurate word of what's happening as it happens); internal planners (assisting employees); community support (emotional support and the distribution of donations); government partners (creating and disseminating reports on the situation as it develops); and so on.

During the 2009 H1N1 pandemic, Zach (2011) looked at how public libraries responded. Zach's case study revealed that many libraries avoided providing connections to reliable sources like the CDC (only 15 of the 50 largest public libraries provided links). He said that libraries could have coordinated more to provide users with timely and useful information during the disaster, rather than just providing information about libraries.

In a related manner, Malizia et al. (2012) proposed that libraries may be significant in coordinating with local emergency services. According to the authors, the National Network of Libraries of Medicine might serve as a focal point for a community effort to get direction and knowledge. The network's post-Katrina assistance is used as an example to educate other librarians: "leverage library staff's talents in offering reliable information to the public" (this is particularly possible with the growth of virtual reference).

Health librarians were crucial in disseminating information on the 2009 H1N1 pandemic, as reported by Featherstone et al. (2012). The researchers discovered that disaster response planning was quite helpful in effecting a quick response. As a result, health librarians are in a pivotal position to play a part in satisfying the growing data

needs of doctors and nurses, provided they do so methodically. Credible information on the pandemic had to be gathered, evaluated, and managed, making this a crucial role for librarians during the H1N1 epidemic.

Although libraries may be closed to the general public, library workers could continue to be able to assist patrons remotely. It is possible to combat the transmission of false information during pandemics by using library websites as well as social media accounts to promote up-to-date and reliable information. Libraries are often considered hubs of community knowledge; some even go so far as to provide online story times for kids on sites like YouTube and Facebook. There is plenty of time for libraries to demonstrate their skills during a pandemic.

Public libraries have been active on social media, providing the general public with details about the pandemic. In an analysis of library services post-disaster, Giustini (2018) mentions the role of social media, which has been lauded as an efficient tool for developing knowledge and sharing knowledge in the Web 2.0 age. According to Chew and Eysenbach (2010), H1N1 was the first worldwide pandemic to arise in the era of social media, making it a prime case study for studying the impact of social software during a pandemic.

Similar to past studies, Reynolds and Tamanaha (2010) used a pilot project to identify important work that matters that libraries can perform during a pandemic. These include: actively participating in emergency preparedness meetings and listening for unmet needs and queries; developing and maintaining email lists for particular groups and needs to quickly disseminate updated relevant information; and keeping an eye on PubMed, government agency reports, and neoplasms. Zach (2011) claims that, a few years ago, very few libraries voluntarily provided patrons with H1N1-related information.

Nevertheless, in light of the recent COVID-19 outbreak, libraries throughout the world have launched several online activities to curb the spread of the virus.

When the COVID-19 pandemic hit the United States in 2020, Wang and Lund (2022) studied the public library announcements made at that time. Featherstone et al. (2012) and Zach et al. (2015) reported that COVID-19 responsiveness seems to have increased in this experiment compared to the 2009 H1N1 pandemic (2011). According to Zach, just 15 of the 50 biggest public libraries mentioned the infection in their release. Wang and Lund's (2022) research does not replicate Zach's exactly, but it does employ similar methods to analyze library notices from 50 different public libraries. Around 56% of the notifications were about viruses, and 80% of them included links to resources like the Centers for Disease Control and Prevention (CDC). It shows that many libraries aimed to provide their patrons with accurate data about the pandemic as well as data about the library itself. Featherstone, Lyon, and Ruffin's (2008) discussion of librarians' duties in the wake of Hurricane Katrina is relevant to the present situation of COVID-19. The research found that libraries and librarians served several functions in the wake of Hurricane Katrina, from serving as community hubs to disseminating accurate and timely information.

The International Federation of Library Associations and Institutions (IFLA, 2020) made available on their website essential materials for libraries to use in their response to the coronavirus epidemic. The purpose of these materials is to assist libraries in meeting the needs of their patrons during the lockdown and to alert the public about the COVID-19 pandemic. The American Library Association (ALA) (2020) has produced guidance for libraries on how to respond to a pandemic, with a focus on the current influenza epidemic. Similarly, the African Federation of Library and Information Associations and Institutions (AFLIA) and written by Boakye-Achampong (2020) has

made online materials accessible to librarians to aid in the delivery of online services to the public through libraries. Webjunction has released (in the year 2020) a collection of materials intended for use in libraries.

Libraries also provide a variety of digital tools and services that may be accessed from home and used to get work done. They also share the findings of surveys (which may help in the management of COVID-19) around the general public. According to EveryLibrary (2020), information literacy training provided by libraries throughout the globe is aiding governments in the battle against the new coronavirus. The library is a great resource for finding reliable and simply understandable information like Medline Plus. The Centers for Disease Control and Prevention's (CDC) COVID-19 summary page is only one example of the information that they and other organizations like theirs have made available online (EveryLibrary, 2020).

According to the findings of the study by Chavan (2020), it gave impetus to Library Services provided during the pandemic period with the change in the way services were given to the users before the pandemic. The study also listed the challenges faced by college librarians in terms of ambiguity due to COVID-19, availability of computer systems, and bandwidth which was the backbone of library service. New skills and new competencies learned in the COVID-19 pandemic should be carried forward and librarians should network among themselves to share these skills. The study recommended that Academic Librarians, in particular, should educate the untrained or unskilled library support staff about library technologies and other innovations. They seriously need to think that online services are important. The library website should be made available since it serves as the virtual gateway for all users.

In a discussion of the value of libraries as information hubs in emergency and pandemic situations, Adigun et al. (2021) emphasized the need for access to reputable

sources of data. It's been around for decades, and the rise of the Internet and other forms of social media has further bolstered libraries' duty to assist in this position in the modern day. To effectively combat the spread of COVID-19 in countries, he stressed the need for government collaboration with public groups whose services aim to promote positive transformation, advancement, and re-orientation in society. The library, as a prime example of such an institution, has a responsibility to the local community to provide valuable services (including the distribution of useful information) and to act as a bridge between the NCDC and the public. Libraries not only benefit society in pedagogical, recreational, and commercial ways but also through increasing people's general knowledge and sensitivity. This is crucial since winning the battle against COVID-19 requires educating the public about how to protect themselves from contracting the virus via measures including limiting their contact with others, practicing good hygiene, and using hand sanitizer often. They recommended that the COVID-19 pandemic has made it necessary for libraries to adjust their operations and services to continue serving their users. One key aspect of this is ensuring that library websites are accessible around-the-clock, seven days a week so that users can stay informed about the global spread of the outbreak. Additionally, libraries should set up online training programs to help those who need to acquire basic internet and computer skills while at home.

In Nigeria, where basic infrastructure such as reliable power and Internet connectivity is lacking in some communities, libraries must find ways to reach out and communicate important information about staying safe and stopping the spread of COVID-19. Visual and tangible communication methods should be used to ensure that the message reaches the widest possible audience.

To effectively respond to pandemics and other emergencies, libraries should be included in the decision-making process via Library Professional Organizations (LRCN and NLA) to prioritize the public's ability to participate in online communications during such events. This could be achieved by lowering the cost of Internet subscriptions.

Institutional libraries need to create plans to deal with future pandemics, including allocating funds for reliable energy to run library systems and preparing librarians for providing virtual library services. The government should allocate funds to libraries to better prepare them to disseminate information about epidemics and educate the public via their websites, social networking sites, and outreach activities. By implementing these measures, libraries can continue to play a crucial role in serving their communities during times of crisis.

OCLC, the Institute of Museum and Library Services, and Battelle have partnered on a project called REALM (2020) to study how to treat documents in museums, libraries, and archives in a way that minimizes the risk of COVID-19 transmission to staff and visitors. It allows librarians to access the most recent papers, webinars, and a timeline of REALM's research. Resources such as documentaries, literature review highlights, decision-making checklists, and visual representations of study results were also provided. Tables listing products, materials, and the duration that it took for SARS-CoV-2 to decrease on the surface in different settings were released by REALM as part of the comprehensive study results from the REALM Project.

Open Learning for Uncertain Times is a collection compiled by the Association of College and Research Libraries (ACRL) 2020 in response to the COVID-19 pandemic that provides librarians with easy access to resources for free online career development classes.

The REALM Project's Round 4 experiments demonstrate that the SARS-CoV-2 virus may live for longer when collection items are stacked. It has also been observed

that the virus can live longer in cold temperatures and dies off more rapidly in warm temperatures. This is important to keep in mind for libraries that use outdoor book drops and cultural heritage institutions that don't have climate control in their collection processing areas.

The Northeast Document Conservation Center (NEDCC) 2020, issued disinfection recommendations, as well as advice on sanitizing facilities and a list of disinfection procedures that are not suggested. As a result of the COVID-19 pandemic, librarians are facing a crossroads where they must simultaneously boost the number of digital resources and services available, ensure that librarians have vital and up-to-date information and communication technology (ICT) abilities and expertise, and maintain that library users have vital and up-to-date information literacy skills and knowledge. They'll be able to maintain the library open and continue providing individuals with the knowledge they need, even amid catastrophes and emergencies.

Concerns about the spread of SARS-CoV-2 through collections materials have been addressed by the Northeast Document Conservation Center (NEDCC), (2020), which recommends quarantining materials after handling by staff and visitors if: there are a high number of cases in your area; there is a low vaccination rate in your community; you serve vulnerable populations, such as the elderly and persons who do not have access to health care; and you handle materials that have been handled by an individual with a confirmed case of COVID-19.

Given the high likelihood of harm to collecting materials during cleaning and disinfection processes, NEDCC prefers quarantine to these practices. If a designated quarantine area cannot be built, employees might use bags or containers to store items during the required period of isolation. This safeguards the objects against unintentional handling by employees. It is not advised to shut the containers too tightly since this

might lead to the development of unhealthy microclimates within. Consider the amount of danger in your area, the nature of the products to be quarantined, the method of storage (stacked vs. unstacked), as well as the surrounding climate when determining the quarantine duration (e.g. temperature). Determinations should be based on scientific research of SARS-CoV-2 attenuation on samples unique to the collection.

According to NEDCC (2020), librarians shouldn't try to clean museum artifacts, archived documents, or other important collections without the supervision of a conservator. NEDCC suggests instituting hygiene standards for both employees and patrons, as well as quarantining collecting items when needed, instead of disinfecting. Quarantine does not require any specific training, is inexpensive, and does not endanger collections. NEDCC also does not recommend the following: In the wake of the COVID-19 pandemic, many cultural heritage institutions, including libraries, are looking for ways to disinfect their collections and protect their patrons. However, it is important to note that not all cleaning and disinfecting methods are suitable for cultural heritage assets. Liquid disinfectants and powdered cleaners should be avoided since they can cause damage, such as stains, discoloration, and moisture, to paper-based materials, plastics, metals, paints, and dyes. Similarly, disinfectant fogging, electric sprayers, humidifiers, and vaporizers are not recommended as they are ineffective in areas with collections, and the chemicals used may react with collection materials, causing wear and tear. Ultraviolet (UV) radiation is also not recommended as it may cause fading, staining, embrittlement, and accelerated aging of materials. Heat treatment is effective in killing the virus but is not recommended for cultural heritage assets due to the potential for devastating effects. In conclusion, libraries should use caution when choosing cleaning and disinfecting methods and prioritize the preservation of their collections (NEDCC, 2022).

Status of Library Conditions

It appears that institutional and political factors have an indirect influence and are mediated by other factors on the disaster management cycle, while technological, operational/managerial, economic, social, legal, and environmental factors appear to have a significant influence as this is according to the United Nations Office for Disaster Risk Reduction (UNDRR), 2015. There are certain similarities among knowledge factors, such as political measures that impede technological adoption. Almost every one of the above criteria seems to have some bearing on the pre-mitigation planning stage of the process. The majority of respondents cited a lack of sensing and warning systems, the necessity of effective education, training, and consciousness programs, the need for updating disaster-related laws, a lack of resources for economic affairs measures, poor planning, poor communication, poor leadership, and a poor institutional arrangement as challenges. The majority of these issues appear to be tied to operational/managerial issues. Although this research only draws from a limited sample of in-depth interviews, it does suggest areas where disaster management may need improvement.

Pathirage et al. (2014) classify the characteristics of disaster knowledge aspects into the following categories: technical, social, environmental, legal, economic, operational/managerial, institutional, and political. These components are universal and applicable in all three stages of the disaster process (prevention/protection, response/recovery, and closure/rehabilitation). The effectiveness of disaster management is greatly influenced by social factors. Institutional and political considerations tend to have a less direct influence on the readiness phase than technological, operational/managerial, economic, social, legal, and environmental components. It is crucial to overcome these attitudes and views to properly manage disasters since they hinder people's engagement in disaster management.

Library Disaster Management Plan

In 2003, the International Federation of Library Association (IFLA, 2006) polled national libraries around the world to determine which institutions had disaster plans in place and the study's findings were extremely concerning (Alajmi, 2016). Only 39 out of 177 libraries had an actual disaster plan, although another 28 said they were working on one. Researchers also found that libraries were not included in local emergency response plans and were not taken into account during emergency planning. Therefore, this study suggests that libraries should solicit community feedback on how to better participate in disaster planning. A disaster plan is a set of written rules and regulations prepared in advance by library staff in the event of an unexpected incident that causes harm, injury, and discomfort to staff or damages equipment, collections, or facilities to the point where services must be temporarily suspended (Rattan, 2013). It also identifies the roles and responsibilities of national and local governments and solicits the support of relevant stakeholders from the public and private sectors, as well as covering all phases of disaster prevention, mitigation, preparedness, recovery, and emergency response (Ikeda, 2012).

Preventing disasters by taking measures to lessen their impact on society is known as mitigation in some contexts (Chartoff et al., 2020). Preventative measures are being taken to ensure long-term security against disasters, and the emphasis is on protecting people from harm that could be caused by, for example, natural disasters or terrorist attacks (Chatterjee, 2016). Moreover, it is defined by Bullock, Haddow, and Coppola (2013) as "actions taken to discourage or disrupt to prevent a situation that requires actions to be taken to safeguard lives and property." It's important to remember that a library's disaster unit plan needs to be in place before any disaster can occur in the library. In addition to having all the copies they need, the Library Collections Disaster

Team (LCDT) at the University of Washington Libraries (2018) is well-versed in salvage procedures, post-recovery operations, and disaster supplies and service sources about collections in the event of a disaster. When it comes to protecting their collections and visitors from harm, archives, museums, libraries, and similar institutions need disaster plans (Najar & Wani, 2021). Additionally, Brobst, Mandel, and McClure (2012) mentioned that libraries should take actions to make them known to organizations responsible for emergency preparedness, as doing so allows the library to share their unique support service for disaster preparation and recovery. As mentioned by Battleson (2012), a disaster control plan equips people with the knowledge they need to respond to disasters and limit the damage they cause. No matter the size or scope of a library's holdings, a plan like this should be in place.

Library Disaster in the Philippine Setting

USAID (2012) states that by incorporating lessons on disaster preparedness into the high school curriculum in the Philippines in 1998, they were able to make communities safer for learners, educators, staff members, and national-level supervisors of the Department of Education of the Philippines. The failure of both the national and local governments to adequately prepare for, respond to, and coordinate during 2009's Typhoon Ondoy was made clear (Lagrama, 2010). Moreover, libraries were unprepared for disaster because there were no disaster management plans in place and library staff were untrained and unfamiliar with disaster management (Superio et al., 2019).

In light of these realities, the Philippine government passed RA 10121, the "Philippine Disaster Risk Reduction and Management (DRRM) Act of 2010," to improve the country's disaster preparedness infrastructure, establish a national DRRM framework, formalize the DRRM plan at the national level, and allocate resources accordingly. The academic library community has found this Act, which has a national

scope, useful in developing disaster plans and manuals. In addition, disaster risk reduction management (DRRM) is the systematic application of government directives, associations, and organizational efficiency skills and abilities to implement procedures, restrictions, and improved coping skills to lessen the impact of risks and the likelihood of disasters. The purpose of the Act was to make international standards for disaster risk reduction an integral part of government at all levels, from the federal to the municipal. However, the Act says nothing about safeguarding cultural heritage sites and artifacts^{3.5}

Even though disaster management practices are in place at the academic libraries in Marawi City, Lanao del Sur, Philippines (Superio et al., 2019), there is a lack of a comprehensive plan and set of policies to protect the libraries' collections in the event of a catastrophe. Library DRRM manuals can be created with the help of the International Federation of Library Associations' disaster guidelines. Thus, the International Federation of Library Associations and Institutions (IFLA, 2006) reiterates the importance of disaster planning for libraries and archives, as well as their personnel and collections. It's a must-have for any library or archive that is serious about preserving its collections. In the event of an emergency, a facility can respond more effectively and with less loss of life and property if it has a formal written plan in place.

Synthesis

Disaster management and pandemic preparedness are affected by different factors necessary to safeguard the welfare of the library and its resources. It also entails the provision of an appropriate level of security, environmental control, storage, care, and handling that retard further deterioration and protect the library and its collections from any physical damage.

Library disaster management practices and pandemic preparedness are very essential to the success of implementing disaster and pandemic programs and should

serve as the basic component in taking the initiative to value not just the library as a whole but also its human resources through protection, preparedness, and training.

The status of the library conditions have the following categories such as technical, social, environmental, legal, economic, operational/managerial, institutional, and political which heavily influence the management and are important to identify to detect the different factors that hinder an effective disaster management and these data become a basis to be incorporated into the developed library disaster management plan that is harmoniously applicable to each of the library institution.

Chapter 3

Methodology

In this chapter, the researcher describes the research design, the procedures, and the approach used in data collection, analysis, and interpretation of data, as well as the materials to be used, respondents, location of study, and the statistical treatment to achieve the study objectives.

Research Design

This study was conducted using the mixed method or quantitative-qualitative descriptive research method and used convergent-parallel design. As described by Creswell and Plano Clark (2018), convergent-parallel design involved collecting both quantitative and qualitative data concurrently, allowing for a comprehensive understanding of disaster management practices and pandemic preparedness in academic libraries in Aklan. This design facilitated the integration of quantitative and qualitative data at the interpretation stage, providing a more nuanced and comprehensive analysis of the research findings. The quantitative data were gathered and analyzed and was followed by a key informant interview (KII) which collected in-depth data and analysis that led to further interpretation. This helped determine what quantitative results need further explanation. Data was gathered through a standardized questionnaire adapted from UNESCO/UNDRR/IFLA/ALA/WHO guidelines specifically designed to assess libraries in consideration of geographical locations and cultural sensitivity. It was also anchored to the instrument used by Superio, et al. (2017). According to Siedlecki (2020), the descriptive survey design is often employed in

research because it attempts to depict current situations, events, or systems based on the impressions and reactions of the respondents.

The questionnaire contained a guided assessment inventory, which collected responses on disaster management practices, pandemic preparedness, and the status of academic library conditions in the province of Aklan. The gathered data were described and presented employing descriptive statistics.

The key informant interview (KII) and survey contained a guided assessment and analysis gathered from the data in the questionnaire. The researcher was able to compare the existing library disaster management plan, harmonizing the results with the use of thematic analysis, and was able to detect the lack of components that were found in the study. This served as a basis for the improvement of the academic libraries' library disaster management plan and adapt the different components found in the study that are essential and applicable to their library.

Methodology

This study utilized a mixed-method approach, employing both quantitative and qualitative methods within a convergent-parallel design to comprehensively evaluate disaster management practices and pandemic preparedness measures in academic libraries across Aklan, Philippines. Following Creswell and Plano Clark's (2018) framework, this design allowed for the simultaneous collection of quantitative and qualitative data, enabling a holistic understanding of the research phenomena. The quantitative phase involved the distribution of a standardized questionnaire adapted from UNESCO, UNDRR, IFLA, ALA, and WHO guidelines, anchored to Superio et al.'s (2017) instrument, to thirty-seven librarians and library staff from thirteen academic libraries. Descriptive statistics were employed to analyze the gathered data, providing insights into disaster management procedures, pandemic preparedness measures, and library

conditions. Subsequently, a qualitative phase comprising key informant interviews (KIIs) with sixteen librarians further elucidated the quantitative findings, providing in-depth explanations and identifying areas requiring additional scrutiny. Thematic analysis, following Clarke and Braun's (2013) six-step process, was utilized to extract patterns and themes from the qualitative data, facilitating a nuanced interpretation and synthesis of the research findings. The study adhered to ethical considerations, including voluntary participation, informed consent, confidentiality, and risk mitigation strategies. Validity and reliability were ensured through rigorous validation processes, content validity checks, member checking for qualitative data, and adherence to established research protocols. The methodological rigor employed in this study enhances the credibility and trustworthiness of the research findings, laying the foundation for informed recommendations and strategic interventions aimed at improving disaster resilience and pandemic preparedness in academic libraries in Aklan.

Respondents of the Study

The target population of this study consisted of thirty-seven (37) librarians and library staff assigned to thirteen (13) different academic libraries in the province of Aklan. Table 1 below presents the distribution of respondents per library. The researcher employed an inclusion-exclusion criteria. The following are the inclusion criteria: must be a librarian or library staff and has been in the industry or library for at least 6 months and up. The exclusion criteria are the following: has been a librarian under 6 months and has been an assistant or a library staff under 6 months. The researcher intended to choose thirty-seven (37) librarians together with their library staff to answer the validated adapted questionnaire for the quantitative data.

Purposive Sampling was used in this study. It is also known as judgment, selective, or subjective sampling. It is a sampling technique in which the researcher relies on his or her judgment when choosing members of the population to participate in the study.

Table 1. Distribution of Respondents

Academic Libraries in Aklan	Number of Respondents	
	Librarian	Library Staff
School A	2	5
School B	1	3
School C	1	1
School D	1	1
School E	1	0
School F	1	1
School G	1	1
School H	1	1
School I	1	2
School J	1	3
School K	1	2
School L	3	1
School M	1	0
TOTAL	16	21

Participants of the Study

The intended target participants of this study consisted of sixteen (16) librarians assigned to thirteen (13) different academic libraries in the province of Aklan for the qualitative data since they were in the best position to provide all the relevant information concerning the in-depth issues under consideration on the questionnaire that was used in the study. A total of thirteen (13) librarians were the participants of the study for the interview due to three (3) librarians who refused to be interviewed because of privacy

reasons and schedule interruptions. The interview was scheduled two (2) weeks after the quantitative data was gathered and analyzed, which served as a basis for the content of the key informant interview which was aligned to the answers given by the respondents on the questionnaire.

Research Setting

The locale of this study is the province of Aklan and the focus is on academic libraries, comprising thirteen institutions spread across Aklan. These libraries serve diverse student populations, including those pursuing higher education in various disciplines. Located in rural areas, the academic libraries in Aklan present a varied landscape for studying disaster management practices and pandemic preparedness measures. By examining these libraries, the research aims to provide insights that can contribute to enhancing the resilience of academic institutions and communities in the face of potential disasters and public health emergencies.

Data Gathering Instrument

In this study, the researcher obtained permission from the Heads of each academic institution in Aklan to conduct the research with librarians and library staff as participants. A standardized questionnaire, adapted from UNESCO/UNDRR/IFLA/ALA/WHO guidelines and available in the public domain, was used. This questionnaire was specifically designed to assess libraries while considering geographical location and cultural sensitivity. It was further anchored to the instrument employed by Superio et al. (2017) which emphasized the importance of disaster preparedness in library operations and informed the direction of this current study.

Permission to adapt or modify the instrument was obtained from the author, and a letter of authorization was provided. The questionnaire was then distributed to the identified respondents for data collection.

The questionnaire itself was divided into two main parts. Part I focused on the personal profiles of the respondents. Part II consisted of a checklist evaluating the current library operations of academic libraries in Aklan. This checklist assessed areas related to disaster management practices, pandemic preparedness, and library status and conditions.

After gathering and analyzing the data from the completed questionnaires, a semi-structured interview was conducted. The interview guide questions requiring further data and verification were derived directly from the validated adapted questionnaire. This strategic approach ensured alignment between the quantitative and qualitative phases of the study, facilitating a comprehensive exploration of disaster management practices and pandemic preparedness measures in academic libraries across Aklan. By integrating elements from the questionnaire into the interview guide, the study achieved a coherent and cohesive data collection process, facilitating a comprehensive analysis and validation of insights from both quantitative and qualitative sources. This interview targeted librarians only, acting as key informants (KIs). The purpose of the interview was to gather further explanations of specific information and data points arising from the questionnaire analysis.

Data Gathering Procedure and Strategy

Firstly, the researcher prepared and submitted the study proposal to the university's ethical review board committee which was approved. Secondly, once the proposal is approved, the researcher prepared the validated questionnaire approved by

the adviser and the validators, to be distributed to the target respondents of the study. Thirdly, the participants were provided an option for them to answer the validated standardized adapted questionnaire which is either online or face-to-face. Fourthly, questionnaires were provided to the respondents, and they were given ample time to respond to the survey. Fifthly, the researcher collected all the questionnaires that have been distributed and looked for irregularities in their responses to check for validity. Sixthly, following data collection, scores were organized, presented, and tabulated. Lastly, after gathering and analyzing the quantitative data, a key informant interview (KII) schedule was administered to the librarians for an in-depth understanding and explanation of the study. The interview was scheduled two (2) weeks after the quantitative data was analyzed and it served as a basis for the content of the interview which was aligned to the answers given by the respondents on the questionnaire.

For the qualitative data collection, the researcher strictly observed ethical considerations. The informed consent form was given before the conduct of the interview to ensure that the participant's consent and privacy were the top priority. A one-on-one key informant interview (KII) using a semi-structured interview guide was conducted with the participants using an audio recorder to ensure accurate transcription of the data. The interview was conducted privately and confidentially to ensure that the participants felt safe and comfortable in sharing their perspectives. The following are the actual flow and steps during the key informant interview (KII) process. The librarians were informed ahead of time about the interview, asked for their permission if they wanted to continue and set a schedule for the actual interview. The semi-structured guide questions were distributed ahead of time via e-mail and then the answers were gathered as they were given back by the participants through e-mail in a Word file format. To verify and validate

their answers, they were interviewed in their respective libraries following the set schedule and some were interviewed via phone to conduct an actual interview.

Data Processing

Statistical tool

All the data were gathered statistically treated using the following tools and instruments:

Descriptive Statistics. To interpret the result of the study, it used the frequency and percentage distribution to describe the different disaster management practices, pandemic preparedness, and library status and conditions and how they were put into practice. The data was gathered from the survey checklist. Data was organized, tabulated, and analyzed employing descriptive statistics using a computer application.

Frequency Count. This was used to present the number of responses in each category.

Percentage. This was used to identify the distribution of participants' profiles according to libraries.

Mean Score. This was used to identify the disaster management practices, pandemic preparedness, and library status and conditions of academic libraries.

Mode. This was used to identify the summary measures of the variables mentioned in this study.

Thematic Analysis.

To further explain and describe the different disaster management practices, pandemic preparedness, and academic libraries' status and conditions. This study used thematic analysis to identify and analyze patterns or themes within the gathered data. As cited in the study of Clarke and Braun (2013), thematic analysis is about reporting patterns (themes) within data in which concepts are described comprehensively. For example, at the start of data collection, researchers will be able to notice, and look for, patterns of meaning, and issues of potential interest in the data.

Ethical Considerations

The researcher proposed, submitted, and sought the approval of the study including all the attachments to the CPU Research Ethics Review Board office and other related offices or institutions before the conduct of the study. These include the whole chapters 1-3, the validated adapted questionnaire, and the timetable. The researcher was thorough in the implementation of ethical considerations for the selected participants and their respective institutions. Before data gathering, participants were informed of the purpose of the study and were asked to read the informed consent form and letter of approval. The form and letter served as an agreement for voluntary participation in the study. It will be emphasized in the form and letter that their participation in the study is entirely voluntary and that they may decline to answer any questions that may arise along the course of completing the questionnaire. Respondents were assured that any information they provided was treated as strictly confidential.

Risk Assessment. There is a low to minimal risk involved in this study. The researcher discussed certain topics that may be triggering, sensitive, or potentially cause embarrassment, so the participants don't have to answer any questions if it's too personal and make them uncomfortable. When answering the survey questionnaire, the participants were asked about certain disaster management practices and pandemic preparedness that are currently being practiced and implemented in their library. Librarians, in particular, were also asked about their experiences with the implementation of a Library Disaster Management Plan and other factors based on the survey questionnaire. A trigger warning was provided for the questions that were related to their experiences with disasters and pandemics. The researcher ensured respect, care, and confidentiality to the participants during the whole duration of the study.

Benefits Assessment. This study might help in the implementation and development of a Library Disaster Management Plan and Pandemic Preparedness Plan in Aklan and will have a significant contribution to the literature in the field of library and information science, particularly concerning disaster management and pandemic preparedness in libraries. The different factors happening in the libraries of Aklan were made clear in this research, which could aid academic policymakers and administrators in making decisions about these concerns in the future.

Withdrawal Criteria. The respondents chose not to participate or to withdraw from the study at any time, there were no penalties or other consequences, and without the need to give any reason. If the participant finds the questionnaire or interview triggering, sensitive, or causing them embarrassment, the participants were not forced to

answer any questions if it's too personal and made them uncomfortable. If at any time they withdraw from the study, the data will be discarded properly.

Anonymity and Confidentiality. All the information that was gathered was solely for the purpose of the study. The identity of the participants was kept private and confidential to the extent provided by law. The data collected was stored with utmost respect to their privacy and confidentiality.

Voluntary, Non-Coercive Recruitment of Participants/Respondents. The participation of respondents in the study was entirely voluntary. It was their choice whether to participate or not. They were given the choice of whether not to participate or to withdraw from the study at any time, there were no penalties or other consequences, or the need to give any reason.

Disposal of Research Materials. The electronic copy of the data was kept on a computer that only the researcher had access to. Hard copies were stored safely at Henry Luce III Library which only the researcher has access to for one (1) year and will be disposed of after that period of time through reformatting and overwriting.

Contribution to Local Capacity Building and Benefits to Local Communities. This study might help in the implementation and development of a Library Disaster Management Plan and Pandemic Preparedness Plan in Aklan wherein the results of the data became the basis to incorporate into the plan that is harmoniously applicable to each of the library institutions. It will have a significant contribution to the literature in the field of library and information science, particularly about disaster management and pandemic preparedness in libraries. The budgetary and human resource restrictions that are significant problems and other factors happening in the

libraries of Aklan were also made clear in this research, which could aid academic policymakers and administrators in making decisions about these concerns in the future.

Incentives or Compensation for Participants. There is no amount that the participants need to pay to join the study. There is also no compensation of any form that was granted to the participants of the study.

Disclosure or Declaration of Conflict of Interest. The researcher declared that no pecuniary or other personal interest, direct or indirect, in any matter that raises or may raise a conflict with this study and in any form (financial, proprietary, professional) with the sponsor, co-investigators, or the site.

Dissemination Plan. The results of this study were proposed and presented to the CPU School of Graduate Studies and other professional organizations during the second quarter of 2024, from April to May. This finished thesis was archived and cataloged at Henry Luce III Library. It might also be posted on the digital repository of Central Philippine University called Bahandian.

Data Analysis

Responses from the questionnaire and interview were tabulated, examined, and analyzed based on the objectives of the study. Overall findings served as a foundation for recommendations of this study and served as a basis for an effective disaster management plan and pandemic preparedness plan.

To determine the disaster management practices, pandemic preparedness, and the status and conditions of academic libraries in Aklan, the gathered data was statistically treated using the Statistical Package for Social Sciences (SPSS), indicating the frequency and percentage of each variable and thematic analysis that was used to further explain and describe the said data. Descriptive statistics, frequency, percentage,

mean scores, and thematic analysis were utilized to identify academic library operations in terms of disaster management, pandemic preparedness, and status of library conditions, which might be factors hindering the effective disaster management system of academic libraries in Aklan.

In this study, Clarke and Braun's (2013) six-step process for thematic analysis was utilized to dissect the qualitative data obtained from key informant interviews with librarians in academic libraries across Aklan. Firstly, the data were systematically familiarized, followed by generating initial codes to identify patterns and meaningful segments related to disaster management and pandemic preparedness. Then, themes were derived from these codes through a process of constant comparison, where similar concepts were grouped together to form overarching themes. The identified themes were reviewed and refined in subsequent iterations, ensuring they accurately represented the data. Finally, the themes were defined and named, providing a comprehensive understanding of the disaster management practices and pandemic preparedness strategies employed by academic libraries in Aklan.

Validity

In this research, a validated standardized adapted questionnaire instrument was administered. For the validity procedure, the content, the set of questions, and the checklist were validated, assessed, and pre-approved in terms of appropriateness, completeness, and accuracy on the subject matter by at least three (3) high-level panels of experts in the field of interest. Experts in the field of library science and disaster risk reduction judged the extent to which the content of the questionnaire appeared logical and covered the scope of the research. To ensure content validity, the questionnaire was developed using the data acquired from related literature, journals, and publications corresponding to the subject matter and purpose of the study. The questionnaire was

adapted from UNESCO/UNDRR/IFLA/ALA/WHO guidelines and anchored to the instrument used by Superio, et al., (2017) in their study on disaster management and library practices. The extent to which a concept is accurately measured in a quantitative study is defined as validity (Heale & Twycross, 2015).

In the quantitative phase of this study, respondents were given the option to skip sections of the questionnaire that were not applicable to their roles or libraries, or if they chose not to disclose certain information. This approach ensured that respondents only provided data relevant to their specific circumstances, thereby enhancing the accuracy and reliability of the gathered quantitative data. Additionally, in the qualitative phase involving key informant interviews (KIIs), participants had the opportunity to decline answering specific questions or providing sensitive information if they wished to do so. This respect for participant autonomy and privacy was crucial in maintaining ethical standards and ensuring voluntary participation. By allowing respondents to exercise discretion in their responses, the study upheld principles of confidentiality and minimized potential risks associated with disclosure.

Overall, the study demonstrates strong validity through its rigorous validation process, alignment with existing literature and guidelines, and respect for participant autonomy, ensuring that the findings accurately reflect the intended concepts and phenomena under investigation.

Reliability

The reliability of this study was strengthened through a rigorous member-checking process, wherein the researcher ensured that the qualitative data collected from the participants, who were librarians of academic libraries in Aklan, were accurately interpreted. After analyzing the qualitative data, the researcher went back to the participants to confirm that their perspectives and insights were correctly represented in

the findings. This iterative process enhances the credibility and trustworthiness of the qualitative data analysis, thereby increasing the reliability of the study's findings. As a result, the conclusions drawn from the qualitative data analysis are more robust and reliable, contributing to the overall validity of the research findings.

For the quantitative data collection, the study allowed respondents to skip sections of the questionnaire that were not applicable to their roles or libraries, enhancing the reliability of the gathered quantitative data. By ensuring that respondents only provided data relevant to their specific circumstances, the study minimizes potential biases and inaccuracies in the quantitative data, increasing its reliability.

Overall, the study demonstrates strong reliability through its member-checking process and careful attention to data collection procedures, ensuring that the findings are robust and trustworthy, reinforcing the credibility of the study and its potential to inform effective interventions for enhancing disaster resilience and pandemic preparedness in academic libraries in Aklan.

Chapter 4

Results and Discussion

This chapter presents the results, interpretations, and analysis of the findings and data gathered to determine the disaster management practices and pandemic preparedness of academic libraries in Aklan. The presentation of the findings was done in three parts.

Table 1.1 *Distribution of Respondents by their Personal Profile*

Table 1.1 shows the distribution of respondents by their personal profiles. The data revealed that the mean age of library personnel in Academic libraries in Aklan is calculated to be 35.64 years old where the majority of respondents (68 percent) fall within the young adult age range, indicating a relatively youthful workforce in the academic library sector. Meanwhile, (24 percent) are categorized as middle-aged adults, with only a small percentage (8 percent) classified as old adults, suggesting a predominantly youthful demographic profile among library personnel.

In terms of the respondent's number of years in the industry, (35 percent) of respondents have been in the library profession for less than 2 years, indicating a substantial proportion of relatively inexperienced personnel. Conversely, (11 percent) have accumulated 11 years or more in the industry, suggesting the presence of experienced veterans within the workforce. The mean years in the industry among respondents are calculated to be 9.96 years, providing an average measure of professional experience among library personnel.

In terms of designation, the majority of respondents (57 percent) are classified as library staff, while (43 percent) hold the position of librarians. This distribution sheds light on the hierarchical structure and division of roles within academic library settings.

Furthermore, only a small percentage (16 percent) of respondents possess a master's degree, while the vast majority (84 percent) are college graduates. This educational profile suggests that the academic library workforce in Aklan is predominantly composed of individuals with undergraduate qualifications, potentially impacting the skill sets and expertise available within the profession.

School A emerges as the institution with the highest number of library personnel, comprising (18 percent) of respondents, while a minimal number of libraries have only one person assigned, representing (3 percent) of the total distribution. This variation in staffing levels across institutions underscores the diverse organizational structures and resource allocations within the academic library sector. Additionally, a majority of respondents (59 percent) are from government-funded institutions, highlighting the prevalence of public sector employment within the academic library profession. Conversely, (41 percent) of respondents are affiliated with private institutions, indicating a significant presence of non-governmental organizations within the sector. Finally, the distribution of respondents indicates that the majority (57 percent) are currently employed in college libraries, with the remaining (43 percent) situated in university libraries. This distribution reflects the diverse institutional contexts within which library personnel operate, influencing the scope and nature of their professional responsibilities and activities.

Table 1.1 *Distribution of Respondents by their Personal Profile*

	<i>f</i>	<i>%</i>
<i>Age</i>		
Young Adults	25	68
Middle-aged Adults	9	24
Old Adults	3	8
Mean Age = 35.64 years old		
<i>Number of Years in the Industry</i>		
Below 2 Years	13	35
2-5 years	7	19
6-10 years	6	16
11 years and above	11	30
Mean years in the Industry = 9.96 years		
<i>Designation</i>		
Librarian	16	43
Library Staff	21	57
<i>Highest Educational Attainment</i>		
Masters Graduate	6	16
College Graduate	31	84
<i>Institution</i>		
School A	7	18
School B	4	10
School C	2	5
School D	2	5
School E	1	3
School F	2	5
School G	2	5
School H	2	5
School I	3	8
School J	4	10
School K	3	8
School L	4	10
School M	1	3
<i>Category of School</i>		
Government	22	59
Private	15	41
<i>Classification</i>		
University	16	43
College	21	57

Disaster Management Practices of Academic Libraries in Aklan in their Environment

Table 2.1 shows the disaster management practices of academic libraries in Aklan in their environment. The data revealed that (53.8 percent) of academic libraries have a physical structure made of concrete. This choice implies a commitment to durability and strength which are essential attributes in withstanding natural disasters. However, (46.2 percent) of the libraries are made of mixed materials encompassing wood, concrete, and light materials. This diversity raises concerns regarding the structural integrity and resilience of these libraries during environmental disasters. Over half of the surveyed libraries (53.8 percent) were located in one building only, emphasizing a self-contained approach to library infrastructure. On the other hand, (15.2 percent) of libraries share their location with other occupants, presenting a unique set of challenges and opportunities for collaborative disaster management efforts. Abareh (2014) stated that the lack of awareness implies a lack of knowledge about hazards to library resources, buildings, and people. Considering these realities, the Philippine government passed RA 10121, the "Philippine Disaster Risk Reduction and Management (DRRM) Act of 2010," to improve the country's disaster preparedness infrastructure and establish a national DRRM framework. Muir and Shenton (2002) also stated the importance of preparing for disasters by investing in infrastructure via disaster management efforts, such as providing training and practicing emergency procedures.

The data also highlights a diverse distribution of library locations concerning their distance to the shoreline. Approximately (46.2 percent) have their library building located in the capital and is 100 meters away from the shoreline, while the rest (7.7 percent) fall within the range of 25.1 to 50 meters from the shoreline. According to Superio, et al. (2017), Typhoon Haiyan's tremendous strength and high wind speed caused large storm surges and extreme flooding that caused problems in facilities and coastal towns, and

libraries were also badly damaged especially in Aklan. The varied distances from the shoreline indicate potential differences in vulnerability to coastal hazards.

Table 2.1 *Disaster Management Practices of Academic Libraries in Aklan in their*

Environment

	<i>f</i> (n=13)	%
Physical Structure		
Made of concrete	7	53.8
Made of mixed materials	6	46.2
Distance from the Shoreline/River		
25.1–50 meters	1	7.7
more than 100 meters	6	46.2
It is in the capital (too far from the shoreline/river)	6	46.2
Library Location		
Located in one (1) building	7	53.8
Located in two (2) buildings	2	15.4
Located in three (3) buildings	1	7.7
Shares with other occupants	2	15.4

Disaster Management Practices of Academic Libraries in Aklan and their Library Personnel.

Table 2.2 shows the disaster management practices of academic libraries in Aklan and their library personnel. A substantial proportion, (69.2 percent) of libraries, indicates the presence of at least one (1) licensed librarian and the rest has either two (2) or three (3) within academic libraries in Aklan. However, one (7.7 percent) library revealed that it has no licensed librarian that is currently present. Santos (2003) stated that licensed librarians bring specialized knowledge and expertise in library management, cataloging, and information organization, which can contribute crucially to disaster preparedness and response efforts. Obille (2007) stated that in the Philippines, academic libraries are always evaluated internally by the librarians, users, or university administration and externally by government agencies such as the Commission on Higher Education (CHED) and by different accrediting agencies to ensure the quality of service. The Commission on Higher Education (CHED) (2007) requires that a head librarian should have a master's degree in library and information science. However, only three (23.1 percent) libraries report having members with master's degrees related to library science while the rest (30.8 percent) indicate that their library staff are currently taking up their master's in library and information science.

Approximately only 3 (23.1 percent) academic libraries have only one para-professional staff member. Chavan (2020) stated that academic librarians should educate untrained or unskilled library support staff about library technologies and other innovations, as they may not possess formal qualifications in library science, they play vital roles in supporting library operations and may require targeted training initiatives to effectively contribute to disaster management efforts. Alarming, almost half of the academic libraries (53.8 percent) indicate that their library staff have only attended one

(1) training on disaster management. This finding underscores a significant gap in preparedness and highlights the urgent need for comprehensive training programs to equip library personnel with the knowledge and skills necessary to respond effectively to emergencies. According to research done by Nwokedi, et al. (2017) to determine the institution's disaster management and preparation level, most respondents believe that insufficient training is to blame for the staff's inability to utilize fire extinguishers properly in the event of an emergency hence, the standard preparedness and training is necessary to deal with disasters and a special care must also be taken with library materials. Dimersar Academy (2020) implied that if employees aren't prepared to deal with an emergency, things will only become worse because the level of training a group has will determine the level of competence shown throughout the entire cycle in the case of an emergency.

Table 2.2 *Disaster Management Practices of Academic Libraries in Aklan and their Library Personnel*

	<i>f</i> (n=13)	%
Licensed librarians		
<i>One (1) licensed librarian</i>	9	69.2
<i>Two (2) licensed librarians</i>	2	15.4
<i>Three (3) licensed librarians</i>	1	7.7
<i>No licensed librarian</i>	1	7.7
Library Staffs		
Staff(s) with MLIS degrees	3	23.1
Staff(s) taking up MLIS/MA/MIS	4	30.8
Staff(s) with MS/MA (Non-LIS)	4	30.8
Para-professional staff(s)		
<i>One (1) para-professional staff</i>	3	23.1
<i>Three (3) para-professional staffs</i>	1	7.7
Staff(s) undergone/attended training(s) on disaster management		
<i>Attended one (1) training</i>	7	53.8
<i>Attended two (2) trainings</i>	4	30.8
<i>Attended three (3) trainings</i>	1	7.7
<i>Attended more than 3 trainings</i>	1	7.7

Disaster Management Practices of Academic Libraries in Aklan and Their Equipment

Table 2.3 shows the disaster management practices of academic libraries in Aklan and their equipment. Encouragingly, (100 percent) academic libraries indicate that they have emergency numbers readily accessible. United Nations High Commissioner for Refugees - UNHCR, 2017 highlights that communication with other relevant agencies such as police and fire departments during a disaster is crucial to the success of response and recovery activities, therefore it makes sense that inter-organizational interchange relations are related to preparation. This demonstrates a driven approach to ensuring immediate access to emergency services in the event of a disaster, facilitating fast response and coordination efforts. Most libraries (92.3 percent) also reported the presence of exit signs. George (2024) highlights that exit signs play a crucial role in guiding clients to safety during emergencies, enhancing evacuation efficiency, and reducing the risk of panic or confusion. A significant proportion of libraries, comprising (84.6 percent), indicate the presence of disaster safety posters within their vicinity. As one of the guidelines by the Local Government Unit (LGU) and Department of the Interior and Local Government (DILG) (2018) in their disaster preparedness manual, posters are required to be put up as they serve as valuable educational tools, raising awareness about emergency procedures, evacuation routes, and safety protocols among library patrons and staff.

Despite the presence of certain essential equipment, the data also reveals notable gaps in the availability of essential resources for disaster management. Alarmingly, (92.3 percent) of libraries report the absence of burglar alarms in their building. Abdul Wahab et al. (2012) stated that thefts of books and mutilations are all examples of man-made disasters that pose a threat to the library's collections and facilities. Lavanya (2017) expresses that burglar alarms serve as essential security

measures, alerting authorities and preventing intruders during break-ins or unauthorized access incidents. The lack of burglar alarms exposes libraries to security risks and compromises the safety of personnel and resources.

Similarly, a concerning (84.6 percent) of libraries indicate the absence of smoke detectors, and (76.9 percent) of fire hydrants and water sprinklers within their libraries. Tan (2020) asserted in her study that the insufficiency of safety equipment such as smoke detectors, fire hydrants, and sprinkler systems as these are essential in facilitating the rapid suppression of fires and minimizing property damage that can lead to the vulnerability of the schools to disasters thus making it an unsafe place for all learners and teachers. The lack of these resources undermines the libraries' ability to effectively respond to fire emergencies, potentially increasing the severity of incidents. Sutton and Tierney (2006) stated that it's important to provide workers with training that prepares them for a variety of scenarios wherein they will be better equipped to operate fire extinguishers, firehoses, and other machines after receiving the appropriate training.

Table 2.3. *Disaster Management Practices of Academic Libraries in Aklan and Their Equipment*

Equipment (n=13)	Library Disaster Management Practices			
	Yes	%	No	%
Emergency numbers	13	100		
Fire alarm	8	61.5	5	38.5
Burglar alarm	1	7.7	12	92.3
CCTV	9	69.2	4	30.8
Antivirus Software	9	69.2	4	30.8
Uninterrupted Power System	7	53.8	6	46.2
Hydrant	3	23.1	10	76.9
Smoke detector	2	15.4	11	84.6
Water sprinkler	3	23.1	10	76.9
Disaster safety posters	11	84.6	2	15.4
Exit signs	12	92.3	1	7.7
Security gate	6	46.2	7	53.8
Regular check on the disaster prevention equipment	9	69.2	4	30.8

Disaster Management Practices of Academic Libraries in Aklan in their Disaster Management

Table 2.4. shows the disaster management practices of the academic libraries in Aklan in their disaster management. This provides critical insights into their experiences, preparedness, and strategies for mitigating potential risks and responding to disasters. The survey revealed a significant proportion of libraries (76.9 percent) have experienced various disasters within their libraries such as unstable power. Gomez, et. Al. (2024) reported in the Philippine Daily Inquirer that a power outage hit all major cities and provinces on Panay Island in January 2024 and keeps on happening from time to time especially in Aklan, with many areas still without electricity. This reality harms the operations of these libraries as they will be at risk of software and hardware malfunctions. This is evident as (61.5 percent) have experienced unreturned collection, infrastructure damage, and software and hardware malfunctions, and (76.9 percent) anticipate the same disasters that could possibly occur in their library.

Despite the challenges, a considerable majority (76.9%) express confidence in their library's ability to identify vital collections, with (69.2 percent) implementing backups for printed collections. Sutton and Tierney (2006) stated that professional training is necessary for updating anti-virus software, as well as for dealing with recovery and backup concerns as a person's degree of training determines how well they will do different disaster preparation actions. This indicates a proactive approach to safeguarding valuable resources and ensuring continuity of services in the event of a disaster. Also, a significant percentage (76.9%) assert their library's capability to estimate potential losses in the event of a disaster. According to Alegbeleye (2002), a preservation policy should include things like how to store and care for budget

documents, how to clean and repair them after they've been damaged, how to deal with the aftermath of a disaster, and how to treat them for conservation.

Additionally, (69.2 percent) report the availability of disaster preparedness guidelines, suggesting structured approaches to disaster management and response. Despite the overall preparedness exhibited by academic libraries in Aklan, several challenges and areas for improvement emerge from the survey findings. Only (30.8 percent) of the libraries agreed that they have a written disaster management plan while more than half (69.2%) still do not have a written Disaster Management Plan (DMP) in place. These results are similar to the conclusion made by Superio, et al. (2017) in their study on academic libraries in Panay Island, Philippines, it was found that while the vast majority of libraries lacked a formal disaster management plan, they all followed the same disaster management guidelines that allowed them to salvage some of their collections. Chakrabarti and Pramanik (2017) stress the importance of having a formal written disaster control plan in place, as this will instruct employees on what to do and what not to do in the event of a disaster, helping to prevent unnecessary panic and the waste of valuable resources hence, establishing, organizing, and documenting a disaster plan is crucial.

Amidst this deficiency, however, a promising finding emerges where (55.6 percent) of libraries that declared they lack a DMP expressed intentions to write and implement one. This suggests a proactive shift towards recognizing the importance of structured frameworks and comprehensive strategies for mitigating risks and enhancing resilience in the face of disasters. The absence of a guiding model for a disaster management plan within academic libraries in Aklan also emerges as a significant challenge, as indicated by a majority (77.8 percent) of libraries. In 2003, a poll was taken across the globe to see which national libraries had emergency procedures in place by

the International Federation of Library Association (IFLA). The findings were disturbing for only 39 out of 177 libraries have any sort of emergency plan in place. Twenty-eight of them plan to make one, but they cite a lack of models as the reason they haven't yet. However, the vast majority of these resources are presented in English, and a few of them are quite complex and not applicable to small institutions with limited resources; thus, IFLA-PAC decided to compile a basic manual focusing on the primary points to consider when creating a disaster plan: assessing risks, managing the disaster risk, preparing to cope when disaster occurs, responding, and getting back to normal. This finding underscores the importance of establishing standardized frameworks and best practices to facilitate effective disaster management and response efforts across libraries. The frequency of plan updates poses another challenge, with only (7.7 percent) of libraries that already have an existing disaster management plan, indicating that they update their disaster management plans every year. American Library Association (2019) highlights the importance of regular review and revision of plans for it is essential to ensure alignment with evolving threats and organizational needs.

Table 2.4. *Disaster Management Practices of the Academic Libraries in Aklan in terms of Disaster Management*

Disaster Management (n=13)	Library Disaster Management Practices			
	Yes	%	No	%
A. Experienced any disaster				
<i>Disaster(s) already experienced by the library</i>				
Unstable power	10	76.9	3	23.1
Collections vandalism	4	30.8	9	69.2
Collection loss	6	46.2	7	53.8
Unreturned collection	8	61.5	5	38.5
Infrastructure damage	8	61.5	5	38.5
Viruses	2	15.4	11	84.6
Collection theft	3	23.1	10	76.9
Fire	1	7.7	12	92.3
Software and hardware malfunctions	8	61.5	5	38.5
Earthquake	4	30.8	9	69.2

Inappropriate collection storage	5	38.5	8	61.5
Flooding	4	30.8	9	69.2
On-the-job accident			13	100
<i>Disaster could possibly occur in the library</i>				
Collections vandalism	6	46.2	7	53.8
Collection loss	10	76.9	3	23.1
Unreturned collection	9	69.2	4	30.8
Infrastructure damage	9	69.2	4	30.8
Viruses	6	46.2	7	53.8
Collection theft	6	46.2	7	53.8
Fire	6	46.2	7	53.8
Software and hardware malfunctions	9	69.2	4	30.8
Earthquake	9	69.2	4	30.8
Inappropriate collection storage	7	53.8	6	46.2
Flooding	6	46.2	7	53.8
On-the-job accident	3	25.0	9	75.0
B. The library can identify its vital collections	10	76.9	3	23.1
C. The library implements backup for the printed collections.	9	69.2	4	30.8
D. The library has an available disaster preparedness guideline.	9	69.2	4	30.8
E. The library conducts a risk analysis of disaster threats to libraries.	6	46.2	7	53.8
F. The library can estimate the losses that would be experienced if a disaster occurred in the library.	10	76.9	3	23.1
G. The library has a written Disaster Management Plan.	4	30.8	9	69.2
If it doesn't, the library intends to write and implement one. (n=9)	5	55.6	4	44.4
There is no perceived risk based on recorded man-made or natural disaster occurrence	2	22.2	7	77.8
No staff available to write the plan	4	44.4	5	55.6
Lack of a model to serve as a guide	7	77.8	2	22.2
Lack of human resources to implement.	4	44.4	5	55.6
Lack of financial resources to implement	4	44.4	5	55.6
The library does not have significant holdings of rare books/materials.	4	44.4	5	55.6
H. If the library has a disaster management plan, it deals(s) with the security of:				
Persons	4	30.8	9	69.2
Buildings	5	38.5	8	61.5
Collections	5	38.5	8	61.5
I. The disaster management plan is being updated.				
Every year	1	7.7		
Every 2 years	3	23.1		
No response	9	69.2		

Disaster Management Practices of Academic Libraries in Aklan in their Training on Disaster Management and Practices

Table 2.5 shows the disaster management practices of academic libraries in Aklan in their Training on Disaster Management and Practices. This reveals diverse approaches to training, preparedness initiatives, and resource allocation. The study revealed that the majority (84.6 percent) of libraries do not have an existing special budget for disaster management training and it indicates that only 2 (15.4 percent) libraries have an existing budget where one library allocates a special fund specifically designated for disaster management training while the other one integrates this budget with their main preservation budget. Kolawole, et.al. (2015) stated that libraries have noted a lack of suitable funding, skilled personnel, and library staff dedication as key barriers to properly preparing for a disaster. Superio, et al. (2024) in their study “When a disaster strikes: Are libraries in the Philippines ready?”, have stated that the lack of preparedness is attributed to constraints which include limited finances.

A majority (76.9 percent) of libraries report conducting disaster preparedness training and (70 percent) have undergone or attended training sessions and participated in drills or exercises organized to train staff. These efforts signify a proactive approach to building staff competencies and ensuring effective response protocols. However, despite the positive initiatives observed, a notable percentage (70 percent) of respondents indicate that the staff are not regularly trained at least once a year in disaster management. This finding highlights a potential gap in sustaining staff preparedness and underscores the importance of prioritizing regular training sessions to reinforce skills and protocols. Nkiko (2014) claimed that most local libraries' disaster training is severely limited by a lack of standards and a lack of exposure to best international practices. Also, awareness and education about the relevance of disaster management are

necessary for the effective long-term preservation of library resources and as proposed by Hasenay and Kritalic (2010), it is the first step toward regular training and awareness of safety. Coppola (2011) found that trained emergency responders perform better in their roles.

It is encouraging to note that all libraries (100 percent) surveyed have revealed that they contact other nearby institutions/libraries and have an updated list of staff to contact in case of a disaster. The construction of a contact list for a successful emergency communication network is vital, as highlighted in Halsted et al. (2005) steps for creating a responsive emergency response plan. In the same vein, it's crucial to have the means to extract and evacuate people and materials, to contact relevant authorities by radio and phone, to conduct operations like search and disaster management and recovery (Gibson and Pupilidy, 2015).

A significant proportion (46.2 percent) of libraries have their collections labeled to identify recovery and salvage priorities in case of a disaster accompanied by technical recommendations, guidelines, or policies written concerning rescuing damaged materials. However, only a small percentage (7.7 percent) have designated staff responsible for testing and implementing the disaster management plan, indicating a potential gap in oversight and accountability.

Regarding infrastructure and equipment, (69.2 percent) of libraries have emergency kits, demonstrating a commitment to ensuring the availability of essential resources for response and recovery efforts. However, only (46.2 percent) have a fire alarm system, while a larger proportion (69.2 percent) lack an alarm system for theft. Additionally, only (38.5 percent) of libraries regularly test their alarm systems, suggesting room for improvement in equipment maintenance and readiness.

Finally, slightly over half (53.8 percent) of libraries have their building insured, providing financial protection against potential damages resulting from disasters. While insurance coverage mitigates financial risks, libraries need to complement this with a robust plan to minimize the impact of disasters on collections, infrastructure, and operations.

Table 2.5 *Disaster Management Practices of the Academic Libraries in Aklan in their Training on Disaster Management and Practices*

Training on Disaster Management and Practices (n=13)	Library Disaster Management Practices			
	Yes	%	No	%
A. Special budget for disaster management training	2	15.4	11	84.6
It allocates a special fund (n=2)	1	50.0		
It is integrated with the main preservation budget (n=2).	1	50.0		
B. Disaster preparedness training in the library	10	76.9	3	23.1
Drills or exercises have been organized to train staff (n=10).	7	70.0	3	30.0
Undergone/attended training(s) on disaster management (n=10).	7	70.0	3	30.0
Regularly trained in disaster management (at least once a year) (n=10).	3	30.0	7	70.0
C. Contacts other nearby institutions/libraries in the case of disaster. (n=8)	7	53.8	1	7.7
Contact companies that could respond immediately (n=7)	7	100		
Updated list of staff to contact in case of a disaster (n=7)	7	100		
D. Collections are labeled to identify recovery/salvaging priorities in case of disaster. (n=7)	6	46.2	1	7.7
Has technical recommendations/guidelines/policies that have been written concerning the rescue of damaged material.	6	46.2	1	7.7
Collections are insured.	5	38.5	2	15.4
E. The library has a member or staff responsible for the disaster plan and its implementation. (n=8)	1	7.7	7	53.8
The library tests the Disaster Management Plan.	1	7.7	7	53.8
F. The library has emergency kits. (n=12)	9	69.2	3	23.1
G. The library has an alarm system (n=10)				
Against fire	6	46.2	4	30.8
Theft	1	7.7	9	69.2
H. The library alarm systems are regularly tested (at least once a year) (n=11)	5	38.5	6	46.2
I. The library building is insured. (n=9)	7	53.8	2	15.4

Pandemic Preparedness of Academic Libraries in Aklan in terms of Pandemic Preparedness Plan and Policy

Table 3.1 shows the pandemic preparedness of academic libraries in Aklan in terms of pandemic preparedness plan and policy. The data revealed that while (69.2 percent) of libraries currently have a pandemic preparedness plan, a significant proportion (30.8 percent) do not have one. Of the libraries that currently don't have a pandemic preparedness plan, most of those libraries (75 percent) intend to write and implement one. Several reasons contribute to the absence of existing plans, including limited human resources (38.5 percent), financial constraints (15.4 percent), and the lack of a guiding model (23.1 percent). This highlights the need for supportive resources, guidance, and capacity-building initiatives to facilitate the development and implementation of pandemic preparedness plans among libraries. As per Chisita (2020), the academic library system has been seriously impacted by the outbreak which has affected the plans and ambitions of library directors as they attempt to operate in a more constrained budgetary setting. Previous studies by (Corsillo, 2020; Fitzgerald, 2020; Tunga, 2021) have identified that libraries face challenges, such as transitioning to virtual services, breaking long-established service models, funding for digital resources and its impacts on library operations in the future, and the lack of formal pandemic plans and policies.

Among libraries with existing pandemic preparedness plans, a notable percentage (30.8 percent) developed their plans in 2020-2021, reflecting a heightened awareness and response to the COVID-19 pandemic. Moreover, (46.2 percent) have updated their plans since their initial development, with the majority (83.3 percent) conducting the most recent update during 2022-2023. This underscores the importance

of regular review and adaptation of plans to address evolving threats, lessons learned, and best practices in pandemic response.

Concerningly, only (38.5 percent) of libraries have a multi-hazard public health emergency response plan and mechanisms for multisectoral coordination, highlighting gaps in comprehensive preparedness for public health emergencies beyond pandemics. Similarly, (23.1 percent) lack existing legislation or regulatory policies addressing specific public health measures, such as isolation, quarantine, library closures, and event postponements. Addressing these gaps requires collaborative efforts among libraries, government agencies, NGOs, and other stakeholders to develop and implement robust response frameworks and regulatory policies. During the COVID-19 pandemic, the American Library Association (2020) has contributed by providing information about preparedness, including library-specific policy suggestions and more universal resources on pandemic education, prevention, and preparation.

While a majority of libraries (61.5 percent) have developed guidelines for patron/client management during pandemics, only half (50 percent) have integrated these guidelines into their pandemic preparedness plans. This indicates opportunities for alignment and integration of operational protocols with overarching preparedness strategies. Moreover, the significant percentage (66.7 percent) of libraries intending to develop such guidelines without technical assistance underscores the potential for internal capacity-building and knowledge sharing among libraries.

The presence of clear guidelines and protocols within established prevention and control programs is essential for effective response and mitigation of public health emergencies. However, only (46.2 percent) of libraries agree that their prevention and control programs have clear existing guidelines and protocols, suggesting room for improvement in operational frameworks and implementation strategies. The International Federation of Library Associations and Institutions (IFLA, 2020) made available on their

website essential materials for libraries to use in their response to the coronavirus pandemic. The purpose of these materials is to assist libraries in meeting the needs of their patrons during the lockdown and to alert the public about the COVID-19 pandemic. The American Library Association (ALA) (2020) has also produced guidance for libraries on how to respond to a pandemic, with a focus on the current influenza epidemic. Similarly, the African Federation of Library and Information Associations and Institutions (AFLIA, 2020) has made online materials accessible to librarians to aid in the delivery of online services to the public through libraries.

Table 3.1. *Pandemic Preparedness of Academic Libraries in Aklan in terms of Pandemic Preparedness Plan and Policy*

Pandemic Preparedness Plan and Policy (n=13)	Library Disaster Preparedness			
	Yes	%	No	%
A. The library currently has a pandemic preparedness plan.	9	69.2	4	30.8
If it doesn't, the library intends to write and implement one (n=4)	3	75.0	1	25.0
B. Reasons the pandemic preparedness plan does not exist (n=4)				
There is no perceived risk based on recorded man-made or natural disaster occurrence	3	23.1		
No staff available to write the plan	1	7.7		
Lack of a model to serve as a guide	3	23.1		
Lack of human resources to implement	4	30.8		
Lack of financial resources to implement	2	15.4		
C. The library has a pandemic preparedness plan, that has been developed (n=8)				
On or before 2011	1	7.7		
2018 – 2019	1	7.7		
2020 – 2021	4	30.8		
2022 – 2023	2	15.4		
D. The pandemic preparedness plan has been updated since it was first developed (n=7)	6	46.2	1	7.7
E. The most recent update was (n=6)				
2020 – 2021	1	16.7		
2022 – 2023	5	83.3		
F. If the library does not have an officially approved pandemic preparedness plan or the original plan has not been updated, the library intends to develop a	7	53.8	1	7.7

plan or update an existing plan in the next 1–2 years. (n=8)				
G. The library has a multi-hazard public health emergency response plan. (n=10)	5	38.5	5	38.5
H. The library has a multisectoral coordination plan or mechanism to engage government, ministries, authorities, non-governmental organizations (NGOs), the private sector, community leaders, and international partners or organizations during a public health emergency. (n=9)	5	38.5	4	30.8
I. The library has a mechanism to support human and financial resource requirements during a public health emergency. (n=9)	5	38.5	4	30.8
J. The library has existing legislation or regulatory policies that address the need for implementing particular public health measures such as isolation and quarantine, library closures, and postponement of library gatherings. (n=10)	7	53.8	3	23.1
K. The library has an ethics committee (or similar mechanism) that can readily advise on pandemic preparedness and response activities. (n=9)	6	50.0	3	25.0
L. The library has developed guidelines for patron/client management during the pandemic. (n=11)	8	61.5	3	23.1
If it has, it is part of your pandemic preparedness plan. (n=8)	4	50.0		
If it hasn't, you intend to develop such a plan with no technical assistance needed. (n=3)	2	66.7	1	33.1
M. In your library's established prevention and control programs, there are clear existing guidelines and protocols. (n=8)	6	46.2	2	15.4

Pandemic Preparedness of Academic Libraries in Aklan in their Training on Pandemic Preparedness

Table 3.2 shows the pandemic preparedness of academic libraries in Aklan in their training on pandemic preparedness. The data reveals that only 5 (38.5 percent) declared that they have a special budget dedicated to pandemic preparedness, and most of them (60 percent) allocate special funds specifically for training purposes. Additionally, (40 percent) integrate training costs into their main preservation budget. This diversity in funding strategies reflects the prioritization of staff training and capacity-building initiatives to enhance pandemic preparedness.

Despite the allocation of funds, slightly over half (53.8 percent) of libraries express the intention to provide pandemic preparedness training. This intention underscores a proactive commitment to staff development and readiness, potentially driven by emerging threats, regulatory requirements, or organizational priorities. However, approximately half (50 percent) of libraries still have not conducted simulation exercises in the past five years to test their pandemic preparedness. Additionally, only (46.2 percent) have organized drills or exercises to train staff and have undergone or attended training(s) on pandemic preparedness, indicating gaps in hands-on training and preparedness activities. These findings suggest opportunities for libraries to prioritize simulation exercises and drills to assess plan effectiveness, identify areas for improvement, and enhance staff readiness. The data also revealed that only (30.8 percent) of libraries have their staff regularly trained on pandemic preparedness.

These results indicate a potential gap in sustaining staff readiness and proficiency in pandemic response protocols. Regular training is essential for reinforcing skills, updating knowledge, and fostering a culture of preparedness among library personnel. Begum, et. al, (2022) recommended that the training programs should be

shifted online and must become more active on social media and email than ever before to support the valued clients by providing specialized services, including awareness raising, available government support services, and other services on demand.

Table 3.2. *Pandemic Preparedness of Academic Libraries in Aklan in their Training on Pandemic Preparedness*

Training on Pandemic Preparedness (n=13)	Library Disaster Preparedness			
	Yes	%	No	%
A. Special budget for pandemic preparedness	5	38.5	5	38.5
It allocates a special fund. (n=5)	3	60.0		
It is integrated with the main preservation budget (n=5)	2	40.0		
B. Intention to provide pandemic preparedness training in the library (n=11)	7	53.8	4	30.8
C. Simulation exercises in the past 5 years to test their pandemic preparedness (n=10)	3	25.0	7	50.0
D. Drills or exercises have been organized to train staff (n=11)	6	46.2	5	38.5
E. Staff has undergone/attended training(s) on pandemic preparedness (n=10)	6	46.2	4	30.8
F. Staff(s) are regularly trained on pandemic preparedness (n=10)	4	30.8	6	46.2

Technological Status of Library Conditions of Academic Libraries in Aklan

Table 4.1 shows the technological status of library conditions of academic libraries in Aklan. A significant majority (81.1 percent) of respondents acknowledge the need for proactive technologies within their academic libraries. Similarly, a substantial percentage (64.9 percent) of respondents emphasize the effective use of technology in creating networks among communities and policymakers. Saibakumo (2021) described that this recognition underscores a growing awareness of the role of technology in modernizing library services, improving access to information, and enhancing user experiences. Technology serves as a powerful enabler for connecting diverse stakeholders, facilitating collaboration, and fostering knowledge exchange within and beyond the library's physical boundaries. Leveraging technology to create networks enhances the library's impact, influence, and relevance in addressing community needs and advocating for policy changes. Zach & McKnight (2010) stated that libraries play an important role in their communities during disasters by providing online access and other essential services, such as helping users locate family and friends, verifying the status of areas affected, and completing forms.

Despite recognizing the importance of technology, a notable majority (62.2 percent) of respondents perceive gaps in implementing technology within their libraries. Saibakumo (2021) highlighted that although emerging technologies received an overwhelming reception based on readiness, their full implementation by regulatory and funding bodies including parent institutions is constrained by underfunding. These gaps may stem from various factors, including limited resources, inadequate infrastructure, lack of strategic planning, or organizational resistance to change. Addressing these gaps requires proactive measures to identify barriers, allocate resources effectively, and develop comprehensive technology integration strategies aligned with organizational

goals and user needs. Contrary to expectations, only a relatively small percentage (24.3 percent) of respondents believe that library staff lack the necessary skills in the proper use of technology. This finding suggests that while some libraries may face challenges in technology implementation, staff possess the requisite skills to navigate and utilize technological tools effectively.

Table 4.1 *Technological Status of Library Conditions of Academic Libraries in Aklan*

Technological Status (n=37)	Status of Library Conditions			
	Yes	%	No	%
The library needs proactive technologies. (n=34)	30	81.1	4	10.8
The library has gaps in implementing technology. (n=31)	23	62.2	8	21.6
The staff lack the necessary skills in the proper use of technology. (n=29)	9	24.3	20	54.1
The library needs the effective use of technology to create networks among communities and policymakers.	24	64.9	13	35.1

Social Status of Library Conditions of Academic Libraries in Aklan

Table 4.2 shows the social status of library conditions in academic libraries in Aklan. The data revealed that the majority (89.2 percent) of respondents recognize the need for effective education, training, and awareness-raising programs to enhance a culture of preparedness within academic libraries. This acknowledgment underscores a collective awareness of the critical role that active initiatives play in equipping library staff and patrons with the knowledge, skills, and resources necessary to respond effectively to emergencies, mitigate risks, and promote resilience.

A significant percentage (54.1%) of respondents also affirm that the library plays a role in addressing issues related to people's attitudes and perceptions. Elteto et al. (2008) described that libraries serve as vibrant social spaces that reflect and influence societal values, beliefs, and behaviors. Through various programs, services, and initiatives, libraries can actively engage with community members, promote dialogue, challenge stereotypes, and foster inclusivity. By addressing societal issues and perceptions, libraries contribute to building more cohesive, empathetic, and resilient communities.

Table 4.2 *Social Status of Library Conditions of Academic Libraries in Aklan*

Social Status (n=37)	Status of Library Conditions			
	Yes	%	No	%
The library needs effective education, training, and awareness-raising programs to enhance a culture of preparedness. (n=33)	33	89.2		
The library addresses the issues related to peoples' attitudes and perceptions. (n=24)	20	54.1	4	10.8
The library lacks consideration of social factors during the long-term reconstruction. (n=24)	12	32.4	12	32.4

Environmental Status of Library Conditions of Academic Libraries in Aklan

Table 4.3 shows the environmental status of library conditions of academic libraries in Aklan. The data revealed that the overwhelming majority (89.2 percent) of respondents acknowledge the necessity for effective education, training, and awareness programs concerning environmental-related factors within academic libraries. Also, a significant percentage (78.4 percent) of respondents indicate that libraries actively address issues related to environmental impacts. Additionally, more than half (13.5 percent) of respondents disagreed that their library lacks an understanding of environmental-related factors. United Nations Educational Scientific and Cultural Organization (1991) stated in their workshop that was held in Bangkok, a collective recognition of the importance of environmental sustainability and the role that libraries can play in promoting eco-conscious behaviors. Education, training, and awareness initiatives are crucial for empowering library staff and patrons with the knowledge and skills needed to adopt sustainable practices, reduce environmental footprints, and contribute to environmental conservation efforts. This finding demonstrates the proactive stance of libraries in Aklan towards environmental stewardship.

Table 4.3 *Environmental Status of Library Conditions of Academic Libraries in Aklan*

Environmental Status (n=37)	Status of Library Conditions			
	Yes	%	No	%
The library lacks an understanding of environmental-related factors. (n=32)	3	8.1	29	13.5
The library addresses the issues related to environmental impacts. (n=31)	29	78.4	2	5.4
The library needs effective education, training, and awareness of environmental-related factors. (n=33)	33	89.2		

Legal Status of Library Conditions of Academic Libraries in Aklan

Table 4.4 shows the legal status of library conditions of academic libraries in Aklan. The data revealed that (64.9 percent) of respondents agreed on the need for regular updating of policies within academic libraries. Furthermore, a substantial portion (51.4 percent) of respondents do not perceive challenges related to the implementation of laws and policies within their libraries. Patel and Darbar (2017) highlights the recognition among library professionals of the importance of keeping policies current to address evolving needs, changes in legislation, and emerging trends in library management and operations. Regular policy updating ensures that libraries remain aligned with best practices, regulatory requirements, and stakeholder expectations, thereby enhancing transparency, efficiency, and effectiveness in library governance. These findings suggest a perception among library professionals that their institutions effectively navigate legal and policy requirements without encountering significant obstacles.

Table 4.4 *Legal Status of Library Conditions of Academic Libraries in Aklan*

Legal Status (n=37)	Status of Library Conditions			
	Yes	%	No	%
Library experience challenges related to the implementation of laws and policies. (n=32)	13	35.1	19	51.4
The library lacks consideration of legal factors when making laws and policies. (n=22)	6	16.2	16	43.2
The library needs regular updates on its policies. (n=30)	24	64.9	6	16.2

Economic Status of Library Conditions of Academic Libraries in Aklan

Table 4.5 shows the economic status of library conditions of academic libraries in Aklan. The data revealed that a significant portion (59.5 percent) of respondents did not agree that the library's long-term recovery is solely focused on the reconstruction of damaged infrastructure, indicating recognition of the need for alternative strategies. Perret & Young (2011) suggest a gap between long-term recovery goals and available financial resources, recommending that libraries must explore innovative funding sources, partnerships, and cost-effective strategies to address infrastructure needs while also investing in disaster mitigation and preparedness efforts to enhance resilience and minimize future economic impacts.

A substantial percentage (45.9 percent) however agreed that their library lacks funds for reconstruction and mitigation/preparedness. In contrast, the majority of the respondents (64.9 percent) however disagree with the notion that their library has poor management of finances, indicating confidence in financial management practices. Additionally, a significant percentage (48.6 percent) also disagree that their library experiences financial mismanagement and poor accountability, highlighting a commitment to transparency and accountability in financial operations.

Table 4.5 *Economic Status of Library Conditions of Academic Libraries in Aklan*

Economic Status (n=37)	Status of Library Conditions			
	Yes	%	No	%
A. Long Term Economic planning				
The library lacks investment in risk and vulnerability assessment of the library's wealth generation mechanism. (n=23)	10	27.0	13	35.1
The library's long-term recovery is only focused on the reconstruction of damaged infrastructure. Looking for alternatives is neglected. (n=31)	9	24.3	22	59.5
B. Financial				
The library has poor management of finances. (n=32)	8	21.6	24	64.9
The library has rigid policies. (n=21)	11	29.7	10	27.0
The library lacks funds for reconstruction and mitigation/preparedness. (n=30)	17	45.9	13	35.1
The library lacks information on investment or insurance companies. (n=22)	9	24.3	13	35.1
The library experiences financial mismanagement and poor accountability. (n=28)	9	24.3	18	48.6

Total Annual Budget of the Academic Libraries

Table 4.5.1 shows the total annual budget of the academic libraries in Aklan wherein the data provided insights into their budgetary landscape. The data revealed that 5 (38.5 percent) of libraries report an annual budget of only below 500,000 pesos, while only 3 (23.1 percent) have an annual budget ranging from 750,000 to 1 million pesos. Additionally, three libraries only have a significant budget of 1,000,001-2,000,000 pesos. However, a proportion (15.4 percent) did not disclose their annual budget, indicating variability in budget transparency and reporting practices. Superio, et al. (2019) revealed in their study that financial constraints remain a challenge, especially among libraries funded by the government. Their respondents cited that the limited library budget was one of the major impediments to their fast recovery from the disaster. While budget constraints may pose challenges to resource allocation and service delivery, libraries must prioritize needs-based budgeting, stakeholder engagement, and advocacy efforts to secure adequate funding for essential programs, services, and infrastructure enhancements.

Table 4.5.1 *Total Annual Budget of the Academic Libraries*

Annual Budget (n=13)	f	%
below PHP 500,000	5	38.5
PHP 750,001–1,000,000	3	23.1
PHP 1,000,001–1,250,000	1	7.7
PHP 1,250,001–1,500,000	1	7.7
PHP 1,750,001–2,000,000	1	7.7
Did not state the annual budget	2	15.4

Operational/Managerial Status of Library Conditions of Academic Libraries in Aklan

Table 4.6 shows the operational/managerial status of library conditions of academic libraries in Aklan. The data highlights a strong vote of confidence in the decision-making processes within academic libraries in Aklan, with the majority (86.5%) of respondents disagreeing that their library exhibits poor decision-making and lacks aspects related to leadership. This is evident as Obille (2007) stated that academic libraries are always evaluated internally by the librarians, users, or university administration and externally by government agencies such as the Commission on Higher Education (CHED), established in 1994 by RA 7722 or the Higher Education Act of 1994 where a strong leadership presence, vision, and competency among library administrators and management teams are always being upheld.

While the majority of respondents indicate satisfaction with the decision-making processes and leadership qualities within their libraries, only a small percentage (5.4 percent) agree that their library lacks a participatory approach to decision-making. This finding underscores the importance of promoting a culture of inclusivity, transparency, and collaboration in decision-making processes.

Table 4.6 *Operational/Managerial Status of Library Conditions of Academic Libraries in Aklan*

Operational Managerial Status (n=37)	Status of Library Conditions			
	Yes	%	No	%
The library has poor decision-making. (n=32)			32	86.5
The library has poor communication. (n=31)			31	83.8
The library lacks a participatory approach to decision-making. (n=31)	2	5.4	29	78.4
The library lacks aspects related to leadership. (n=32)			32	86.5
The library has poor humanitarian logistics management. (n=31)			31	83.8
The library lacks knowledge management. (n=31)			31	83.8

Institutional Status of Library Conditions of Academic Libraries in Aklan

Table 4.7 shows the institutional status of library conditions in academic libraries in Aklan. The data revealed a significant percentage (67.6 percent) of respondents agreed that their library requires an institutional office focused solely on disaster management and pandemic preparedness. Additionally, nearly half of the respondents (48.6 percent) perceive the need for proper institutional formation and integration within their libraries. This finding underscores the recognition among library professionals of the importance of institutional support and specialized expertise in addressing critical issues such as disaster response and public health emergencies. A dedicated office can facilitate proactive planning, coordination, and implementation of strategies to enhance library resilience and mitigate risks associated with natural disasters and pandemics. Crumpton (2015) described that the organization is made up individually of knowledge, skills, and experiences of library staff at different levels and with different backgrounds and perspectives. As circumstances change, such as financially or with new technologies, the organization must find ways to reinvent itself to remain valuable. He also recommended that a complete organizational assessment would help to ensure long-term benefits for maintaining organizational value.

Table 4.7 *Institutional Status of Library Conditions of Academic Libraries in Aklan*

Institutional Status (n=37)	Status of Library Conditions			
	Yes	%	No	%
The library needs proper institutional formation and integration. (n=34)	18	48.6	16	43.2
The library needs a centralized institution to oversee and monitor all other institutions. (n=33)	17	45.9	14	37.8
The library needs an institutional office focused only on disaster management and pandemic preparedness. (n=31)	25	67.6	6	16.2

Political Status of Library Conditions of Academic Libraries in Aklan

Table 4.8 shows the political status of library conditions of academic libraries in Aklan. The data revealed that (54.1 percent) of respondents express the need for studies on political expectations within the context of disaster management. Additionally, a notable percentage (37.8 percent) of respondents agree that their library tends to prioritize short-term political perspectives over long-term perspectives in disaster management. Echezona (2010) highlighted that one of the problems encountered in disaster management is a lack of interest of administrators in disaster management issues. This finding highlights the recognition among library professionals of the intersection between political dynamics and disaster management strategies. Political expectations influence policy priorities, resource allocation, and decision-making processes, impacting the effectiveness of disaster response and mitigation efforts. Understanding political dynamics can inform strategic planning and advocacy efforts, ensuring that library initiatives align with broader political agendas and priorities. Short-term political perspectives may lead to reactive rather than proactive approaches to disaster preparedness and response, potentially undermining long-term resilience and sustainability efforts.

Table 4.8 *Political Status of Library Conditions of Academic Libraries in Aklan*

Political Status (n=37)	Status of Library Conditions			
	Yes	%	No	%
The library needs studies on political expectations in the context of disaster management. (n=23)	20	54.1	3	8.1
The library dominates short-term political perspectives over long-term perspectives of disaster management. (n=20)	14	37.8	6	16.2
The library lacks political perspectives and mitigation on disaster management. (n=21)	11	29.7	10	27.0

Qualitative Data of Responses

Challenges experienced by librarians on disaster management practices and pandemic preparedness of Academic Libraries in Aklan

Table 5 shows the frequent challenges of academic libraries in Aklan: policies and regulations, management, resources, and awareness. This section investigated each challenge accordingly.

Table 5. *Challenges experienced by librarians on disaster management practices and pandemic preparedness of Academic Libraries in Aklan*

Themes	Sub-Themes
Policies and Regulations	Guidance
Management	Coordination
Resources	Financial
Awareness	Personnel

Significant answers on the challenges experienced by librarians on disaster management practices and pandemic preparedness of Academic Libraries in Aklan with a theme on Policies and Regulations

Theme 1. Policies and Regulations

Sub-theme 1.1 Guidance

Sub-topic 1. Absence of Models

Participants highlighted the lack of a model or guide specifically tailored to developing disaster management plans for libraries. Participant 5 acknowledged the lack or absence of a model to serve as a guide in developing a disaster management plan as a challenge stating, *“When it comes to the task of developing a Disaster Management Plan, the absence of a model especially our institution, the smaller ones with only fewer*

resources, find this as a big problem and we just don't prioritize it for now because it's not part of the policy or a rule from CHED that we see it as a need to be implemented."

Similarly, participant 2 revealed that *"We may have guidelines to implement the disaster management plan, but we're not so sure about its context walang model na pra bala sa library, because it's not really a priority, local college lang kasi kami eh, and maybe it's one of the lackings na rin of the institution kasi we usually tend to focus only on the CHED requirements mostly for compliance lang talaga muna."*

The interview revealed that the absence of a guiding model in developing a Disaster Management Plan poses a significant challenge for smaller academic institutions, highlighting the prioritization of resources and adherence to policies that need to be set by regulatory bodies such as the Commission on Higher Education (CHED). Abdullah, et. al. (2016) revealed in their study the difficulties in implementing disaster control procedures in academic libraries, including budgetary limitations and an inadequate policy framework that suggested insufficient disaster management awareness initiatives in the libraries.

Sub-topic 1.1 Legal Compliance

Participant 7 also mentioned the same sentiments stating, *"Currently, wala gid kami Disaster Management Plan kasi wala man abe it policy gid nga need it library du makaron nga plan ag even though may gina follow kita nga guidelines with the local Disaster Risk Reduction Management (DRRMO), and problema wa gid it model appropriate lang gid sa library, kasi need gid it plans especially kung paano i-protect and mga books and equipments in case bumaha or ano man nga disaster ang mag abot."*

Additionally, participant 4 stated that *"Of course may ara gid nga mga drills like mga fire prevention month, earthquake drill, pero wala gid ya kung paano i salbar and mga books*

kung mag baha so clueless man gid kami, and wala man model as far as I know with other libraries sa Aklan nga magaya tani namon kaya wala gid kami ma implement pa.”

These overall qualitative findings about the lack of guidance or model for the disaster management plan and pandemic preparedness plan contradict the data that was revealed in Table 4.3, legal status of library conditions of academic libraries in Aklan where more than half (51.4 percent) of respondents revealed that they do not experience challenges related to the implementation of laws and policies within their libraries which implied that librarians believe that their institutions may efficiently handle regulatory and legal requirements without experiencing significant obstacles. This interview revealed that the reason for a lack of a disaster management plan is the absence of a policy mandating its necessity, despite adhering to guidelines from local disaster management authorities like the LGU or DRRMO. The challenge is compounded by the absence of a tailored model for library-specific disaster preparedness, emphasizing the critical need for comprehensive plans to safeguard library resources and equipment in the face of potential disasters. According to the American Library Association (ALA, 2020), the library's operations are supported in a substantial way by its policies. The majority of library policies are developed by library directors and boards to make sure that the library legally fulfills its mission to deliver accurate services and ensure a secure and legal workplace for the librarians and staff. However, some policies, such as certain employment, financial, and other policies, may be legally required by state law.

Sub-topic 1.2 Need for Research and Guidance

In a pandemic preparedness context, participant 3 mentioned, *“Everyone is so focused on the general preparedness plan during the pandemic and even on instances such as fire and we do not have a model that caters to the library alone. Also, the lack of manpower hinders us from being able to work on such.”* Participant 9 similarly

mentioned and translated that the pandemic came suddenly, and they don't think there was a model to follow specifically for libraries. Perhaps there are guidelines from international library organizations like IFLA and ALA, but in our context, there were none on how to disinfect books or deliver online services. They just adapted as best we could during 2020 to keep operating. Until now, there are limited resources on how to make a plan, and there is research that could suggest the context for libraries to include in a pandemic preparedness plan.

“Du pandemic hay biglaan gid abe, ag I don’t think wala gid it model nga para gid masundan it library mismo, siguro may mga guidelines mata du mga international library organizations parehas it IFLA ag ALA pero sa context nga mana how to disinfect books, how to deliver online services hay wala gid. Na adapt lang gid naton it baka-baka during 2020 siguro para maka operate lang gid. Kaya up until now bisan abong resources on how to make a plan kunta may mga research nga maka suggest it context about library nga mabutang sa pandemic preparedness plan”.

Most of the participants had similar insights highlighting the challenges faced by academic libraries in Aklan in developing pandemic preparedness plans, citing the absence of models and resource guidelines specific to library contexts. They emphasize the lack of attention and guidance on pandemic preparedness within the library sector, intensified by limited manpower. These insights highlight the urgent need for comprehensive research and guidance to inform effective pandemic preparedness strategies tailored to the unique needs of academic libraries, addressing critical aspects such as disinfection protocols and online service delivery. Ijebor and Abraka (2022), also revealed in their study that the majority of librarians in South-Western Nigeria are aware of pandemic management plans and their overall goal, but they lack the resources, expertise, and information necessary to create one.

Table 5.1 *Significant answers on the challenges experienced by librarians on disaster management practices and pandemic preparedness of Academic Libraries in Aklan with a theme on Policies and Regulations*

Participant	Significant Answers	Themes
Theme 1. Policies and Regulations		
5	<i>“When it comes to the task of developing a Disaster Management Plan, the absence of a model especially our institution, the smaller ones with only fewer resources, find this as a big problem and we just don’t prioritize it for now because it’s not part of the policy or a rule from CHED that we see it as a need to be implemented.”</i>	Guidance
2	<i>“We may have guidelines to implement the disaster management plan, but we’re not so sure about its context walang model na pra bala sa library, because it’s not really a priority, local college lang kasi kami eh, and maybe it’s one of the lackings na rin of the institution kasi we usually tend to focus only on the CHED requirements mostly for compliance lang talaga muna.”</i>	Guidance
7	<i>“Currently, wala gid kami Disaster Management Plan kasi wala man abe it policy gid nga need it library du makaron nga plan ag even though may gina follow kita nga guidelines with the local Disaster Risk Reduction Management (DRRMO), and problema wa gid it model appropriate lang gid sa library, kasi need gid it plans especially kung paano i-protect and mga books and equipments in case bumaha or ano man nga disaster ang mag abot.”</i>	Guidance
4	<i>“Of course, may ara gid nga mga drills like mga fire prevention month, earthquake drill, pero wala gid ya kung paano i salbar and mga books kung mag baha so clueless man gid kami, and wala man model as far as I know with other libraries sa Aklan nga magaya tani namon kaya wala gid kami ma implement pa.”</i>	Guidance
9	<i>“Everyone is so focused on the general preparedness plan during the pandemic and even on instances such as fire and we do not have a model that caters to the library alone. Also, the lack of manpower hinders us from being able to work on such.”</i>	Guidance
3	<i>“Du pandemic hay biglaan gid abe, ag I don’t think wala gid it model nga para gid masundan it library mismo, siguro may mga guidelines mata du mga international library organizations parehas it IFLA ag ALA pero sa context nga mana how to disinfect books, how to deliver online services hay wala gid. Na adapt lang gid naton it baka-baka during 2020 siguro para maka operate lang gid. Kaya up until now bisan abong resources on how to make a plan kunta may mga research nga maka suggest it context about library nga mabutang sa pandemic preparedness plan”.</i>	Guidance

Significant answers on the challenges experienced by librarians on disaster management practices and pandemic preparedness of Academic Libraries in Akran with a theme on Management

Theme 2. Management

Sub-theme 2.1 Coordination

Sub-topic 2. Challenges

Participants expressed significant challenges regarding the lack of coordination or unavailability of staff to write the disaster management plan. According to the interviews, one of the major management difficulties affecting the implementation of the disaster management plan is the lack of coordination or unavailability of staff to write the plan. Participant 9 acknowledges this challenge stating that *“Preparation strategy requires staff time and experience which can be really difficult. It could be challenging for us employees to prioritize when they are already overburdened with other duties.”* Similarly, participant 13 stated, *“We’re all actually short-staffed, I mean compared to the ratio of the students that come to the library every day, writing the disaster management plan is not our priority yet.”* Additionally, participant 3, revealed that *“Everyone is so focused on the general preparedness plan during the pandemic and even on instances such as fire and we do not have a model that caters to the library alone. Also, the lack of manpower hinders us from being able to work on such.”* Another statement was added by Participant 6 who mentioned that *“No one is even knowledgeable enough to make the disaster management plan, although there are some materials available on the internet, we lack time to make or implement one due to the workload, the lack of human resources is such a problem”.*

Sub-topic 2.1 Contradictory Findings

These overall qualitative findings contradict the data revealed in Table 4.6 which shows the operational/managerial status of library conditions in academic libraries in Aklan where the data revealed that a significant percentage (78.4 percent) agree that their library does not lack a participatory approach to decision-making. They also had a strong vote of confidence in the decision-making processes within academic libraries in Aklan, with the majority (86.5%) of respondents disagreeing that their library exhibits poor decision-making and lacks aspects related to leadership. However, this interview revealed that most of the libraries have significant management difficulty hindering the implementation of disaster management plans due to the lack of staff coordination or availability to draft the plan, as highlighted by respondents 9, 13, and 3. The majority of these librarians express challenges in allocating time and resources due to existing workloads, underscoring the need for prioritization and additional staffing resources to address this critical aspect of library management. These qualitative findings should underscore the importance of promoting a culture of inclusivity, transparency, and collaboration efforts of the employees in decision-making processes especially when it comes to preparing a disaster or pandemic preparedness plan. Superio, et al. (2019) revealed in their study the reasons why most libraries do not have a plan, and one of those is the unavailability of staff to write a disaster management plan and that most of the libraries also lack staff that has undergone training in disaster preparedness and management. They highlighted that management support is an essential factor in successful disaster management.

Table 5.2 *Significant answers on the challenges experienced by librarians on disaster management practices and pandemic preparedness of Academic Libraries in Aklan with a theme on Management*

Participant	Significant Answers	Themes
	Theme 2. Management	
9	<i>“Preparation strategy requires staff time and experience which can be really difficult. It could be challenging for us employees to prioritize when they are already overburdened with other duties.”</i>	Coordination
13	<i>“We’re all actually short-staffed, I mean compared to the ratio of the students that come to the library every day, writing the disaster management plan is not our priority yet.”</i>	Coordination
3	<i>“Everyone is so focused on the general preparedness plan during the pandemic and even on instances such as fire and we do not have a model that caters to the library alone. Also, the lack of manpower hinders us from being able to work on such.”</i>	Coordination
6	<i>“No one is even knowledgeable enough to make the disaster management plan, although there are some materials available on the internet, we lack time to make or implement one due to the workload, the lack of human resources is such a problem”.</i>	Coordination

Significant answers on the challenges experienced by librarians on disaster management practices and pandemic preparedness of Academic Libraries in Aklan with a theme on Resources

Theme 3. Resources

Sub-theme 3.1 Financial

Sub-topic 3. Challenges

Participants expressed significant challenges regarding the lack of financial allocation for disaster management and pandemic preparedness. Participant 11 acknowledged the lack of financial allocation implying that *“At present, it is not included in the budget proposal or approved other than the maintenance.”* Similarly, participant 1 stated *“Pag-abot mat-a abi sa financial part hay kami mata iya sa library bahala mag allocate it amon nga budget and do amon Head gid do ga lead to a flexible allotment of our library budget pero amon man nga gina prioritize hay do collections namon to follow CHED mandates. On the other hand, do University mismo hay may mga annual trainings or workshops sa mga staff it each office regarding sa disaster plan management such as fire protection training, basic life support, and earthquake drill simulations.”* translated as *“When it comes to the financial aspect, we are responsible for allocating our budget in the library, and our Head leads us to a flexible allocation of our library budget, but we prioritize our collections to comply with CHED mandates. On the other hand, the University itself conducts annual trainings or workshops for staff in each office regarding disaster plan management, such as fire protection training, basic life support, and earthquake drill simulations.”*

Additionally, participant 7 stated *“Wala gid it budget specifically for disaster management o about pandemic nga ma focus sa library lang gid. Kasi sa CHED*

requirements pa lang di na namon ma maintain, how much more kung maglaan kami it budget para sa DMP or pandemic preparedness plan. Kulang gid hay bukon man kami ngara supported gid it administration.” translated as “There really is no budget specifically allocated for disaster management or focused solely on pandemic preparedness within the library. Given that we struggle to maintain compliance with CHED requirements alone, allocating a budget for a Disaster Management Plan (DMP) or pandemic preparedness plan seems even more challenging. Unfortunately, we lack the support from the administration”

Sub-topic 3.1 Contradictory Findings

Another similar response came from Participant 10 stating that *“May mga gina conduct mata abe du LGU nga mga seminar and training like fire and earthquake drill pero ang mga basic lang man gid nga gakatabo annually. Our financial nga gina allocate sa library is more focused lang gid sa CHED requirements for compliance. We don’t have a specific allocated budget for disaster management plan ag pandemic plan or training nga ga focus sa library building or resources kasi sa CHED pa lang limited na amon budget.”* These overall qualitative findings about the lack of financial resources to implement the disaster management plan or pandemic preparedness plan contradict the data revealed in Table 4.5 which showed the economic status of library conditions in academic libraries in Aklan where the majority of the respondents (64.9 percent) disagree with the notion that their library has poor management of finances, indicating confidence in financial management practices and similarly, a significant percentage (48.6 percent) also disagree that their library experiences financial mismanagement and poor accountability, highlighting a commitment to transparency and accountability in financial operations.

Participants in the interview stressed the financial constraints faced by academic libraries in Aklan, noting limited budget allocations for disaster management and pandemic preparedness compared to CHED-mandated priorities. Despite training sessions by the university and LGU, there's a lack of dedicated funding for disaster management and pandemic preparedness tailored to library needs. This underscores the challenge of resource allocation in mitigating risks. Obille (2007) suggests organizations adhering to standards should allocate sufficient budget to meet requirements, possibly explaining why HEIs may settle for meeting minimum standards rather than seeking accreditation for quality assurance.

Table 5.3 *Significant answers on the challenges experienced by librarians on disaster management practices and pandemic preparedness of Academic Libraries in Aklan with a theme on Resources*

Participant	Significant Answers	Themes
	Theme 3. Resources	
11	<i>“At present, it is not included in the budget proposal or approved other than the maintenance.”</i>	Financial
1	<i>“Pag-abot mat-a abi sa financial part hay kami mata iya sa library bahala mag allocate it amon nga budget and do amon Head gid do ga lead to a flexible allotment of our library budget pero amon man nga gina prioritize hay do collections namon to follow CHED mandates. On the other hand, do University mismo hay may mga annual trainings or workshops sa mga staff it each office regarding sa disaster plan management such as fire protection training, basic life support, and earthquake drill simulations.”</i>	Financial
7	<i>“Wala gid it budget specifically for disaster management o about pandemic nga ma focus sa library lang gid. Kasi sa CHED requirements pa lang di na namon ma maintain, how much more kung maglaan kami it budget para sa DMP or pandemic preparedness plan. Kulang gid hay bukon man kami ngara supported gid it administration.”</i>	Financial
10	<i>“May mga gina conduct mata abe du LGU nga mga seminar and training like fire and earthquake drill pero ang mga basic lang man gid nga gakatabo annually. Our financial nga gina allocate sa library is more focused lang gid sa CHED requirements for compliance. We don't have a specific allocated budget for disaster management plan ag pandemic plan or training nga ga focus sa library building or resources kasi sa CHED pa lang limited na amon budget.”</i>	Financial

Significant answers on the challenges experienced by librarians on disaster management practices and pandemic preparedness of Academic Libraries in Aklan with a theme on Awareness

Theme 4. Awareness

Subtheme 4.1 Personnel

Sub-topic 4. Challenges

Participants expressed significant challenges regarding the lack of awareness and preparedness for the COVID-19 pandemic among librarians. Participant 14 mentioned, *“At some point, tanan gid kita uwa ka ready sa pandemic nga natabo, madya one blink of an eye naton hay tanan gid naapektuhan, madya nagpundo man do aton nga kalibutan tag kita eon na lockdown sa aton mga panimaeay. Akon naisip eagi hay paalin eon kaya do library, paalin do mga libro, do mga equipment, ag kung alin pa iya sa library. Paalin? Kasi that time, uwa eon it kasiguraduhan do pangabuhi, maybe do isang factor man hamon uwa kita masyado nag dig deep sa “Pandemic” nga disaster plan hay uwa pa gid naton naeksperyenshan dati nga magka pandemic o kung gaano kalala do COVID-19”*. Similarly participant 6 also stated, *“There isn't one because the pandemic came unexpectedly, and no one knew what its consequences would be. People were complacent because they thought it was just a regular non-contagious illness.” with this translation “ At some point, none of us were ready for the pandemic that occurred. In the blink of an eye, we were all affected, and our world came to a halt with lockdowns affecting our daily lives. I thought about how to evacuate the library, relocate the books, equipment, and everything else in the library. Evacuate? Because at that time, our livelihoods weren't certain, and perhaps one of the reasons why we didn't delve deeply into a 'Pandemic' disaster plan is because we hadn't experienced a pandemic like COVID-19 before.”* Similarly, participant 6 also mentioned, *“There isn't*

one because the pandemic came unexpectedly, and no one knew what its consequences would be. People were complacent because they thought it was just a regular non-contagious illness."

The majority of the librarians had similar insights reflecting on the lack of awareness and unpreparedness of academic libraries for the COVID-19 pandemic, highlighting a lack of anticipation and understanding of its severity. The sudden onset of the pandemic left many questioning the fate of library resources and operations, underscoring the need for comprehensive pandemic preparedness plans to mitigate future crises and ensure the resilience of academic libraries in Aklan.

Additionally, participant 5 mentioned that *"Du mga disaster common sense naman na maabot gida ron pero sa pandemic gid na confused ag stagnant du libraries eh. For me, ang preparedness or disaster management hay neglected gid nga topic sa library, even preservation, we're so used to doing the maintenance only. Now ko lang man na realized due to this interview that long-term planning is needed talaga and the plan should be made kasi the library will be back to zero if ever matabo du mga disaster ngaron."* translated as *"Disasters are common and can be anticipated, but it's the pandemic that has left libraries confused and stagnant. For me, preparedness or disaster management is a neglected topic in libraries, even in terms of preservation; we're accustomed to just maintaining. It's only now, through this interview, that I've realized the need for long-term planning. Plans should be in place because the library will be back to square one if disasters strike".*

Similarly, participant 7 stated that *"We admit that the pandemic has really caught us off guard because we didn't even know that it would be that serious na it will actually stop the operations. So, it really served as a lesson to us about the importance of preparedness, but some barriers are actually the reason why even the staff are uneducated about disasters or training, especially man sa technology kasi not all of them*

are tech savvy, even if I educate them, training talaga yung important eh para immersed sila, the lack of support is one and also we cannot really do anything without the approval of the top management.” in english translated as “We acknowledge that the pandemic has truly taken us by surprise because we didn’t anticipate its severity to the extent of halting operations. It served as a valuable lesson on the importance of preparedness. However, several barriers hinder us, particularly the lack of staff education on disasters or training, especially in technology, as not all are tech-savvy. Even if I educate them, training is crucial for their immersion. The lack of support and the need for top management approval further restrict our actions.”

Sub-topic 4.1 Supporting Data

These overall findings support the data revealed in Table 4.2 social status of library conditions of academic libraries in Aklan where the vast majority (89.2 percent) of respondents revealed that they understand the need for effective teaching, training, and awareness-raising activities to foster a culture of preparation inside academic libraries. It also supports the data revealed in Table 4.8, the political status of library conditions, where the data revealed that (54.1 percent) express the need for studies on political expectations within the context of disaster management and a notable percentage (37.8 percent) of respondents agreed that their library tends to prioritize short-term political perspectives over long-term perspectives in disaster management.

Sub-topic 4.2 Implications

Through the interviews, the majority shared similar insights where they underscore the detrimental impact of the COVID-19 pandemic on library operations, emphasizing a lack of preparedness for disasters and the consequent stagnation within libraries. Therefore, a need for a comprehensive understanding of the vital role that active efforts play in providing the library with the information, skills, and resources are

needed to respond effectively to disasters, and pandemics, manage risks, and build resilience. The interview also highlights a prevailing oversight of disaster management and preservation, advocating for long-term planning to mitigate potential setbacks. It also acknowledges the pandemic as an unforeseen challenge, revealing systemic barriers such as staff education and support limitations, hindering effective disaster preparedness efforts within library management structures. These insights underscore the necessity for comprehensive disaster planning and organizational support to fortify libraries against future crises.

Oluwatola, et. al. (2015) stated that the staff of any library must be aware that disasters might happen and to be fully prepared. Since awareness stems from educated knowledge, they should also be aware of what to do in the event of a disaster to lessen the harm it causes. If individuals were better informed, the consequences of this sort of fatal ignorance may be prevented. In a pandemic context, Ladan, et. al. (2020) suggest that libraries may guarantee public engagement by distributing accurate and credible information across the community. During a pandemic, libraries may play a crucial role in regulating the veracity of information and ensuring that their patrons are informed of travel advisories, official statements, and current, accurate information that may alter the course of events.

Table 5.4 *Significant answers on the challenges experienced by librarians on disaster management practices and pandemic preparedness of Academic Libraries in Aklan with a theme on Awareness*

Participant	Significant Answers	Themes
Theme 4. Awareness		
14	<p><i>“At some point, tanan gid kita uwa ka ready sa pandemic nga natabo, madya one blink of an eye naton hay tanan gid naapektuhan, madya nagpundo man do aton nga kalibutan tag kita eon na lockdown sa aton mga panimaeay. Akon naisip eagi hay paalin eon kaya do library, paalin do mga libro, do mga equipment, ag kung alin pa iya sa library. Paalin? Kasi that time, uwa eon it kasiguraduhan do pangabuhi, maybe do isang factor man hamon uwa kita masyado nag dig deep sa “Pandemic” nga disaster plan hay uwa pa gid naton naeksperyenshan dati nga magka pandemic o kung gaano kalala do COVID-19”.</i></p>	Personnel
6	<p><i>“There isn’t one because the pandemic came unexpectedly, and no one knew what its consequences would be. People were complacent because they thought it was just a regular non-contagious illness.”</i></p>	Personnel
5	<p><i>“Du mga disaster common sense naman na maabot gida ron pero sa pandemic gid na confused ag stagnant du libraries eh. For me, ang preparedness or disaster management hay neglected gid nga topic sa library, even preservation, we’re so used to doing the maintenance only. Now ko lang man na realized due to this interview that long-term planning is needed talaga and the plan should be made kasi the library will be back to zero if ever matabo du mga disaster ngaron.”</i></p>	Personnel
7	<p><i>“We admit that the pandemic has really caught us off guard because we didn’t even know that it would be that serious na it will actually stop the operations. So, it really served as a lesson to us about the importance of preparedness, but some barriers are actually the reason why even the staff are uneducated about disasters or training, especially man sa technology kasi not all of them are tech savvy, even if I educate them, training talaga yung important eh para immersed sila, the lack of support is one and also we cannot really do anything without the approval of the top management.”</i></p>	Personnel

Proposed Localized Disaster Management & Pandemic Preparedness Plan (DMPPP) of Academic Libraries in Aklan

Prepared by: Shaerilyn Rose M. Roberto

Proposed: April 2024

Introduction

The following comprehensive Disaster Management and Pandemic Preparedness Plan is designed based on the findings, conclusions, and recommendations from this study entitled “Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan”. The plan aims to enhance disaster preparedness and pandemic response capabilities across the academic libraries in Aklan, addressing specific challenges identified in the study.

Goal

To develop and implement effective Disaster Management and Pandemic Preparedness Plan for academic libraries in Aklan, ensuring the safety of administrators, faculty members, librarians, library staff members, records managers, and library users.

Objectives

1. Develop comprehensive Disaster Management Plan and Pandemic Preparedness Plan (DMPPP) tailored to the specific needs of each academic library in Aklan.
2. Enhance staff training and capacity-building initiatives to ensure all personnel are well-prepared to respond effectively to emergencies.
3. Establish a dedicated institutional office for disaster management and pandemic preparedness to streamline coordination and response efforts.
4. Implement safety measures and infrastructure improvements to mitigate risks and enhance the resilience of academic libraries in high-risk areas.
5. Foster a culture of disaster preparedness and awareness among library stakeholders, including administrators, faculty, librarians, staff, and users.

Action Plan

1. Plan Development and Integration:

- **Task:** Develop comprehensive Disaster Management and Pandemic Preparedness Plan (DMPPP) for the library.
- **Responsible Party:** Library Administrators, in collaboration with librarians, disaster management experts and relevant stakeholders.
- **Timeline:** *3 months*
- **Activities:**
 - Conduct risk assessments to identify potential hazards and vulnerabilities specific to each library.
 - Develop customized DMPPP addressing identified risks and vulnerabilities.
 - Integrate plans into the library's operational framework and disseminate them to all stakeholders.

A. Disaster Management Plan (DMP) Template:

- Introduction
 - Purpose of the plan
 - Scope and objectives
 - Key roles and responsibilities
- Risk Assessment
 - Identification of potential hazards and vulnerabilities
 - Evaluation of risks based on likelihood and impact
 - Prioritization of mitigation measures
- Emergency Response Procedures
 - Protocols for alerting and mobilizing personnel
 - Evacuation procedures and assembly points
 - Communication and coordination mechanisms
- Resource Management
 - Inventory of emergency supplies and equipment
 - Procedures for procurement and replenishment
 - Allocation of responsibilities for resource management

- Training and Drills
 - Schedule of training sessions and drills
 - Training curriculum and materials
 - Evaluation criteria for assessing staff readiness
- Continuity of Operations
 - Plans for maintaining essential services during emergencies
 - Remote work and telecommuting arrangements
 - Backup systems and redundancy measures
- Communication and Notification
 - Procedures for internal and external communication
 - Contact lists and communication channels
 - Protocols for notifying stakeholders and authorities
- Review and Updates
 - Schedule for reviewing and updating the DMP
 - Mechanisms for incorporating lessons learned from drills and exercises
 - Documentation and record-keeping requirements

B. Pandemic Preparedness Plan Template: *(The Pandemic Preparedness Plan can be integrated into the DMP as a separate section or as an annex)*

- Introduction
 - Purpose and objectives specific to pandemic preparedness
 - Definitions and terminology related to pandemics
- Risk Assessment and Response
 - Identification of potential pandemic scenarios
 - Protocols for monitoring and assessing pandemic risks
 - Triggers for activating response measures
- Infection Control Measures
 - Guidelines for personal hygiene and sanitation
 - Procedures for social distancing and crowd control
 - Protocols for disinfection and cleaning of facilities
- Health and Safety Protocols
 - Guidance on symptom monitoring and reporting

- Procedures for managing suspected and confirmed cases
- Protocols for providing medical assistance and referrals
- Communication and Coordination
 - Strategies for disseminating information to staff and stakeholders
 - Coordination with local health authorities and public health agencies
 - Protocols for managing public perception and addressing misinformation
- Remote Operations and Continuity
 - Plans for transitioning to remote work and virtual services
 - Continuity of essential library functions and services
 - Protocols for maintaining communication and collaboration among remote teams
- Training and Awareness
 - Curriculum for pandemic preparedness training sessions
 - Materials and resources for staff education and awareness campaigns
 - Evaluation criteria for assessing staff readiness and compliance
- Review and Updates
 - Schedule for reviewing and revising the Pandemic Preparedness Plan
 - Mechanisms for incorporating emerging guidance and best practices
 - Documentation of pandemic response efforts and outcomes

2. Staff Training and Capacity Building:

- **Task:** Enhance staff training and capacity-building initiatives to ensure all personnel are well-prepared to respond effectively to emergencies.
- **Responsible Party:** Library Administrators, in collaboration with training providers and disaster management experts.
- **Timeline:** *(Ongoing)*
- **Activities:**
 - Conduct regular training sessions, drills, and simulation exercises to familiarize staff with emergency protocols and procedures.
 - Provide advanced training opportunities for staff members to develop specialized skills in disaster management and pandemic preparedness.
 - Establish a training schedule and monitor participation to ensure all staff receive adequate training.

A. Training Calendar Template

Training Topic	Date	Trainer/Facilitator	Venue/Location
Emergency Evacuation	[Date]	[Trainer/Facilitator]	[Training Location]
First Aid & CPR	[Date]	[Trainer/Facilitator]	[Training Location]
Pandemic Preparedness	[Date]	[Trainer/Facilitator]	[Training Location]
Fire Safety Drills	[Date]	[Trainer/Facilitator]	[Training Location]
Communication Protocols	[Date]	[Trainer/Facilitator]	[Training Location]

B. Training Curriculum Template:

- Introduction to Emergency Preparedness
 - Understanding the importance of emergency evacuation procedures
 - Identifying potential hazards and risks in the library environment
- Emergency Response Protocols
 - Procedures for alerting and mobilizing personnel during emergencies
 - Evacuation routes and assembly points
- Evacuation Techniques and Procedures
 - Techniques for assisting patrons with mobility impairments
 - Protocols for guiding patrons and staff to safety
- Communication and Coordination
 - Using communication devices and systems during evacuations
 - Coordinating with emergency responders and authorities
- Drills and Simulation Exercises
 - Conducting mock evacuation drills to practice emergency procedures
 - Evaluating performance and identifying areas for improvement

3. Institutional Office for Disaster Management:

- **Task:** Establish a dedicated institutional office for disaster management and pandemic preparedness to streamline coordination and response efforts.
- **Responsible Party:** Library Administrators, in collaboration with college/university administration and relevant authorities.
- **Timeline:** *12 months*

- **Activities:**

- Advocate for the establishment of a dedicated office within the college/university structure to oversee disaster management and pandemic preparedness efforts.
- Allocate resources and personnel to support the functions of the institutional office.
- Develop protocols for coordination with external agencies and stakeholders during emergencies.

A. Template: Proposal for Establishing an Office for Disaster Management

Proposal Template:

- Introduction
 - Background and rationale for establishing the office
 - Objectives and scope of the proposed office
- Organizational Structure
 - Roles and responsibilities of the office
 - Reporting structure and accountability mechanisms
- Resource Allocation
 - Budgetary requirements for staffing, equipment, and training
 - Funding sources and allocation priorities
- Coordination and Collaboration
 - Partnerships with internal and external stakeholders
 - Protocols for information sharing and coordination during emergencies
- Implementation Plan
 - Timeline for establishing the office
 - Key milestones and deliverables
 - Monitoring and evaluation mechanisms

4. Infrastructure Improvements:

- **Task:** Implement safety measures and infrastructure improvements to mitigate risks and enhance the resilience of academic libraries in high-risk areas
- **Responsible Party:** Library Administrators, in collaboration with facilities management and engineering experts.

- **Timeline:** *18 months*
- **Activities:**
 - Conduct building assessments to identify structural weaknesses and prioritize retrofitting and reinforcement measures.
 - Install emergency communication systems, fire suppression systems, and other safety equipment as per recommended standards.
 - Develop evacuation plans and signage to guide patrons and staff during emergencies.

5. Promoting Disaster Preparedness Culture:

- **Task:** Foster a culture of disaster preparedness and awareness among library stakeholders.
- **Responsible Party:** Library Administrators, in collaboration with faculty, librarians, staff, and users.
- **Timeline:** *Ongoing*
- **Activities:**
 - Organize awareness campaigns, workshops, and seminars to educate stakeholders about disaster preparedness and response.
 - Engage with the local community and partner organizations to share best practices and resources.
 - Recognize and reward individuals and teams that demonstrate exemplary preparedness and response efforts.

Monitoring and Evaluation

- Regularly review and update Disaster Management Plan and Pandemic Preparedness Plan (DMPPP) based on emerging threats and changing circumstances.
- Conduct periodic drills and exercises to assess the effectiveness of emergency protocols and procedures.
- Solicit feedback from stakeholders to identify areas for improvement and implement corrective actions as needed.

Conclusion

The implementation of this comprehensive Disaster Management and Pandemic Preparedness Plan (DMPPP) will enhance the resilience of academic libraries in Aklan and ensure the safety and well-being of all stakeholders during emergencies. The templates and examples provided a structured approach to implementing the action plan for disaster management and pandemic preparedness in academic libraries in Aklan. Each component is designed to address specific challenges identified in the findings and conclusions, ensuring comprehensive and effective preparedness measures. By prioritizing proactive measures, training, and coordination efforts, academic libraries can effectively mitigate risks and respond effectively to disasters and public health emergencies.

Chapter 5

Summary, Conclusions and Recommendations

This chapter presents the summary, results, conclusions, and recommendations of the study. It presents the significant features and findings and discusses the conclusions drawn from the results of the study. It also proposes some suggestions based on the findings and conclusions.

Findings

There are thirteen (13) academic libraries in Aklan, and each has different disaster management and pandemic preparedness being practiced in their vicinity. Furthermore, the following were the findings of the study based on the data collected:

1. The findings on disaster management procedures at Aklan's academic libraries indicate that over half of the libraries (53.8%) have durable concrete constructions, while the rest (46.2%) utilize mixed materials. In terms of location, most libraries (53.8%) operate from a single facility, while 15.2% share space with other institutions. This presents the possibility of joint catastrophe management among neighboring libraries. It's also important to note that nearly half (46.2%) of the libraries are situated within 100 meters of the shoreline, raising concerns about potential flooding and storm surges. An additional 7.7% of libraries are located between 25.1 and 50 meters from the shoreline, indicating their susceptibility to environmental hazards.
2. While the majority of libraries (69.2%) boast at least one qualified librarian, there exists a significant training gap, with only a small fraction (23.1%) employing staff with advanced degrees. Moreover, the training frequency is notably low, as more

- than half of the staff (53.8%) have only attended a single disaster preparedness session. Furthermore, the reliance on a sole paraprofessional staff member in some libraries (23.1%) raises concerns about potential limitations in their operational capacities.
3. Despite facing frequent challenges like power outages and limited resources (76.9%), Aklan's academic libraries show a concerning gap in disaster preparedness. Although most acknowledge the need for backups and disaster plans, only a third (30.8%) have documented procedures in place. Encouragingly, many libraries (55.6%) plan to develop formal plans, but existing ones often lack crucial details and are rarely updated. This highlights the need for a more comprehensive approach to disaster preparedness, including creating clear plans, addressing potential challenges, and ensuring regular updates to reflect evolving circumstances.
 4. Aklan's academic libraries vary in disaster preparedness. While many engage in training (76.9%) and maintain staff lists, most lack dedicated funding (84.6%) and regular training programs (70%). Although some have emergency kits (69.2%), fire safety measures are less common. However, over half (53.8%) have building insurance. This highlights the need for consistent training and resource allocation to ensure all libraries are well-prepared for disasters.
 5. Findings indicate that the majority of academic libraries in Aklan lack dedicated budgets for disaster management training, with only a small percentage having such provisions (15.4%). While a significant portion conduct preparedness training (76.9) and drills (70%), regular staff training in disaster management is lacking (70%). Additionally, deficiencies are noted in alarm system testing (38.5%), designated staff roles (7.7%), and insurance coverage (53.8%) highlighting the need for strategic interventions to enhance disaster resilience.

6. Findings highlight varying levels of pandemic preparedness among academic libraries in Aklan, with 69.2% having a plan in place. Among those without a plan, a significant portion (75%) intend to develop one, citing reasons such as limited resources and lack of guidance. While some libraries have developed or updated their plans recently, there's a notable gap in having multi-hazard response plans and legislative support (38.5%). Furthermore, integrating guidelines (66.7%) into preparedness plans and enhancing prevention and control programs remain areas for improvement, indicating the need for comprehensive and coordinated efforts in public health emergency management within library settings.
7. While most libraries acknowledge its importance of pandemic preparedness (over half plan to offer training), only a small portion (38.5%) have a designated budget. Furthermore, concerning gaps exist in practical training exercises. Less than half conduct drills or simulations (50% haven't done simulations in 5 years) and regular training is uncommon (only 30.8% offer it). These findings highlight the need for a more proactive approach with increased funding for regular training exercises to ensure libraries are prepared for pandemics.
8. Aklan's academic libraries recognize the value of technology. A large majority (81.1%) see its importance in library operations and even its potential for community outreach (64.9%). However, there's a significant gap between this recognition and implementation. Over 60% (62.2%) of respondents acknowledge shortcomings in integrating technology within their libraries. This disconnects highlights challenges like limited funding and organizational hurdles that prevent libraries from fully leveraging technology's potential.
9. Aklan's academic libraries are taking a proactive stance towards disaster preparedness. A strong majority (89.2%) recognize the importance of education and

- training programs to build a culture of preparedness among staff. This highlights their commitment to cultivating a knowledgeable and resilient library community. Furthermore, over half (54.1%) see libraries as playing a crucial role in shaping societal attitudes and perceptions around disaster preparedness.
10. Aklan's academic libraries are showing positive steps towards environmental awareness. A large majority (89.2%) recognize the need for education and training on environmental issues, demonstrating a growing focus on sustainability. Encouragingly, a significant portion (78.4%) of libraries are already taking action to address environmental impact. However, there's still room for improvement, with over (13.5%) lacking awareness or understanding of environmental factors.
11. A significant majority (64.9%) of respondents in Aklan agree on the necessity of regular policy updates within academic libraries, suggesting a consensus on the importance of staying current. Furthermore, over half (51.4%) do not perceive significant challenges related to implementing laws and policies in their libraries, indicating a relatively smooth compliance process in this regard.
12. The economic landscape confronting academic libraries in Aklan exhibits complexity. A notable percentage of participants recognize financial hurdles for reconstruction efforts (45.9%), yet express faith in the efficacy of financial administration (64.9%) and demonstrate a dedication to transparency (48.6%). Budget allocations display diversity, notably with a substantial proportion assigned to libraries with budgets below 500,000 pesos (38.5%).
13. On operational aspects of academic libraries in Aklan, there's strong consensus against perceived deficiencies, with a large majority (86.5%) disagreeing with notions of poor decision-making and leadership, although a minority (5.4%) recognize room for improvement in participatory approaches to decision-making.

14. Aklan's academic libraries acknowledge the need for stronger institutional support in disaster preparedness. A large majority (67.6%) recognize the value of a dedicated office to manage and coordinate these efforts. However, political considerations create a challenge. While over half (54.1%) see a need to understand political expectations in disaster planning, a substantial portion (37.8%) worry about short-term political priorities overshadowing long-term preparedness.

Conclusions

From the findings, the following are the conclusions:

1. While some libraries have strong buildings and operate independently, many are in risky areas near shorelines. This highlights the need for stronger structures and better location planning to reduce risks.
2. Although most libraries have at least one qualified librarian, there's a lack of training and reliance on only a few staff members in some cases. Increasing training opportunities and staffing levels can improve disaster readiness.
3. Despite facing challenges, many libraries lack solid disaster plans in place. This underscores the importance of thorough preparation and regular updates to stay ready.
4. Although some libraries engage in training, there's a lack of consistent funding and training programs. Increasing funding and conducting regular training exercises are crucial for better preparedness.
5. Deficiencies persist in multi-hazard response planning and legislative support. Integration of guidelines into pandemic preparedness plans and strengthening prevention and control programs emerge as critical areas for improvement, necessitating comprehensive and coordinated initiatives to enhance public health emergency management within library settings.

6. While many libraries see the importance of pandemic training, they face funding shortages and limited training opportunities. More funding and training sessions can improve pandemic preparedness.
7. Libraries recognize the importance of technology but struggle with limited funds and organizational constraints. Overcoming these challenges can help integrate technology for better library operations.
8. Libraries are taking steps to promote a culture of disaster preparedness through education and training. However, there's room for improvement in shaping societal attitudes toward disaster preparedness.
9. Libraries show dedication to environmental sustainability, but efforts should focus on filling knowledge gaps and implementing practical strategies to reduce environmental impact.
10. Libraries exhibit a strong consensus regarding the vital need for regular policy updates, highlighting a collective emphasis on remaining current within academic contexts. Libraries also reflect a proactive approach to maintaining operational efficiency and adherence to standards.
11. Libraries face a multifaceted economic environment, with participants acknowledging financial impediments for reconstruction while exhibiting confidence in financial management and commitment to transparency. The distribution of budgets showcases diversity, notably with a significant proportion allocated to libraries operating with budgets below 500,000 pesos.
12. Libraries recognize the need for institutional support in disaster preparedness, despite challenges from political factors. Addressing these challenges can improve disaster planning and coordination efforts.

Recommendations

From the findings and conclusions, the following are the recommendations made:

1. For the administration of academic libraries in Aklan, the findings underscore the importance of taking proactive measures to enhance disaster preparedness. It is recommended that library administrators prioritize the development and regular updating of comprehensive Disaster Management Plans (DMP) and Pandemic Preparedness Plans. These plans should be integrated into the library's operational framework and should involve all relevant stakeholders. Administrators should allocate resources for staff training, drills, and simulation exercises to ensure that personnel are well-prepared to respond effectively to emergencies and should advocate for the establishment of an institutional office solely dedicated to disaster management and pandemic preparedness to streamline coordination and response efforts.
2. Faculty members play a crucial role in promoting disaster preparedness within academic libraries. It is recommended that faculty actively participate in training sessions, drills, and simulation exercises to familiarize themselves with emergency protocols and procedures. Faculty should support initiatives aimed at integrating disaster management and pandemic preparedness into the curriculum to educate students about these critical topics.
3. Librarians are at the forefront of disaster preparedness efforts within academic libraries. It is essential for librarians to lead by example and actively engage in the development and implementation of Disaster Management Plans (DMP) and Pandemic Preparedness Plans. Librarians should also prioritize staff training and ensure that all personnel are equipped with the necessary skills and knowledge to respond effectively to emergencies. Additionally, librarians should advocate for the

- installation of essential safety equipment and regularly conduct drills to test response procedures. By taking proactive measures and awareness, librarians can help ensure the safety and well-being of library patrons and staff.
4. Library staff members play a vital role in supporting disaster preparedness initiatives. It is recommended that staff actively participate in training sessions and drills to familiarize themselves with emergency protocols and procedures. Staff should also be vigilant in identifying potential hazards and reporting safety concerns to library administrators and supervisors. By working together as a team, library staff can effectively mitigate risks and ensure the safety of library patrons and resources.
 5. Record managers should prioritize enhancing disaster management procedures and pandemic preparedness, particularly in libraries located in high-risk areas near shorelines, by investing in stronger building structures and conducting regular risk assessments. They should also focus allocating consistent funding for disaster preparedness initiatives, to ensure that academic libraries are well-prepared to effectively respond to disasters and public health emergencies, with a particular emphasis on preserving and protecting library collections.
 6. Library users can contribute to disaster preparedness efforts within academic libraries by familiarizing themselves with emergency procedures and protocols. It is recommended that students actively participate in training sessions and drills to learn how to respond effectively to emergencies. Students should be proactive in reporting safety concerns and hazards to library staff and administrators. By staying informed and prepared, students can help create a safer environment for themselves and their peers within the library setting.
 7. Future researchers have a unique opportunity to contribute to the ongoing improvement of disaster preparedness practices within academic libraries. It is

recommended that researchers conduct studies and evaluations to assess the effectiveness of existing Disaster Management Plans (DMP) and Pandemic Preparedness Plans. Researchers should explore innovative strategies and best practices for enhancing disaster preparedness and response efforts within academic library settings.

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Appendix A



REVIEW, CONTINUING EDUCATION and CONSULTANCY CENTER

Central Philippine University

Jaro, Iloilo City

Tel. No. 329-1971 local 1008 email: rceccsec@cpu.edu.ph

Website: rcecc.cpu.edu.ph



April 29, 2024

CERTIFICATION

This is to certify that the paper entitled **“Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan”** by **Shaerilyn Rose M. Roberto** has undergone Turnitin Similarity Checking with a passing percentage of 9% and has passed the requirements (Chapter 1-5).

Prepared by:

PINKY E. LUTERO-TONGOL

Staff-in-charge

Approved by:

LENNY ROSE P. MUCHO, EdD

Director, RCECC

Appendix B



RESEARCH ETHICS REVIEW BOARD
 CENTRAL PHILIPPINE UNIVERSITY
 Lopez Jaena St., Jaro, Iloilo City, Philippines
 329-1971 to 79 local 3336



ETHICAL CLEARANCE

RERB Form No.22-2
 Version No.: 04
 Date of Effectivity: 17 May 2023

Date of Approval: October 6, 2023

RERB Code: 2023-268-MS-ROBERTO

Protocol Title: "DISASTER MANAGEMENT PRACTICES AND PANDEMIC PREPAREDNESS OF ACADEMIC LIBRARIES IN AKLAN: BASIS FOR A LIBRARY DISASTER MANAGEMENT PLAN"

Version No. 02

Researcher/s: SHAERILYN ROSE M. ROBERTO


Upon resubmission of the following documents, Research Proposal Chapters 1, 2, and 3 with references and Informed Consent Form, the above protocol is hereby **APPROVED** by the CPU-RERB. This ethical clearance is valid from **October 6, 2023 to October 6, 2024.**

The researcher/s are hereby required to submit the following:

- ✓ Progress Report on or before **November 6, 2023** to researchethics@cpu.edu.ph
- ✓ Final Report Form and one (1) copy of the completed protocol **within one (1) month** after completion of the study.

For any amendment or alteration in the protocol that will change the nature, or the level of risk involved after approval, the Research Ethics Review Board must be notified through writing and accomplishing the following forms as needed: Protocol Deviation Form, Serious Adverse Events, Amendment Form, and/or Early Termination Report.

Very truly yours,


JOY G. RASO, PhD.
 Chair, CPU-RERB

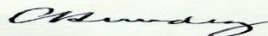
Date: 10/6/23

Appendix C**CERTIFICATION**

To whom it may concern,

This is to certify that I have edited and was able to check the grammar of the paper of Ms. Shaerilyn Rose M. Roberto entitled "Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan."

Iloilo City, Philippines.



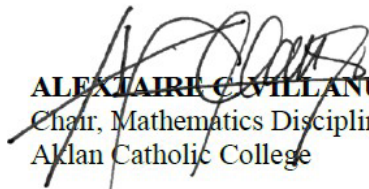
CARMEN N. HERNANDEZ
Technical editor/Grammarian

Appendix D**CERTIFICATION**

This is to certify that the project study entitled **DISASTER MANAGEMENT PRACTICES AND PANDEMIC PREPAREDNESS OF ACADEMIC LIBRARIES IN AKLAN: BASIS FOR A LIBRARY DISASTER MANAGEMENT PLAN** by SHAERILYN ROSE M. ROBERTO has undergone statistician analysis and review by the undersigned.

This certificate is issued upon the request of Shaerilyn Rose M. Roberto, Master in Library and Information Science (MLIS) from the School of Graduate Studies of Central Philippine University, Iloilo City for whatever purpose it may serve.

Issued this 5th of April 2024.



ALEXIAIRE C. VILLANUEVA, MEd
Chair, Mathematics Discipline
Aklan Catholic College

Appendix E

VALIDATION SHEET


Name of Validator: Aris R. Concepcion
 Degree: BSIE
 Position: Teacher III / District ORRM COO.
 No. of years in the industry: 16 years

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 -Excellent	4 -Very Good	3-Good	2-Fair	1-Poor
5	4	3	2	1
1. Clarity and Directions of Items. The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.				
	✓			
2. Presentation and Organization of Items. The items are presented and organized in logical manner.				
✓				
3. Suitability of Items. The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.				
	✓			
4. Adequateness of the Content. The number of the questions per area is a representative enough of all the questions needed for the research.				
	✓			
5. Attainment of Purpose. The instrument as a whole fulfills the objectives needed for the research.				
	✓			
6. Objective. Each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggests in the past of the researcher.				
	✓			
7. Scale and Evaluation Rating. The scale adapted is appropriate for the item.				
	✓			

REMARKS: _____

July 7, 2023
Date


ARIS R. CONCEPCION
Signature Over Printed Name

Appendix E

VALIDATION SHEET

Name of Validator: Edmar T. Labrador
 Degree: MLIS
 Position: Head Librarian, Passi City College
 No. of years in the industry: 19 years

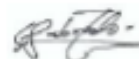
To the evaluator: Please check the appropriate box for your ratings.

Scale: 5-Excellent	4-Very Good	3-Good	2-Fair	1-Poor
5	4	3	2	1
1. Clarity and Directions of Items. The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.	/			
2. Presentation and Organization of Items. The items are presented and organized in logical manner.	/			
3. Suitability of the Items. The items appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.	/			
4. Adequateness of the Content. The number of the questions per area is representative enough of all the questions needed for the research.		/		
5. Attainment of Purpose. The instrument as a whole fulfills the objectives needed for the research.	/			
6. Objective. Each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggests in the past of the researcher.	/			
7. Scale and Evaluation Rating. The scale adapted is appropriate for the Item.	/			

REMARKS: 1. Double entry on Disaster management (2 Unstable power) on both already happen and might occur. 2. Under the Status of library conditions, please make sure to at least or minimum of 3 options each conditions, especially on environmental, institutional and political.

July 5, 2023

Date



Edmar T. Labrador

Signature over Printed Name

Appendix E

VALIDATION SHEET

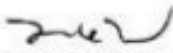
Name of Validator: MARIANNE A. ESCLETO
 Degree: MASTER IN LIBRARY AND INFORMATION SSCIENCE
DOCTOR OF EDUCATION MAJOR IN EDUCATIONAL MANAGEMENT
 Position: Designated Supervising Librarian/College Librarian IV
 No. of years in the Industry: 21 years

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5-Excellent	4-Very Good	3-Good	2-Fair	1-Poor
5	4	3	2	1
1. Clarity and Directions of Items. The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.				
/				
2. Presentation and Organization of Items. The items are presented and organized in logical manner.				
/				
3. Suitability of the Items. The items appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.				
	/			
4. Adequateness of the Content. The number of the questions per area is representative enough of all the questions needed for the research.				
	/			
5. Attainment of Purpose. The instrument as a whole fulfills the objectives needed for the research.				
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6. Objective. Each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggests in the past of the researcher.				
	/			
7. Scale and Evaluation Rating. The scale adapted is appropriate for the Item.				
	/			

REMARKS: In the Status of Library Condition, you may add additional strength with Environmental factor

July 14, 2023
Date


MARIANNE A. ESCLETO
Signature over Printed Name

Appendix F

Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan

Central Philippine University
Masters in Library and Information Science
Shaerilyn Rose M. Roberto

The purpose of this research study is to determine the disaster management practices, pandemic preparedness, and status of library conditions in Aklan to preserve and protect the library and its collection from the destruction caused by disasters, pandemics, and other factors hindering effective disaster management.

Part I. Personal Profile (to be accomplished by the Librarian(s)/Library Staff(s) only)

Instructions: Please fill in the required information or put a checkmark (✓) in the box provided for the item(s) that corresponds to your answers.

- I. Name (Optional): _____
- II. No. of Years in the Industry: _____
- III. Designation: _____
- IV. Highest Educational Attainment: _____
- V. Name of Institution: _____
- VI. Category of School: () Government () Private
- VII. Classification: () University () College

Part II. Main Questionnaire

Library Disaster Management Practices	YES	NO
I. LIBRARY AND ITS ENVIRONMENT		
A. Physical Structure (<i>Choose ONLY ONE from the choices below</i>)		
• The library is made of concrete (cement and steel)		
• The library is made of mixed materials (commonly wood, sometimes with concrete, and with some light materials)		
B. Distance from the Shoreline/River (<i>Choose ONLY ONE from the choices below</i>)		
• Not applicable		
• The distance of the library from the shoreline/river is less than 25 meters		
• The distance of the library from the shoreline/river is 25.1–50 meters		
• The distance of the library from the shoreline/river is 50.1–75 meters		
• The distance of the library from the shoreline/river is 75.1–100 meters		
• The distance of the library from the shoreline/river is more than 100 meters		
• The distance of the library from the shoreline/river is in the capital (too far from the shoreline/river)		
C. Library Location (<i>Choose ONLY ONE from the choices below</i>)		

• The library is located in only one building.		
• The libraries are located in several buildings. If yes, how many buildings? _____		
• The library shares the building with other occupants.		
II. LIBRARY PERSONNEL		
• The library has Licensed librarians (please specify how many) _____		
• The library has staff(s) with MLIS degrees (please specify how many) _____		
• The library has para-professional staff(s) (please specify how many) _____		
• The library has staff(s) taking up MLIS/MA/MS (please specify how many) _____		
• The library has staff(s) with MS/MA (Non-LIS) (please specify how many) _____		
• The library has staff(s) that has undergone/attended training(s) on disaster management (please specify how many) _____		
III. EQUIPMENT		
A. The library keeps the emergency numbers such as the police station and fire department.		
B. Disaster prevention equipment availability:		
• Fire alarm		
• Burglar alarm		
• CCTV		
• Antivirus software		
• UPS (Uninterrupted Power System)		
• Hydrant		
• Smoke detector		
• Water sprinkler		
• Disaster safety posters (e.g. earthquake safety posters, fire safety tips).		
• Exit signs		
• Security gate		
• Others (please mention) _____		
C. The library conducts a regular check on the disaster prevention equipment.		
IV. DISASTER MANAGEMENT		
A. The library has experienced any disaster.		
If yes, please identify possible disaster which has already happened to your library:		
• Unstable power		
• Collections vandalism		
• Collection loss		
• Unreturned collection		
• Infrastructure damage		
• Viruses		
• Collections theft		
• Fire		
• Software and Hardware Malfunctions		
• Earthquake		
• Inappropriate collection storage		
• Flooding		

• On-the-job accident		
• Others (please mention) _____		
Please identify possible disasters which might occur in your library:		
• Collections vandalism		
• Collection loss		
• Unreturned collection		
• Infrastructure damage		
• Viruses		
• Collections theft		
• Fire		
• Unstable power		
• Software and Hardware Malfunctions		
• Earthquake		
• Inappropriate collection storage		
• Flooding		
• On-the-job accident		
• Others (please mention) _____		
• Could not identify		
B. The library can identify its vital collections.		
C. The library implements backup for the printed collections.		
D. The has an available disaster preparedness guideline.		
E. The library conducts a risk analysis of disaster threats to libraries.		
F. The library can estimate the losses that would be experienced if a disaster occurred in the library.		
G. The library has a written Disaster Management Plan.		
• If it doesn't, the library intends to write and implement one.		
• There is no perceived risk based on recorded man-made or natural disaster occurrence		
• No staff available to write the plan		
• Lack of a model to serve as a guide		
• Lack of human resources to implement.		
• Lack of financial resources to implement		
• The library does not have significant holdings of rare books/materials		
• Other(s) (Please specify) _____		
H. If the library has a disaster management plan, it deal(s) with the security of: (Do NOT answer if not applicable)		
• Persons		
• Buildings		
• Collections		
I. The disaster management plan is being updated (Do NOT answer if not applicable)		
• Every year		
• Every 2 years		
• Every 5 years		
• Other(s) (Please specify)		
V. TRAINING ON DISASTER MANAGEMENT AND PRACTICES		
A. The library has a special budget for disaster management training.		
• If YES, it allocates a special fund		
• If YES, it is integrated with the main preservation budget		
B. It is important to provide disaster preparedness training in your library.		

• The library drills or exercises have been organized to train staff.		
• The library staff has undergone/attended training(s) on disaster management.		
• Library staff is regularly trained in disaster management (at least once a year).		
C. The library contacts other nearby institutions/libraries willing to help in the case of disaster.		
• The library contacts companies that could respond immediately.		
• The library has an updated list of staff (telephone tree) to contact in case of a disaster?		
D. The collections are labeled to identify recovery/salvaging priorities in case of disaster.		
• The library has technical recommendations/guidelines/policies that have been written concerning the rescue of damaged material.		
• The library collections are insured.		
E. The library has a member of staff responsible for the disaster plan and its implementation.		
• The library tests the Disaster Management Plan.		
F. The library has emergency kits (flashlights, batteries, fire extinguishers, etc.)		
G. The library has an alarm system		
• Against fire		
• Theft		
H. The library alarm systems are regularly tested (at least once a year).		
I. The library building is insured.		

Library Pandemic Preparedness	YES	NO
I. PANDEMIC PREPAREDNESS PLAN AND POLICY		
A. The library currently has a pandemic preparedness plan.		
• If it doesn't, the library intends to write and implement one.		
B. The reason the pandemic preparedness plan does not exist is because		
• There is no perceived risk based on recorded man-made or natural disaster occurrence		
• No staff available to write the plan		
• Lack of a model to serve as a guide		
• Lack of human resources to implement		
• Lack of financial resources to implement		
• Other(s) (Please specify) _____		
C. The library has a pandemic preparedness plan, that has been developed		
• On or before 2011		
• 2012 – 2013		
• 2014 – 2015		
• 2016 – 2017		
• 2018 – 2019		
• 2020 – 2021		
• 2022 – 2023		
D. The pandemic preparedness plan has been updated since it was first developed. (Do NOT answer if not applicable)		
E. The most recent update was (Do NOT answer if not applicable)		
• On or before 2011		
• 2012 – 2013		
• 2014 – 2015		
• 2016 – 2017		

• 2018 – 2019		
• 2020 – 2021		
• 2022 – 2023		
F. If the library does not have an officially approved pandemic preparedness plan or the original plan has not been updated, the library intends to develop a plan or update an existing plan in the next 1–2 years.		
G. The library has a multi-hazard public health emergency response plan.		
H. The library has a multisectoral coordination plan or mechanism to engage government, ministries, authorities, non-governmental organizations (NGOs), the private sector, community leaders, and international partners or organizations during a public health emergency.		
I. The library has a mechanism to support human and financial resource requirements during a public health emergency.		
J. The library has existing legislation or regulatory policies that address the need for implementing particular public health measures such as isolation and quarantine, library closures, and postponement of library gatherings.		
K. The library has an ethics committee (or similar mechanism) that can readily advise on pandemic preparedness and response activities.		
L. The library has developed guidelines for patron/client management during the pandemic.		
• If it has, it is part of your pandemic preparedness plan.		
• If it hasn't, you intend to develop such a plan with no technical assistance needed.		
M. In your library's established prevention and control programs, there are clear existing guidelines and protocols.		
II. TRAINING ON PANDEMIC PREPAREDNESS		
A. There is a special budget for pandemic preparedness.		
• The library allocates special funds.		
• The library integrates with the main preservation budget.		
B. The library intends to provide pandemic preparedness training in the library.		
C. The library has conducted simulation exercises in the past 5 years to test pandemic preparedness.		
D. Some drills or exercises have been organized to train staff.		
E. The staff has undergone/attended training(s) on pandemic preparedness?		
F. The library staff is regularly trained on pandemic preparedness (at least once a year)		

Status of Library Conditions	YES	NO
I. TECHNOLOGICAL		
• The library needs proactive technologies.		
• The library has gaps in implementing technology.		
• The staffs lack the necessary skills in the proper use of technology.		
• The library needs the effective use of technology to create networks among communities and policymakers.		
II. SOCIAL		
• The library needs effective education, training, and awareness-raising programs to enhance a culture of preparedness.		
• The library addresses the issues related to peoples' attitudes and perceptions.		
• The library lacks consideration of social factors during the long-term reconstruction and mitigation/ preparedness phase.		
III. ENVIRONMENTAL		
• The library lacks an understanding of environmental-related factors.		

<ul style="list-style-type: none"> • The library addresses the issues related to environmental impacts. 		
<ul style="list-style-type: none"> • The library needs effective education, training, and awareness on environmental-related factors. 		
IV. LEGAL		
<ul style="list-style-type: none"> • Library experiences challenges related to the implementation of laws and policies. 		
<ul style="list-style-type: none"> • The library lacks consideration of legal factors when making laws and policies. 		
<ul style="list-style-type: none"> • The library needs regular updating on its policies. 		
V. ECONOMIC		
A. Long-term economic planning:		
<ul style="list-style-type: none"> • The library lacks investment in risk and vulnerability assessment of the library's wealth generation mechanism. 		
<ul style="list-style-type: none"> • The library's long-term recovery is only focused on the reconstruction of damaged infrastructure. Looking for alternatives is neglected. 		
B. Financial:		
<ul style="list-style-type: none"> • The library has poor management of finances. 		
<ul style="list-style-type: none"> • The library has rigid policies. 		
<ul style="list-style-type: none"> • The library lacks funds for reconstruction and mitigation/preparedness. 		
<ul style="list-style-type: none"> • The library lacks information on investment or insurance companies. 		
<ul style="list-style-type: none"> • The library experiences financial mismanagement and poor accountability. 		
C. Total Annual Budget of the Library:		
<ul style="list-style-type: none"> • is below PHP 500,000 		
<ul style="list-style-type: none"> • is PHP 500,001–750,000 		
<ul style="list-style-type: none"> • is PHP 750,001–1,000,000 		
<ul style="list-style-type: none"> • is PHP 1,000,001–1,250,000 		
<ul style="list-style-type: none"> • is PHP 1,250,001–1,500,000 		
<ul style="list-style-type: none"> • is PHP 1,500,001–1,750,000 		
<ul style="list-style-type: none"> • is PHP 1,750,001–2,000,000 		
<ul style="list-style-type: none"> • is more than PHP 2M (please specify) _____ 		
VI. OPERATIONAL/MANAGERIAL		
<ul style="list-style-type: none"> • The library has poor decision-making. 		
<ul style="list-style-type: none"> • The library has poor communication. 		
<ul style="list-style-type: none"> • The library lacks a participatory approach to decision-making. 		
<ul style="list-style-type: none"> • The library lacks aspects related to leadership. 		
<ul style="list-style-type: none"> • The library has poor humanitarian logistics management. 		
<ul style="list-style-type: none"> • The library lacks knowledge management. 		
VII. INSTITUTIONAL		
<ul style="list-style-type: none"> • The library needs proper institutional formation and integration. 		
<ul style="list-style-type: none"> • The library needs a centralized institution to oversee and monitor all other institutions. 		
<ul style="list-style-type: none"> • The library needs an institutional office focused only on disaster management and pandemic preparedness. 		
VIII. POLITICAL		
<ul style="list-style-type: none"> • The library needs studies on political expectations in the context of disaster management. 		
<ul style="list-style-type: none"> • The library dominates short-term political perspectives over long-term perspectives of disaster management. 		
<ul style="list-style-type: none"> • The library lacks political perspectives and mitigation on disaster management. 		

Appendix G**INTERVIEW GUIDE****Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan**

The primary purpose of this study was to comprehensively evaluate the disaster management practices, pandemic preparedness measures, and overall status of library conditions within academic libraries situated in Aklan, Philippines.

School: _____

Time Started: _____

Time Ended: _____

1. Does the library currently possess a written Disaster Management Plan? And if so, has the absence of a model to serve as a guide been identified as a challenge in its development?

2. Is there a designated staff member responsible for overseeing the disaster management plan and its implementation within the library? and does your library regularly test the effectiveness of your Disaster Management Plan?

3. Does your library have a pandemic preparedness plan in place? Are factors such as the lack of a guiding model, a perception of low risk based on historical disaster occurrences, insufficient available staff to write the plan, and a lack of financial resources to implement it contribute to this absence?

4. How would you describe the library's approach to financial policies, specifically in terms of flexibility and adaptability to ensure the allocation of resources for disaster-related activities?

Appendix H

**SHAERILYN ROSE M. ROBERTO**

College Librarian

Phone

0998-226-6392

Email

shrlnroberto@gmail.com

Address

Tigayon, Kalibo, Aklan

About Me

Adept at assisting students, faculty, and members of the public with conducting research using reference materials. Familiar with operating databases to perform digital research. Capable of keeping books, periodicals, maps, and other collection items well-organized and professionally displayed.

Skills

- Automated library systems
- Library instruction
- Collection management
- Library databases and programming
- Policy and procedural writing
- Strong oral and written communication skills

Certifications/License

- Registered Librarian (2019)
- Licensed Professional Teacher (2022)
- Tourism Promotion Services NC-II Holder (2022)

Professional Affiliations

- Member, *Philippine Librarians Association, Inc.*
- Member, *Philippine Association for Teachers and Educators*

Experience**Librarian I***Local Government Unit of Malay - Malay College*

- Performed digital research using databases to track books, dates, and information for customers.
- Coached students, faculty and staff to use electronic, print, and internet resources, maintaining equipment and resources.
- Oversaw media supplies, main catalog, and permanent records to maintain an organized library, documenting incoming and outgoing items.
- Troubleshoot technical problems with library computers and other technology to rectify errors and fulfill upgrades, avoiding work disruptions.
- Anticipated library automation requirements and implemented long-range plans to achieve.
- Organized library equipment and collections to manage wear and tear, retaining functionality.

Volunteer Librarian*Aklan State University - CIT Campus***On the Job Training - Library Assistant***Central Philippine University***On the Job Training - Library Assistant***Iloilo Provincial Library***On the Job Training - Library Assistant***St. Therese - MTC Colleges***On the Job Training - Library Assistant***Ateneo De Iloilo - Sta. Maria Catholic School***Education**

Master in Library and Information Science (30 Units) <i>Central Philippine University</i>	2023
Tourism Promotion Services NC-II <i>Malay College TESDA</i>	2022
Bachelor of Library and Information Science <i>Central Philippine University</i>	2019

Appendix I

Fig. 2 Gantt Chart of Activities

ACTIVITIES	2022				2023				2024			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1. Selection of Topic	■	■	■									
2. Literature Review		■	■									
3. Completion of Literature Review			■									
4. Research Methodology			■									
5. Title Defense				■								
6. Revision of Proposal				■	■							
7. Pre-Oral Defense					■	■						
8. Revision of Proposal					■	■						
9. Proposal Approved					■	■						
10. Submit Chapters 1-3 to the Technical Panel for Technical Review						■						
11. Validation of Research Instrument						■						
12. Submit Chapters 1-3 to CPU Review, Continuing Education and Consultancy Center (RCECC) for Plagiarism Scanning						■						
13. Accomplish CPU-Research Ethics Review Board (RERB) application forms and other required documents						■						
14. Submit all the required documents to CPU-Research Ethics Review Board (RERB)							■	■				
15. Accomplish Ethical Clearance							■	■				
16. Approval to Conduct Research								■	■			
17. Distribute Questionnaire and Conduct Interview								■	■			
18. Collect Data								■	■			
19. Analyze the Data								■	■			
20. Final Defense								■	■			
21. Finish the First Draft of Paper								■	■	■		
22. Submit Revised Draft								■	■	■		
23. Master Research Paper Approved								■	■	■		

Appendix J

October 2, 2023

Daryl L. Superio
Aquaculture Department
Southeast Asian Fisheries Development Center
Tigbauan, Iloilo, Philippines.

Re: Request for an Authorization Letter

Dear Sir:

Good Day!

I am a student at Central Philippine University completing a thesis for Master's in Library and Information Science. I am formally writing to ask for an authorization letter to use the instrument used in your study *Disaster Management Practices of Academic Libraries in Panay Island, Philippines: Lessons from Typhoon Haiyan* in my research study. The purpose of my thesis is to determine the disaster management practices, pandemic preparedness, and status of library conditions in Aklan to preserve and protect the library and its collection from the destruction caused by disasters, pandemics, and other factors hindering effective disaster management.


I am planning to use and anchor your instrument and modify or adapt some of the only applicable questions, in consideration of geographical locations and cultural sensitivity. This thesis is heavily adapted from the standardized questionnaire of UNESCO/UNDRR/IFLA/ALA/WHO guidelines specifically designed to assess libraries.

I would like to use and anchor your instrument under the following conditions:

- I will use the instrument only for my research study and will not sell or use it for any other purposes.
- At your request, I will send a copy of my completed research study to you upon completion of the study and/or provide a hyperlink to the final manuscript.

This thesis will be published at the Henry Luce III Library and the Bahandian Digital Repository database. Your study will be cited properly as it will become a great contribution to my study. I am hoping for your kind consideration. Thank you and God bless.

Sincerely,


SHAERILYN ROSE M. ROBERTO
CPU MLIS



CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336.

November 17, 2023

ASU RECORDS MANAGEMENT OFFICE-BANGA
RECEIVED

EMILY M. ARANGOTE, PhD
SUC President III
Aklan State University

DATE: 11-17-2023
TIME: 10:50 BY: [Signature]

Dear Dr. Arangote,

I am implementing the research study entitled "*Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan*" with the following objectives:

1. To determine the disaster management practices of academic libraries in Aklan.
2. To find out the pandemic preparedness of academic libraries in Aklan.
3. To determine the status of library conditions based on: Technological, Social, Environmental, Legal, Economic, Operational, Institutional, and Political.
4. To design the library disaster management and pandemic preparedness plan.

To achieve these objectives, I am respectfully requesting Permission to Conduct Research in the Library Areas and its different sections of Aklan State University and its other campuses. The librarians and library assistants will be the participants of this study.

Attached are the following documents:

- Ethical Clearance
- Informed Consent Form (ICF)

For questions and clarifications, pertaining to the rights of the participants, you may contact our Chair of CPU Research Ethics Review Board Dr. Joy G. Raso at researchethics@cpu.edu.ph or call 329-1971 (local 3336).

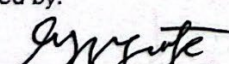
I am looking forward to a positive response.

Thank you very much.

Sincerely,


SHAERILYN ROSE M. ROBERTO
Researcher

Approved by:


EMILY M. ARANGOTE, PhD
SUC President III



CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336 .

November 17, 2023

REV. FR. JOSE GUALBERTO I. VILLASIS, Ph.D
Rector-President
Aklan Catholic College

Dear Rev. Fr. Gualberto,

I am implementing the research study entitled "*Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan*" with the following objectives:

1. To determine the disaster management practices of academic libraries in Aklan.
2. To find out the pandemic preparedness of academic libraries in Aklan.
3. To determine the status of library conditions based on: Technological, Social, Environmental, Legal, Economic, Operational, Institutional, and Political.
4. To design the library disaster management and pandemic preparedness plan.

To achieve these objectives, I am respectfully requesting Permission to Conduct Research in the Library Areas and its different sections of Aklan Catholic College. The librarians and library assistants will be the participants of this study.

Attached are the following documents:

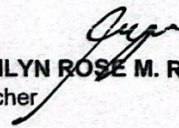
- Ethical Clearance
- Informed Consent Form (ICF)

For questions and clarifications, pertaining to the rights of the participants, you may contact our Chair of CPU Research Ethics Review Board Dr. Joy G. Raso at researchethics@cpu.edu.ph or call 329-1971 (local 3336).

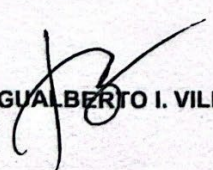
I am looking forward to a positive response.

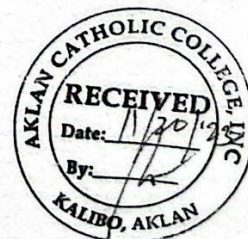
Thank you very much.

Sincerely,


SHAERILYN ROSE M. ROBERTO
Researcher

Approved by:


REV. FR. JOSE GUALBERTO I. VILLASIAS, Ph.D
Rector-President





CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336

November 16, 2023

RANDALL ANSELMO S. LEGASPI
President
St. Gabriel College

Dear Sir Legaspi,

I am implementing the research study entitled "**Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan**" with the following objectives:

1. To determine the disaster management practices of academic libraries in Aklan.
2. To find out the pandemic preparedness of academic libraries in Aklan.
3. To determine the status of library conditions based on: Technological, Social, Environmental, Legal, Economic, Operational, Institutional, and Political.
4. To design the library disaster management and pandemic preparedness plan.

To achieve these objectives, I am respectfully requesting Permission to Conduct Research in the Library Areas and its different sections of St. Gabriel College. The librarians and library assistants will be the participants of this study.

For questions and clarifications, pertaining to the rights of the participants, you may contact our Chair of CPU Research Ethics Review Board Dr. Joy G. Raso at researchethics@cpu.edu.ph or call 329-1971 (local 3336).

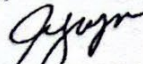
Attached are the following documents:

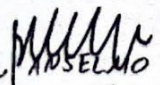
- Ethical Clearance
- Informed Consent Form (ICF)


I am looking forward to a positive response.

Thank you very much.

Sincerely,


SHAERILYN ROSE M. ROBERTO
Researcher

Approved by:

RANDALL ANSELMO S. LEGASPI
SGC President

Noted:
 1/15/24
RICHE G. BAYURAN
Director, SGC IRADO.



CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336

November 28, 2023

NIKKI PAULINE F. LACHICA

School Administrator
STI College - Kalibo

Dear Ma'am Nikki,

I am implementing the research study entitled "**Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan**" with the following objectives:

1. To determine the disaster management practices of academic libraries in Aklan.
2. To find out the pandemic preparedness of academic libraries in Aklan.
3. To determine the status of library conditions based on: Technological, Social, Environmental, Legal, Economic, Operational, Institutional, and Political.
4. To design the library disaster management and pandemic preparedness plan.

To achieve these objectives, I am respectfully requesting Permission to Conduct Research in the Library Areas and its different sections of STI College - Kalibo. The librarians and library assistants will be the participants of this study.

Attached are the following documents:

- Ethical Clearance
- Informed Consent Form (ICF)

For questions and clarifications, pertaining to the rights of the participants, you may contact our Chair of CPU Research Ethics Review Board Dr. Joy G. Raso at researchethics@cpu.edu.ph or call 329-1971 (local 3336).

I am looking forward to a positive response.

Thank you very much.

Sincerely,


SHAERILYN ROSE M. ROBERTO
Researcher

Approved by:

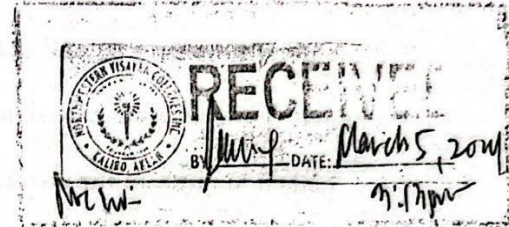

NIKKI PAULINE F. LACHICA
School Administrator



CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336

November 17, 2023

ALLAN ANGELO L. QUIMPO
President
Northwestern Visayan Colleges



Dear Sir Quimpo,

I am implementing the research study entitled "*Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan*" with the following objectives:

1. To determine the disaster management practices of academic libraries in Aklan.
2. To find out the pandemic preparedness of academic libraries in Aklan.
3. To determine the status of library conditions based on: Technological, Social, Environmental, Legal, Economic, Operational, Institutional, and Political.
4. To design the library disaster management and pandemic preparedness plan.

To achieve these objectives, I am respectfully requesting Permission to Conduct Research in the Library Areas and its different sections of Northwestern Visayan Colleges. The librarians and library assistants will be the participants of this study.

Attached are the following documents:

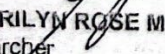
- Ethical Clearance
- Informed Consent Form (ICF)

For questions and clarifications, pertaining to the rights of the participants, you may contact our Chair of CPU Research Ethics Review Board Dr. Joy G. Raso at researchethics@cpu.edu.ph or call 329-1971 (local 3336).

I am looking forward to a positive response.

Thank you very much.

Sincerely,


SHAERILYN ROSE M. ROBERTO
Researcher

Approved by:


ALLAN ANGELO L. QUIMPO
President



CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336

November 17, 2023

JONATHAN P. GALITO, JR.
School Director
Aklan Polytechnic College

Dear Sir Galito,

I am implementing the research study entitled "*Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan*" with the following objectives:

1. To determine the disaster management practices of academic libraries in Aklan.
2. To find out the pandemic preparedness of academic libraries in Aklan.
3. To determine the status of library conditions based on: Technological, Social, Environmental, Legal, Economic, Operational, Institutional, and Political.
4. To design the library disaster management and pandemic preparedness plan.

To achieve these objectives, I am respectfully requesting Permission to Conduct Research in the Library Areas and its different sections of Aklan Polytechnic College. The librarians and library assistants will be the participants of this study.

Attached are the following documents:


- Ethical Clearance
- Informed Consent Form (ICF)

For questions and clarifications, pertaining to the rights of the participants, you may contact our Chair of CPU Research Ethics Review Board Dr. Joy G. Raso at researchethics@cpu.edu.ph or call 329-1971 (local 3336).

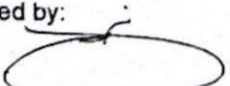
I am looking forward to a positive response.

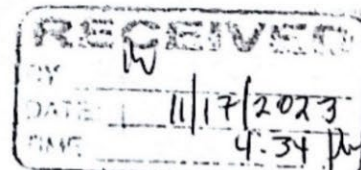
Thank you very much.

Sincerely,


SHAERILYN ROSE M. ROBERTO
Researcher

Approved by:


JONATHAN P. GALITO, JR.
School Director





CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
320-1071 to 70 local 3336

November 17, 2023

GEORBY C. MANUEL
Acting Administrator
Altavas College

Dear Sir Manuel,

I am implementing the research study entitled *"Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan"* with the following objectives:

1. To determine the disaster management practices of academic libraries in Aklan.
2. To find out the pandemic preparedness of academic libraries in Aklan.
3. To determine the status of library conditions based on: Technological, Social, Environmental, Legal, Economic, Operational, Institutional, and Political.
4. To design the library disaster management and pandemic preparedness plan.

To achieve these objectives, I am respectfully requesting Permission to Conduct Research in the Library Areas and its different sections of Altavas College. The librarians and library assistants will be the participants of this study.

Attached are the following documents:

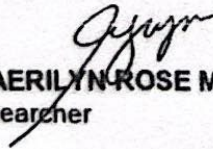
- Ethical Clearance
- Informed Consent Form (ICF)

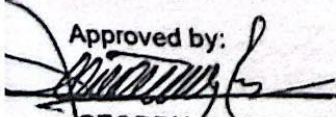
For questions and clarifications, pertaining to the rights of the participants, you may contact our Chair of CPU Research Ethics Review Board Dr. Joy G. Raso at researchethics@cpu.edu.ph or call 329-1971 (local 3336).

I am looking forward to a positive response.

Thank you very much.

Sincerely,


SHAERILYN ROSE M. ROBERTO
Researcher

Approved by:

GEORBY C. MANUEL
Acting Administrator



CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336

November 17, 2023

DR. GRISELDA C. QUINTANA
College President
Libacoo College of Science and Technology

Dear Dr. Quintana,

I am implementing the research study entitled "**Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan**" with the following objectives:

1. To determine the disaster management practices of academic libraries in Aklan.
2. To find out the pandemic preparedness of academic libraries in Aklan.
3. To determine the status of library conditions based on: Technological, Social, Environmental, Legal, Economic, Operational, Institutional, and Political.
4. To design the library disaster management and pandemic preparedness plan.

To achieve these objectives, I am respectfully requesting Permission to Conduct Research in the Library Areas and its different sections of Libacoo College of Science and Technology. The librarians and library assistants will be the participants of this study.

Attached are the following documents:


- Ethical Clearance
- Informed Consent Form (ICF)

For questions and clarifications, pertaining to the rights of the participants, you may contact our Chair of CPU Research Ethics Review Board Dr. Joy G. Raso at researchethics@cpu.edu.ph or call 329-1971 (local 3336).

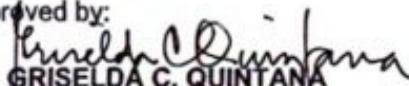
I am looking forward to a positive response.

Thank you very much.

Sincerely,


SHAERILYN ROSE M. ROBERTO
Researcher

Approved by:


DR. GRISELDA C. QUINTANA
College President



CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336

DR. ALMON R. OQUENDO
Acting College Administrator
Balete Community College

Dear Sir,

I am implementing the research study entitled **“Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan”** with the following objectives:

1. To determine the disaster management practices of academic libraries in Aklan.
2. To find out the pandemic preparedness of academic libraries in Aklan.
3. To determine the status of library conditions based on: Technological, Social, Environmental, Legal, Economic, Operational, Institutional, and Political.
4. To design the library disaster management and pandemic preparedness plan.

To achieve these objectives, I am respectfully requesting Permission to Conduct Research in the Library Areas and its different sections of Balete Community College. The librarians and library assistants will be the participants of this study.

Attached are the following documents:

- Ethical Clearance
- Informed Consent Form (ICF)

For questions and clarifications, pertaining to the rights of the participants, you may contact our Chair of CPU Research Ethics Review Board Dr. Joy G. Raso at researchethics@cpu.edu.ph or call 329-1971 (local 3336).

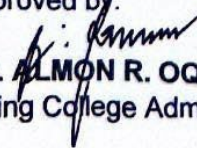
I am looking forward to a positive response.

Thank you very much.

Sincerely,


SHAERILYN ROSE M. ROBERTO
Researcher

Approved by:


DR. ALMON R. OQUENDO
Acting College Administrator

Received
November 26, 2023



**RESEARCH ETHICS REVIEW BOARD
CENTRAL PHILIPPINE UNIVERSITY**

Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336



INFORMED CONSENT FORM (ICF) TEMPLATE

(VERSION No. 03-2023)

INSTRUCTIONS TO THE RESEARCHER/s: *This form is required for research involving surveys, interviews and focus group discussion among adult participants. Obtain an electronic copy of this form and supply ALL information in the space provided. Do not change or alter the General statements in BLACK. The words in RED are guide only, after supplying the correct information delete the words/statements in RED. Explain in terms understandable to the participants.*

Submit this form to researchethics@cpu.edu.ph

Adopted from the WHO & PHREB template.

1. KEY INFORMATION ABOUT THE RESEARCHERS

Title of the Study: Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan

Name of Researcher/s: Shaerilyn Rose M. Roberto

Research Adviser: Ana Mae B. Cantel

Department/College: CPU School of Graduate Studies - MLIS

Institution: Central Philippine University

2. INTRODUCTION/BACKGROUND OF THE STUDY

You are invited to take part in this research study. This form contains information that will help you in deciding whether to participate or not in this study/research. Before you decide to participate in this study, you will be given enough time to read and understand the contents of the informed consent. If there are words or concepts that you do not understand feel free to ask questions at any time, the researcher is willing to explain them to you and your questions will be answered to your satisfaction. The study will begin once you have signed the informed consent form.

Researchers and professionals in the area of library and information science have constantly been concerned about the risk posed to libraries and information services by both natural and man-made disasters. The academic library system in

Aklan has been seriously impacted by the pandemic which has affected the plans and ambitions of library directors as they attempt to operate in a more constrained budgetary setting. This study will seek to answer the different disaster management practices, pandemic preparedness, and the status of library conditions in academic libraries in Aklan.

3. PURPOSE OF THE RESEARCH

The purpose of this thesis is to determine the disaster management practices, pandemic preparedness, and status of library conditions in Aklan to preserve and protect the library and its collection from the destruction caused by disasters, pandemics, and other factors hindering effective disaster management. In addition, this research will provide light on the problems and other lack of components in the existing library disaster management plans of academic institutions in Aklan which will help administrators and policy makers adopt a standard that can be applied specifically to their library disaster management plan and pandemic preparedness plan.

4. TYPE OF RESEARCH INTERVENTION/DATA GATHERING INSTRUMENT

The initial phase of the study will be presented using the mixed method or quantitative-qualitative descriptive research method and will use an explanatory-sequential design. The quantitative data will be gathered, analyzed, and triangulated which will be followed by a key informant interview (KII) that will collect in-depth data and analysis which will lead to a further interpretation. This will help determine what quantitative results need further explanation. Data will be gathered through an adapted questionnaire which will be answered by librarians and library staff and contains a guided assessment inventory that will collect responses on the disaster management practices, pandemic preparedness, and the status of academic library conditions in the province of Aklan. The key informant interview and survey, which will only be participated by the librarians, will contain a guided assessment and analysis gathered from the data in the questionnaire.

5. PARTICIPANT SELECTION (INCLUSION & EXCLUSION CRITERIA)

The researcher will employ inclusion-exclusion criteria and the following are the inclusion criteria: Must be a librarian or library staff; Has been in the industry for at least 6 months and up; Must be at least 18 years old and above. The exclusion criteria are the following: Has been a librarian under 6 months; Has been an assistant or a library staff under 6 months; Is 17 years old and below.

The researcher intends to choose forty-eight (48) librarians together with their library staff to answer the validated adapted questionnaire for the quantitative data. Nineteen (19) librarians will participate in the key informant interview guide for the qualitative data since they are in the best position to provide all the relevant information concerning the in-depth issues under consideration on the questionnaire that will be used in the study.

6. VOLUNTARY PARTICIPATION

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences, and without need to give any reason.

7. PROCEDURE

Before you decide to participate in this study, you will be given enough time to read and understand the contents of the informed consent. Your questions will be answered to your satisfaction. The study will begin once the informed consent form has been signed. The study will include Librarians and their library staff. The names of the participants will not be written or included in the forms that will be filled out by the researcher. The above-mentioned procedure has been primarily made and intended for this study. All information gathered during this study will be private and strictly confidential.

The survey questionnaire will be distributed and collected in person or online, depending on the preference of the participant. The researcher will only be the one who will have access to the results of the survey. The type of questions that the

participants will likely be asked in the survey and interviews are related to their current disaster management practices and pandemic preparedness.

For the key informant interview, only the librarians are allowed to participate. The interview will be conducted either in person or online depending on their preference. The interview will be recorded and will be kept strictly confidential. The recorded interview and collected data will only be used during the process of the study and will be discarded after it is done.

8. DURATION OF THE STUDY

This study will be conducted from October 2023 to November 2023. You will be given 15-30 minutes to fill out the questionnaire survey. The key informant interview for librarians will take approximately 15 minutes. Your participation in this study is entirely voluntary and if you wish not to answer a certain question then the interviewer will move on to the next question. Only the interviewer and interviewee will be present during the interview unless you would like someone else to assist you.

9. RISKS AND INCONVENIENCES

There is a low to minimal risk involved in this study. The researcher will discuss certain topics that may be triggering, sensitive, or potentially cause embarrassment, so you do not have to answer any questions if it's too personal and makes you uncomfortable. When answering the survey questionnaire, you will be asked about certain disaster management practices and pandemic preparedness that you are currently practicing and implementing in your library. Librarians, in particular, will also be asked about their experiences with the implementation of a Library Disaster Management Plan and other factors based on the survey questionnaire. A trigger warning will be provided for the questions that are related to your experiences with disasters and pandemics. The researcher will ensure respect, care, and confidentiality to the participant during the whole duration of the study.

10. BENEFITS

This study might help in the implementation and development of a Library Disaster Management Plan and Pandemic Preparedness Plan in Aklan wherein the results of the data will become a basis to be incorporated into the plan that will harmoniously become applicable to each of the library institutions. It will have a significant contribution to the literature in the field of library and information science, particularly about disaster management and pandemic preparedness in libraries. The budgetary and human resource restrictions that are significant problems and other factors of libraries in the Aklan will also be made clear in this research, which could aid academic policymakers and administrators in making decisions about these concerns in the future.

11. REIMBURSEMENTS

There is no amount that the participant needs to pay to join this study. There is also, no compensation of any form that will be granted to the participant of this study.

12. CONFIDENTIALITY

All the information gathered is solely for the purpose of this study. The identity of the participants will be kept private and confidential to the extent provided by law. The data collected will be stored with utmost respect for your privacy and confidentiality.

13. RIGHT TO REFUSE OR WITHDRAW

Your participation in this study is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate or to withdraw from the study at any time, there will be no penalty or other consequences, and without need to give any reason. If at any time you withdraw from the study, your data will be discarded properly.

14. DECLARATION OF CONFLICT INTEREST

The researcher declares that no pecuniary or other personal interest, direct or indirect, in any matter that raises or may raise a conflict with this study and in any form (financial, proprietary, professional) with sponsor, co-investigators, or the site.

15. STORAGE AND DISPOSAL OF RESEARCH DATA/MATERIALS

The electronic copy of the data will be kept on a computer that only the researcher(s) have access to. Hard copies will be stored safely at Henry Luce III Library that only the researcher has access to for one (1) year and will be disposed of after that period of time through reformatting and overwriting.

16. SHARING OF RESULTS/DISSEMINATION PLAN

The results of this study will be proposed and presented to the CPU School of Graduate Studies and other professional organizations during the fourth quarter of 2023, from November to December. The finished thesis will be archived and cataloged at Henry Luce III Library and might also be posted on the digital repository of Central Philippine University called Bahandian and will be made available in the public domain.

17. WHO TO CONTACT

If you have any questions or clarifications regarding your participation in the study, you may contact:

Lead Researcher: Shaerilyn Rose M. Roberto
Address: Malay College Malay, Aklan
Contact Number: 09982266392
Email address: shrlnroberto@gmail.com

If you have questions pertaining to your rights as a participant, you may contact:

Joy G. Raso, PhD.
Chair, CPU Research Ethics Review Board
Email: researchethics@cpu.edu.ph
Phone: 329-1971 (local 3336)

18. CERTIFICATE OF CONSENT

I have read the foregoing information, or it has been read and explained to me in a language/dialect I know and understand. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print name of participant _____

Signature of participant _____

Date _____

MM/DD/YYYY

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best on my ability made sure that the participant understands that the following will be done.

- 1.
- 2.
- 3.
- 4.



I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Print Name of Researcher/person taking the consent _____

Signature of Researcher/ person taking the consent _____

Date: _____

MM/DD/YYYY

 RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336	
DECISION FORM	RERB Form No. 22-1
	Version No. 04
	Date of Effectivity: 17 May 2023

Date: September 19, 2023

NAME OF PROPONENT: **SHAERILYN ROSE M. ROBERTO**

Institution: CENTRAL PHILIPPINE UNIVERSITY

Re: "DISASTER MANAGEMENT PRACTICES AND PANDEMIC PREPAREDNESS OF ACADEMIC LIBRARIES IN AKLAN: BASIS FOR A LIBRARY DISASTER MANAGEMENT PLAN"

RERB code: 2023-268-MS-ROBERTO

Dear Mr/Ms. Roberto,

This is to acknowledge receipt of your request and the following supporting documents dated July 20, 2023:

1. Letter of application for research ethics review addressed to CPU- RERB Chair
2. Accomplished RERB Application (Form 07-1)
3. Full protocol/Research proposal (Chapters 1, 2 and 3) with references.
4. Validated Research Instrument/Questionnaire for Quantitative Research
5. Certificate of Validation for researcher-made questionnaire preferably from (3) three experts in the field, not by the adviser and panel members
6. Informed Consent Form (CPU-RERB template)
7. Certificate of Technical Review/Approval sheet of proposal signed by (3) three members of the technical panel and the Dean
8. Turnitin Similarity Certificate from CPU-RCECC
9. Budget (if applicable)
10. Curriculum Vitae/Resume of the Researcher/Investigator and Co-Researchers with 2x2 photograph
11. GANTT Chart/Timelines/Table of schedule
12. Official Receipt of Ethics Review paid to Account No. A098
13. Two (2) Hard Copies (Soft Bound in Blue or Black cover) of the above documents placed inside a long clear plastic envelope
14. Soft Copy of the above documents emailed to researchethics@cpu.edu.ph

The above documents underwent **Expedited Review** which generated the following list of recommendations:

1. State duration of the study in the scope & limitation
 2. Indicate the specific inclusion and exclusion criteria of the participants
 3. Submit letter from the author allowing you to modify the questionnaire.
 4. Please revise Ethical considerations. It should be written after Research Instrument. The following is the content of Ethical Consideration, discuss as a sub-paragraph.
- *This form contains the CPU-RERB recommendations. Please comply within (15) days and wait for the Ethical Clearance before the conduct of the study.*

Seeking approval from the RERB office and other related offices/institution

- prior to the conduct of the study

Risk Assessment

- identify research related –risk based on the following categories: (negligible, low, minimal, more than minimal, and high risk) and discuss how to mitigate the identified risk.

Benefits assessment

- should be summarized to make it more comprehensive to your respondents.

Withdrawal criteria of participants

- state withdrawal criteria

Anonymity and confidentiality of participants/respondents

- discuss how to anonymize & keep the confidentiality of your respondents

Voluntary, non-coercive recruitment of participants/respondents

- provide statement on voluntary & non-coercive recruitment

Disposal of research materials/data

- discuss how to dispose research materials

Contribution to local capacity building and benefits to local communities

- discuss possible contribution of your study

Incentives or compensation for participants

- provide statement on giving of incentives

Disclosure or declaration of potential conflict of interest

- provide statement on declaration of potential conflict of interest

5. Provide separate section for Dissemination Plan

Note: Content in the Ethical consideration should be aligned with your ICF.

6. On ICF please check if you are using 03-2023 version.

a. #2, provide a brief but concise background of the study

b. #8, indicate the duration date of the study.

c. #9 Indicate what is the possible risk classification of the study (low risk, minimal, moderate, high risk)

d. #10, explain further details on the benefits of the study

e. Indicate the declaration of potential conflict of interest

DECISION: Approved
 Disapproved

Minor revision
 Major revision



Very truly yours,


Joy G. Raso, PhD.

Chair, CPU-RERB

Date: 7/17/23

- This form contains the CPU-RERB recommendations. Please comply within (15) days and wait for the Ethical Clearance before the conduct of the study.

	RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336	
RESUBMISSION FORM	RERB Form No. 08-1	
	Version No. 03	
	Date of Effectivity: 17 May 2023	

INSTRUCTION TO THE RESEARCHER/s: This form shall be filled-out by the researcher upon receipt of the Decision form. Obtain an electronic copy of this form and provide the information required in the space provided. This form shall be signed by the researcher and adviser before submission to rec-resubmission@cpu.edu.ph

GENERAL INFORMATION			
Title of the Study	Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan		
Version number/Date	Version No. 03		
RERB Code	2023-268-MS-ROBERTO	Study Site:	Academic Libraries in Aklan
Name of Researcher	Shaerilyn Rose M. Roberto	Contact Information	Tel No.: N/A
			Mobile No.: 09982266392
			Fax No.: N/A
Co-researcher (if any)	N/A		Email: shaerilynrose.roberto-15@cpu.edu.ph
Institution of researcher/s	Central Philippine University		
Address of Institution	Jaro, Iloilo City		

RERB Recommendations	Response of Researcher	Section and page number of revisions
1. State the duration of the study in the scope & limitation.	The duration of the study was stated in the scope & limitation.	Ch.1 (Scope and Delimitation of the Study) – Page No.11
2. Indicate the specific inclusion and exclusion criteria of the participants.	Specific inclusion and exclusion criteria of the participants were indicated.	Ch.3 (Respondents of the Study) – Page No.38

3. Submit a Letter from the author allowing you to modify the questionnaire.	A formal request letter to the author has been sent and the author approved verbally. The author stated that the instrument was published and has no provision that permission is needed to be asked to use the instrument as long as it is cited properly on the paper.	Appendix G – Page No.67
4. Please revise Ethical Considerations. It should be written after the Research Instrument.	Ethical considerations were revised and aligned with ICF and were placed after the Research Instrument section. The important contents of Ethical Consideration were also discussed as sub-paragraphs.	Ch.3 (Ethical Considerations) – Pages No.41-43
5. Provide a separate section for the Dissemination Plan.	A separate section for the Dissemination Plan was placed.	Ch.3 (Dissemination Plan) – Page No.44
6. On ICF, please check if you are using the 03-2023 version. • Modify and add contents on #2, #8, #9, #10, & #14 on the previous ICF.	The ICF 03-2023 version was used. a. #2, provided a concise background of the study. b. #8, indicated the duration of the study. c. #9, indicated the possible risk classification of the study. d. #10, explained further details on the benefits of the study. e. #14, indicated the declaration of a potential conflict of interest.	Informed Consent Form (ICF) a. Introduction b. Duration of the Study c. Risks and Inconveniences d. Benefits e. Declaration of Conflict of Interest


Researcher/s:


SHAERILYN ROSE M. ROBERTO

Signature over Printed Name



Date: October 2, 2023

Adviser:


ANA MAE B. CANTEL

Signature over Printed Name

Date: October 2, 2023

	RESEARCH ETHICS REVIEW BOARD CENTRAL PHILIPPINE UNIVERSITY Lopez Jaena St., Jaro, Iloilo City, Philippines 329-1971 to 79 local 3336	
PROTOCOL REVIEW OF PROGRESS REPORT	RERB Form No. 09-1	
	Version No. 01	
	Date of Effectivity: 17 May 2023	

INSTRUCTIONS TO THE RESEARCHER/s:

This form is required thirty (30) days after your Data Collection. Obtain an electronic copy of this form and supply All information required in the space provided. This form shall be signed by the researcher and adviser before submission to researchethics@cpu.edu.ph

GENERAL INFORMATION

Title of Study	Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan		
RERB Protocol No.	2023-268-MS-ROBERTO	Study Site	Academic Libraries in Aklan
Name of Researcher	Shaerilyn Rose M. Roberto		
Contact No.	09982266392	Email Address	shaerilynrose.roberto-15@cpu.edu.ph
Co-researcher (if any)	N/A		
Institution	Central Philippine University		
Address of Institution	Jaro, Iloilo City		
Ethical clearance effectivity period:	October 6, 2023 – October 6, 2024		

PROGRESS REPORT

1. Start of study: October 2023
2. Expected end of study: March 2024
3. Number of enrolled participants: thirty-seven (37)
4. Number of required participants: thirty-nine (39)
5. Number of participants who withdrew: two (2)

6. Deviations from the approved protocol:

- Expected end of the study was originally last December 2023, but due to the wish of some participants to extend their time in answering the questionnaires in line with their busy schedules, it was moved to March 2024.
- Total number of required participants was forty-six (46) but is now down to thirty-nine (39) following the inclusion-exclusion criteria and two (2) schools refusing to participate strictly adhering to their school policy.

7. New information (literature or in the conduct of the study) that may significantly change the risk-benefit ratio: None

8. Issues/problems encountered: None

Recommendations (For RERB use only)

DECISION: (For RERB use only)	<input type="checkbox"/> Ask for further information <input type="checkbox"/> Noted and Accept report
----------------------------------	--


Comments of Primary Reviewer (For RERB use only)	
---	--

RERB Primary Reviewer: (For RERB use only)

Signature over Printed Name

Date:


Researcher/s:


SHAERILYN ROSE M. ROBERTO

 Signature Over Printed Name

Date: April 30, 2024

Adviser:


ANA MAE B. CANTEL

 Signature Over Printed Name

Date: April 30, 2024



RESEARCH ETHICS REVIEW BOARD

CENTRAL PHILIPPINE UNIVERSITY
Lopez Jaena St., Jaro, Iloilo City, Philippines
329-1971 to 79 local 3336



FINAL REPORT FORM

RERB Form No. 13-1

Version No. 01

Date of Effectivity: 17 May 2023

INSTRUCTIONS TO THE RESEARCHER/s:

This form is required upon completion of the study. Obtain an electronic copy of this form and supply all information required in the space provided. This form shall be signed by the researcher and adviser before submission to researchethics@cpu.edu.ph

GENERAL INFORMATION

RERB Protocol Number	2023-268-MS-ROBERTO	Date (DD/MM/YYYY)	04/30/2024
Protocol Title	Disaster Management Practices and Pandemic Preparedness of Academic Libraries in Aklan: Basis for a Library Disaster Management Plan		
Principal Investigator/s	Shaerilyn Rose M. Roberto		
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Contact No.	N/A	Email Address	N/A
Institution of Researcher/s	Central Philippine University		
Address of Institution	Jaro, Iloilo City		
Effective period of Ethical Clearance	From: <u>October 6, 2023</u>		To: <u>October 6, 2024</u>
(*for RERB) Primary Reviewer/s			
Type of Study	<input type="checkbox"/> Clinical <input type="checkbox"/> Epidemiology <input type="checkbox"/> Observational study		
	<input type="checkbox"/> Document Review <input type="checkbox"/> Individual based <input type="checkbox"/> Genetic		
	<input type="checkbox"/> Social Survey <input type="checkbox"/> Others, specify _____		

Review Status	<input type="checkbox"/> Full Board	<input type="checkbox"/> Expedited
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FINAL REPORT

1. Start/end of the Study: October 2023-March 2024
2. Number of enrolled participants: thirty-seven (37)
3. Number of required participants: thirty-nine (39)
4. Number of participants who withdraw: two (2)
5. Deviations from the approved protocol: <ul style="list-style-type: none"> Expected end of the study was originally last December 2023, but due to the wish of some participants to extend their time in answering the questionnaires in line with their busy schedules, it was moved to March 2024. Total number of required participants was forty-six (46) but is now down to thirty-nine (39) following the inclusion-exclusion criteria and two (2) schools refusing to participate strictly adhering to their school policy.
6. Issues/problems encountered: None
7. Summary of findings: <ul style="list-style-type: none"> Academic libraries in Aklan have varied disaster management procedures, with over half utilizing durable concrete constructions and operating from single facilities, raising concerns about potential flooding due to their proximity to the shoreline. While most libraries have at least one qualified librarian, there's a significant training gap, with few staff members possessing advanced degrees and limited training frequency. Despite facing challenges like power outages and limited resources, many libraries lack documented disaster preparedness procedures and struggle with updating existing plans. Aklan's academic libraries vary in disaster preparedness, with deficiencies noted in funding, regular training programs, alarm system testing, designated staff roles, and insurance coverage. Most libraries lack dedicated budgets for disaster management training, with deficiencies noted in alarm system testing, designated staff roles, and insurance coverage. Varying levels of pandemic preparedness exist among academic libraries in Aklan, with gaps in multi-hazard response plans, legislative support, and practical training exercises. Despite recognizing the importance of pandemic preparedness, libraries lack designated budgets and face gaps in practical training exercises. While libraries acknowledge the importance of technology, there are challenges in

integrating it due to limited funding and organizational hurdles.

- Libraries emphasize education and training programs to build a culture of preparedness among staff, recognizing their role in shaping societal attitudes.
- Libraries demonstrate a growing focus on environmental awareness, with many actively working to reduce their environmental impact.
- There's a need to address the knowledge gap identified in some libraries regarding environmental issues.
- Libraries support regular policy updates, highlighting consensus on the need for staying current, with a majority perceiving smooth compliance with laws and policies.
- Libraries face financial complexities, with a notable percentage recognizing hurdles for reconstruction, yet express confidence in financial administration and demonstrating transparency, amidst diverse budget allocations.
- There is overwhelming agreement against perceived operational deficiencies, particularly regarding decision-making and leadership, although a minority identifies opportunities for enhancing participatory approaches.
- Libraries acknowledge the need for stronger institutional support in disaster preparedness, despite challenges posed by political considerations.

8. Conclusions/Recommendations:

Conclusions

- While some libraries have strong buildings and operate independently, many are in risky areas near shorelines. This highlights the need for stronger structures and better location planning to reduce risks.
- Although most libraries have at least one qualified librarian, there's a lack of training and reliance on only a few staff members in some cases. Increasing training opportunities and staffing levels can improve disaster readiness.
- Despite facing challenges, many libraries lack solid disaster plans in place. This underscores the importance of thorough preparation and regular updates to stay ready.
- Although some libraries engage in training, there's a lack of consistent funding and training programs. Increasing funding and conducting regular training exercises are crucial for better preparedness.
- Deficiencies persist in multi-hazard response planning and legislative support. Integration of guidelines into pandemic preparedness plans and strengthening prevention and control programs emerge as critical areas for improvement, necessitating comprehensive and coordinated initiatives to enhance public health emergency management within library settings.
- While many libraries see the importance of pandemic training, they face funding shortages and limited training opportunities. More funding and training sessions can improve pandemic preparedness.
- Libraries recognize the importance of technology but struggle with limited funds and organizational constraints. Overcoming these challenges can help integrate technology for better library operations.
- Libraries are taking steps to promote a culture of disaster preparedness through education

and training. However, there's room for improvement in shaping societal attitudes toward disaster preparedness.

- Libraries show dedication to environmental sustainability, but efforts should focus on filling knowledge gaps and implementing practical strategies to reduce environmental impact.
- Libraries exhibit a strong consensus regarding the vital need for regular policy updates, highlighting a collective emphasis on remaining current within academic contexts. Libraries also reflects a proactive approach to maintaining operational efficiency and adherence to standards.
- Libraries face a multifaceted economic environment, with participants acknowledging financial impediments for reconstruction while exhibiting confidence in financial management and commitment to transparency. The distribution of budgets showcases diversity, notably with a significant proportion allocated to libraries operating with budgets below 500,000 pesos.
- Libraries recognize the need for institutional support in disaster preparedness, despite challenges from political factors. Addressing these challenges can improve disaster planning and coordination efforts.

Recommendations

- For the administration of academic libraries in Aklan, the findings underscore the importance of taking proactive measures to enhance disaster preparedness. It is recommended that library administrators prioritize the development and regular updating of comprehensive Disaster Management Plans (DMP) and Pandemic Preparedness Plans. These plans should be integrated into the library's operational framework and should involve all relevant stakeholders. Administrators should allocate resources for staff training, drills, and simulation exercises to ensure that personnel are well-prepared to respond effectively to emergencies and should advocate for the establishment of an institutional office solely dedicated to disaster management and pandemic preparedness to streamline coordination and response efforts.
- Faculty members play a crucial role in promoting disaster preparedness within academic libraries. It is recommended that faculty actively participate in training sessions, drills, and simulation exercises to familiarize themselves with emergency protocols and procedures. Faculty should support initiatives aimed at integrating disaster management and pandemic preparedness into the curriculum to educate students about these critical topics.
- Librarians are at the forefront of disaster preparedness efforts within academic libraries. Librarians need to lead by example and actively engage in the development and implementation of Disaster Management Plans (DMP) and Pandemic Preparedness Plans. Librarians should also prioritize staff training and ensure that all personnel are equipped with the necessary skills and knowledge to respond effectively to emergencies. Additionally, librarians should advocate for the installation of essential safety equipment and regularly conduct drills to test response procedures. By taking proactive measures and awareness, librarians can help ensure the safety and well-being of library patrons and staff.
- Library staff members play a vital role in supporting disaster preparedness initiatives. It is recommended that staff actively participate in training sessions and drills to familiarize