



# Living the Challenges Brought by Typhoon Odette to Students Enrolled in Action Research Course

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## ARTICLE INFO ABSTRACT

This study explored and described the lived experiences of research students who went through challenges in their research course due to typhoon Rai (Odette). This study utilized the transcendental phenomenology that helped the researcher explicated the meaning, structure, and essence of the lived experiences after the onslaught of typhoon Odette to research students presently enrolled in the course 'action research'. The research approach was confined to descriptive phenomenology. The findings of study revealed that connectivity issues, particularly Wi-Fi and internet signal disruptions, significantly impacted students' ability to manage school activities from home during the typhoon aftermath. These challenges led to increased stress and anxiety among Action Research course students, who struggled to complete research outputs without access to essential resources. Students faced anxiety and apprehension due to lack of electricity and internet access, causing difficulties in research outputs and meeting deadlines. Online classes were also difficult, highlighting environmental limitations. Despite these challenges, students expressed gratitude for the semester and demonstrated resilience. Addressing connectivity issues and providing support was crucial for mitigating natural disasters' impact on students' academics and mental well-being. The study provided valuable insights into strategies to mitigate these challenges and enhanced the learning experience. Recommendations included implementing flexible research methodologies, providing robust support mechanisms, and cultivating resilience and adaptability as integral facets of research education.

**Key words:** Living, challenges, typhoon Odette, filipino students, enrolled, action research, course

## Introduction

### Rationale

Many students thrived to survived after the typhoon afforded them with devastation and the lingering effect was the internet connectivity. The loss of their homes as well as for some was the loss of their loved one. The feelings and emotions painted into their lives created vacuum on the psychological and emotional void deep into the recesses of their minds and hearts.

Thus, the challenges and the struggles they experienced in having to go through in their classes contributed tremendous effect on them. This posed on how they survived and continued their studies. These were the stories of living the challenges brought by typhoon Rai (Odette) of Filipino students enrolled in action research and who lived in the areas hit by this typhoon.

This research course provided elementary teachers with an opportunity to conduct applied action research to enhance teaching and learning. The professor adjusted pedagogy based on timetable and student issues, ensuring timely delivery of content knowledge on principles, ethics, rigors, and processes in action research. This course aimed to improve teaching and learning in elementary education.

This study explored challenges in research, including technological devices, internet, and school concerns. It focuses on Filipino students enrolled in online classes for their third-year Bachelor of Elementary Education,

currently in the second semester of the 2022-2023 academic year. These students, living in areas affected by typhoon Rai (Odette), are enrolled in the action research subject during the second semester.

Typhoon Rai, also known as "Odette" in the Philippines, made landfall on December 16, 2022, on Siargao Island. With winds at 160 mph, it underwent eyewall rotation and reduced power to a Category 4, but remained at 150 mph. Rai made several other landfalls throughout the day, and on December 17, it made its ninth landfall in Roxas, Palawan, before moving into the West Philippine Sea. The extent of obliteration by Super Typhoon Odette has not been fully inventoried, but scientists have used the term "catastrophic" to measure the disaster (Santos, G. 2021; Center for Disaster Philanthropy, 2022; Inquirer.net 2022).

The Cebu City mayor called on telecommunication companies to expedite the restoration of their damaged lines and restore connectivity amid increased demand. He highlighted areas like schools and online classes that were delayed due to poor signal, even after Typhoon Odette desolated Cebu City and other parts of the Visayas and Mindanao in December 2022. The city government organized the Task Force Zeus to provide aid, manpower support, and equipment to help local electric providers and telecommunications companies speed up repairs and restoration efforts (Philippine News Agency (PNA), January 19, 2022).

The study sought to answer the gap in literature. The research study specifically answered the following questions:

- (1) What challenges were encountered by the students in accomplishing their deliverables in research subject?
- (2) What were these identified challenges in terms of internet connectivity, selecting their participants in their research project, and data gathering situations encountered by the students during the research course after this phenomenon?
- (3) What strategies were suggested to enhance the learning in the research process to be adjusted that the students need for learning the processes and rigors of research?

**Philosophical Underpinnings.** Phenomenology is a philosophy that focuses on the lived experiences of humans as the ultimate source of meaning and value. It addresses issues of intentionality, consciousness, qualia, and first-person perspective. Edmund Husserl's transcendental phenomenology is the foundation of all philosophy, focusing on the investigation of the transcendental ego or ontological question of Being. His understanding of Being moves within the contrast between the complementarity of transcendental entities and the Being of transcendental consciousness. Phenomenology is the rigorous science of all conceivable transcendental phenomena.

**The Problem.** This study explored and described the lived experiences of research students who went through challenges in their research course due to typhoon Rai (Odette).

The results were the basis for developing an inspirational book on how research students survived in these crises; how they coped up with their challenges in doing their research work and how they delivered their research output despite all these circumstances.

The results were the basis for planning a program on how to mitigate traumatic experiences of the students in research during the covid-19 pandemic and the effects of typhoon Odette in their lives. Thus, gave them psychological and spiritual counselling as part of their healing process.

### Review of Literature and Studies

**Action Research.** This was a practicum research course that provided perspective elementary teachers an avenue to conduct applied or action research that offered empirical bases to improve teaching and learning. After completion of the course, the students demonstrated content knowledge of principles, ethics, rigors, and processes in the conduct of action research.

Conduct educational research in groups of 2-3 members/group under the guidance of research professor or adviser or mentor: formulated research problems, justified its significance, gathered related literature and studies, chose appropriate research methodology and research design, procedures of gathering data, research instrument construction, validation, data collection, organization of data, analyzed, and interpreted results, conclusion and recommendations, proper citations and referencing. Disseminated research findings through (1) oral presentation and (2) written research output in a journal article (IMRAD) format.

**Typhoon Odette.** Typhoon Odette-ravaged regions waited until February 2022 for power to be restored, but water supply was not restored in 15 days. According to Radio dzBB, Mark Timbal, a spokesperson for the National Disaster Risk Reduction and Management Council (NDRRMC), power restoration in all impacted districts took place in February in the year that followed. He stated that in places where houses were damaged,

the government needed to take responsibility of restoring power. 150 of the 269 cities and municipalities that lost power as a result of the storm were restored. According to the Department of Energy, power in certain regions of Visayas and Mindanao were totally restored by May 2022 elections.

The National Electrification Administration, in its latest report, said six electric cooperatives did not have power, affected more than 2 million customers in 167 municipalities. Power was partially restored to 87 municipalities, meanwhile the Local Water Utilities Administration (LWUA) fixed the damaged water systems by Odette in 15 days. About half of 181 water districts in six regions were affected by Typhoon Odette according to LWUA administrator Guiling Mounding. A disaster official in Bohol said the province was in need of food and water as relief efforts continued. ABS-CBN's TeleRadyo, Anthony Damalerio with the Bohol Provincial Disaster Risk Reduction and Management Office appealed to donors to coordinate with local officials to ensure equal distribution of aid. The Armed Forces of the Philippines said residents in Bohol were also in need of generator sets as power remained a problem in the province.

*Loss of Property/Properties.* Poor people are significantly impacted by natural disasters due to their vulnerability to shocks, their limited resources, and the potential impact on their assets and consumption levels. These individuals face threats to their sustainability and long-term prospects, and traditional factors such as the average monetary value of damages and direct impacts of disasters also contribute to their vulnerability.

The impact of natural hazards on people's well-being is better understood through extended risk assessments that consider the ability of affected populations to cope with and recover from disaster losses. Poor people are more affected by natural hazards due to their settlement in risky areas, which offer economic opportunities, public services, and higher productivity and incomes. For example, households in Mumbai's regularly flooded areas accepted flood risks due to access to jobs, schools, healthcare facilities, and social networks. Globally, from 1970 to 2010, there was a trend towards increased risk-taking, with the world population growing by 87%, flood plains by 114%, and cyclone-prone coastlines by 192%. Risky areas attract all types of populations, including poor people, making them more attractive to disasters

*Loss of Life/Lives.* Disaster health literature primarily focuses on urban areas in high-income or developed countries, but Asia experiences the highest frequency of natural disasters in floods, cyclones, and earthquakes globally, with most large-scale disasters affecting rural communities in developing countries.

Typhoon Odette in the Philippines resulted in 407 deaths, 82 missing, and 1,147 injured or ill, with Central Visayas having the highest number of deaths. The National Disaster Risk Reduction and Management Council reported 1,140,118 affected families, 4,462,997 individuals, and 6,530 affected barangays.

Typhoon Odette severely impacted the livelihoods of the affected population, killing at least 1.29 million broiler chickens in Negros Occidental province. Additionally, it disrupted the jobs of local journalists, leaving over 30 in Surigao City and Siargao Island without income for almost two weeks.

*Slow to Limited Internet Connectivity.* Schools in Central Visayas suspended online classes due to poor internet services caused by Typhoon Odette. The Department of Education in the region coordinated with the Department of Information and Communications Technology to address the issue. Internet connectivity was a problem since the typhoon, and the director of the Department of Education, Salustiano Jimenez, appealed to agencies to restore internet connections so online classes can resume. Private schools were mainly affected by slow internet connections, as many students preferred online classes. Public schools used blended learning, combining online and offline modes. The exact number of affected schools and students was unknown. Communication and internet signals were not been fully restored in Cebu 24 days after Odette's onslaught. Telecom, Smart Communications, and PLDT, however, assured the public that their field engineers and personnel worked to restore network services as soon as possible.

PLDT and Smart Communications' services were affected by the absence of reliable commercial power and damage to lines following Odette. However, PLDT's fixed services in the Visayas were restored by over 70%, while Smart's mobile services in Cebu Province were restored by over 60%. Despite tightened COVID-19 restrictions, network teams worked to reconnect customers with the observation on health protocols.

## Methodology

**Research Design.** This study utilized the transcendental phenomenology by Edmund Husserl that helped the researcher to explicate the meaning, structure, and essence of the live experiences during the covid-19 pandemic and after the onslaught of typhoon Odette to research students presently enrolled in the course – action research. This research approach allowed the researcher to reveal the “essence of things” and provided

insights into social phenomenon (Creswell, 2015). Phenomena were the building blocks of human science and the basis for all knowledge (Moustakas, 1994). Transcendental was the main approach used to get the insightful information and in-depth understanding of the lived experiences of the participants for research purposes. The present study was confined to descriptive phenomenology.

**Research Environment.** The research environment of this study in a state university located in Central Visayas and the college of education. In this university, Research as a subject is offered in the curriculum, both the Bachelor of Elementary Education and Bachelor of Secondary Education programs. The subjects in research were the following: Educational Research and Action Research. These course offerings are offered every semester with three (3) units per subject.

**Research Respondents.** There were ten (10) students who participated in this research study. The participants were the students in research, particularly those who were enrolled in Action Research. This was the subject offering for the second semester AY 2022. Purposive sample collection was used in the selection of the participants. Inclusion in the standards of selecting the participants; students were in their third-year level from the college of education in the program, Bachelor of Elementary Education. The inclusion criteria included the following: (1) the students enrolled in the degree program were from the Bachelor of Elementary Education (2) were in their third year (3) were officially listed in action research subject (3) regardless of sex, male, female, or binary (4) was at least 18 years of age (5) were residing in typhoon Odette stricken areas and verbalized or claimed to have experienced these challenges like school related activities, their difficulties in the submissions of their research projects. (6) to screen the students was to identify who among those experienced these challenges in terms of beating the deadlines for the submission of their research project.

**Research Instrument.** This research study used the semi-structured interview guide and it was an open-ended interview schedule and composed of at least five questions, and these were the following parts: (1) preliminary question, three (3) developmental questions, and two (2) wrap-up questions. The interview was made so that it had a spontaneous flow of conversation and explained the details efficiently at the same time. Recorders from phones and Google Meet were used in every interview to accurately catch the participants' answers to the questions.

**Data Gathering Procedures.** In conducting this study, the researcher complied the documents necessary to submit to the Ethics Committee of the university for approval of the research study. Then, a letter was submitted to the Dean of College of Teacher Education (CTE). Upon approval, interviews were carried out to the selected participants. In order not to disrupt online classes, an interview with the guide questions were conducted during their free time. Caution was observed and ensured accuracy and completeness of the desired data and information. Most of all, the researcher assured the anonymity of the participants and the confidentiality of their responses.

The interview was conducted to approximately ten (10) students in Action Research and were currently enrolled in the second semester, AY 2022. The interview time was set approximately for 45 minutes to 1 hour in the entire duration.

The data gathering of this study was conducted for about three weeks maximum and depended on the consideration needed by the participants and the clarifications made by the researcher. The researcher made the recording through google meet for the purpose of transcription of the respondents' answers. After the collection of the recordings, the respondents' answers were checked, transcribed, interpreted, and analyzed.

**Data Analysis (Treatment of Data).** The study utilized Colizzi's method of analyzing the data. The Colizzi's method includes 7 steps: (1) read all the contents of interview; (2) extracted significant statements; (3) formulated meanings; (4) organized the collection of meanings into clusters of themes; (5) integrated the clusters of themes into an exhaustion description: (6) established the exhaustive description and identified fundamental structure of the phenomenon (7) ensured the credibility of the data through discussions with experts and independent reviewers.

## Results, Analysis, and Discussions

*The meaning of the experience living the challenges in the research course in relation to being affected of typhoon Odette* **Theme 1: Hard to bear challenges.** The presence of fear but meaningful, yet, death, birthday, and undone research paper was petrifying.

*“The meaning of my experiences during Typhoon Odette was very challenging and very difficult. The experience I had during Typhoon Odette was so traumatic. And it was so scary because my parents were not at home.”*

*‘It was traumatizing yet meaningful because it happened on the day my grandmother died. “I don’t know where to start knowing that we had one family member who passed away at the same time one is celebrating her birthday, along with my research project that is still unfinished.”*

*“The research team was unable to gather data yet for the research project. I was traumatized by super typhoon Odette. Unable to finish our research due to the loss of electrical power, signal, and internet connection.”*

*“I was devastated because I experienced the loss of electricity, signal, and internet power, and super typhoon Odette wrecked our home.”*

*“Super Typhoon Odette interrupted our research activities, but before it happened, my research group was able to gather data. But when the typhoon hit Cebu, my research group lost contact with each other because there was no electric power and the telecommunication lines were greatly damaged.”*

*“Typhoon Odette was a real super typhoon, and I wasn’t prepared for the horrifying experience. In the absence of technology, we were no longer connected, and we were left in silence. Odette was the cause of the delay in finishing our research project according to the timeline given by the research professor.”*

*“After Typhoon Odette, many things were difficult to deal with because it was still the time of the pandemic, it wasn’t normal yet; everything had to be done online. I was worried about my tasks and my classes and whether or not I was able to submit them to the deadlines on time.”*

*“The experience was so scary, and I felt sadness when I remembered the events when Typhoon Odette landed and destroyed our place in the southern part of Cebu. Big trees, crops, and everything else in vegetation were lost due to its intensity. We almost lost our house, and it was an experience that almost killed us.”*

**(Participant1,2,3,4,5,6,7,8,9,10).**

Super typhoon Odette created real struggle to continue the research project, devastated, damaged and destroyed properties, communication lines, little to no water and food supplies were hard to bear. It disabled data gathering and struggled to communicate with the research team resulted to delay and failure to deliver submissions of the research project, and suspended classes were horrifying times of these experiences.

According to the study of Garcia, R. (2020), the study examined the socioeconomic repercussions of natural disasters, particularly typhoons, on vulnerable communities in the Philippines. By analyzing factors such as access to education, healthcare, employment opportunities, and basic necessities, the research highlights the multifaceted challenges faced by affected populations and underscores the importance of targeted interventions to mitigate vulnerabilities and enhance resilience in disaster-prone regions.

*Stories in living about the experience. **Theme 2: Emotional Outburst.** Tears fell on the corner of my eyes as I looked into my old school uniform. Life goes on, like cleaning, fixing, and reusing things. But the presence of fear, bad memories, and psychological trauma followed by the shadow of the past every time heavy rains pour down with strong winds speaks a lot about living with Odette’s traumatic experiential memories.*

*“All I could think was how to start all over again because I knew for sure we will start again from the beginning. we no longer have a house and what we did was to clean up and fix things that can still be reused. The first thing I saw and picked was my school uniform. When this happened, I was teary eyed. Though I didn’t cry but I was teary eyed because it was my first time to experience in my life that kind of typhoon. My first time to experience bitterness”*

*“As I live the experience, whenever there is news of a typhoon coming or when the wind becomes strong, fear overcomes me, and I always recall super typhoon Odette, and it caused me and my family the feeling of desperation because of the psychological effects it brought us. It caused me a lot of sad memories, and it was really traumatic, not just for me but also for the entire family.”*

*“I am living with the experiences in a way that at times when there is strong wind, immediately what comes into my head is the question, What is this again, another typhoon Odette? There were times after typhoon Odette, whenever I hear kind of sounds on the roof, is there a need to repair it? Questions like, Is the roof okay and won’t fly out? There was even a time when my father called us to verify where we were since the wind was becoming intense again.”*

*“I am living the agonizing, traumatizing, and torturous experience of Typhoon Odette. It was the birthday of my mother, the burial of my grandmother, and the arrival of the super typhoon. Odette wrecked our home and left us with nothing to spare.”*

*“It was the most unforgettable experience. It gives me the fear that there will be strong winds next to come, and I worry, and that causes me to think about a lot of ifs in my mind.”*

*“Each time I hear it in the news or read it on social media that there is a typhoon coming, I fear it and feel a sense of relief if ever the typhoon misses passing through the Visayas area. Every time the rain pours heavily, the wind blows stronger, and I hear loud spattering on the roof, the trauma makes me quiver in fear, and my brain recalls the memories of super typhoon Odette. It makes me quiver down to the spine the sad things it brought into my life.”*

*“Up until now, there has been trauma because every time the wind blows harder, I become anxious, not knowing what to do.”*

*“Living with the experiences of Typhoon Odette was the reason why it took me and my family to slowly cope with the past. Even at the slightest sound of rainfall falling on the roof, we panic. Because up until now, our house is still made of light materials.”*

*“I already experienced typhoon Yolanda, but typhoon Odette wasn’t as strong as Yolanda, but still, it didn’t change the fact that it was a super typhoon and the winds were strong.”*

*“I acted out strongly and pretended that I was not affected. In reality, up until now, every time the wind blows, I tell myself, This is what Odette likes to be, and it is going to be like Odette again. Every time the leaves of the trees sounded like they were moving or the tower near our house added up, it would remind me of the super typhoon. It seems haunting, but the experience lives on. I palpitate, and my heart beats so fast as the memories of the typhoon flood into my mind. What happened in Odette flashes back to the past, and I tell*

*myself, This is Odette in the present time. Even now, I am still carrying the kind of fear that Odette transfused into my emotions, but to a lesser degree.”*

**(Participant 1,2,3,4,5,6,7,8,9,10)**

Lived the experience in agony, trauma, and torture during super typhoon Odette and it came on time while celebrated life and mourned the death of a dear one in the family. Fearful memories in the sound of rain splattered on the roof. Recalled bad experiences during typhoon Odette creates quiver in the spine caused by trauma of the past. The need to heal from going through the panic at the slightest sound of rain on the roof top. The experience lives on as it palpitated and made the heart beats faster as memories floods into the mind. Mental conditions were at its worst because it caused trauma and anxiety. Slower time to cope up and the need for healing from the trauma. At the slightest sound of the rain, I panicked and I was in denial it lived on to the days when the sounds become real and pretended not being affected by the strong winds yet the sounds will always bring back to that fatal day of December 16, 2022.

Santos, L. (2023), gave the detailed stories in the impact of typhoon Odette on the lives of the people. This study delved into the psychological aftermath of natural disasters, focusing on how survivors construct narratives of resilience to cope with trauma and loss.

*Realizations on this crisis and its effects particularly in the course, action research at present moment.*

**Theme 3:** Super typhoon Odette brought uncertainties in the future however a smile was always a symbol of resiliency. Moreover, super typhoon Odette caused the crisis that affected the action research project of the third-year college students yet thankful for the present despite the cloudless past. Yet thankful for the present despite the cloudy past.

*“I realized I had no idea what will happen tomorrow, next week, next month, or next year. I still don't know what other crisis will occur in this life, and because I don't know what will happen next, I need to stand firm with my responsibilities as a student, one of which is to comply with everything as a student, and luckily, we were having our research study at the time. God is great since my group mates are responsible because they don't like to delay, especially in our research because it wasn't an easy subject and needs students who are mentally stable and physically okay.”*

*“I realized that it is important for me to be ready because I really don't know what will happen in the future. I was in my third year of college when it happened. And to be honest, my third year was the busiest year in the entire college years I had.”*

*“I need to be resilient, and despite the crisis that we were facing at the time, we were still able to smile.” In the spirit of collaboration, each member extended their arms to assist those in need. We were all touched by the mega typhoon, and as Filipinos, we rose above that tragic circumstance. How it influenced my studies, particularly in the field of action research, was linked to my action research study since the event provided several learning opportunities. It definitely touched me in my studies in a way that extended my perspectives on so many things, minor as they are, that we needed to be thankful for.”*

*“My understanding about this situation is to enjoy small things, which brings back memories of what happened since there was no power, light at night was provided by bonfires, and the light of the moon was sustained throughout the night while sleeping. It wasn't a déjà vu, but rather another significant way for me to bond with my family and friends. In academics, I understood that I needed to plan out my activities ahead of time and manage my time. I also learned that I needed to become a responsible student, taking responsibility for all actions, because I never knew what may happen next. I must study harder and never delay on my schoolwork.”*

*“I realized that everything in this world is unpredictable. If only I knew Odette was brave and incredibly powerful, if only I could provide the missing data in action research, but as I already stated, everything is unclear. Despite the lack of electricity and internet, I found means to complete our pending research report. I recall having to go from our house for around an hour to thirty minutes to reach a location where I could receive a signal. As the class mayor at the time, I became irritated since it was necessary for me to communicate with classmates and teachers about the typhoon's status. I couldn't do it since it was impossible*

*for me at the moment, and I felt hopeless. But then I convinced myself that everything will pass and everything would be OK for all of us. As long as I won't give up and will persevere since I understood they were obstacles in life"*

*"My realization, tomorrow is not assured. I need to prepare since I don't know what's going to happen. In terms of my schoolwork, this implies that I must do what I am meant to accomplish as soon as possible in order to prevent wasting my time. This is to stop thinking about all the things I need to do. Communication is vital because, after many weeks of Odette's sadness, our research team made an attempt to reconnect and discuss how to complete and submit our study. Communication was a technique to aid each other's issues or challenges at the time be handled by the other members of the group."*

*"I learned that I needed to be prepared at all times because not everyone considered that things may happen at any time. Nobody anticipated it, and it showed me the importance of planning ahead of time. Natural disasters are constant reminders in life that our possessions are precarious. In school, there are duties and activities that must be completed without delay. Learning first aid is necessary. This is to prepare me for whatever happens, so that I have the knowledge to utilize during an emergency. Finally, it taught me not to panic in the face of disasters, catastrophes, or other unforeseen circumstances. Instead, be cool and analytical about the following steps. As with Odette, there was when I worried not knowing where to acquire water"*

*"I realized that I must appreciate what I have. When it happened, I was enrolled in a research subject, and writing the five chapters was not done. And what I did was realize that I needed to utilize what I had. At that time, I still had manuscripts saved from the rain that became dried after a while. It took time to segregate the papers in our research project. When I charging my phone in the church, luckily, I was able to save files on my phone. Because of this experience, my realization was to appreciate the things available in my possession. Also, the situation I was in once made me realize that nothing is more important than family."*

*"I already experienced typhoon Yolanda, but typhoon Odette wasn't as strong as Yolanda, but still, it didn't change the fact that it was a super typhoon and the winds were strong."*

*"I recognized that I had to constantly be prepared, even for things that were impossible to control, such as environmental conditions and natural disasters. As a student and future researcher, I must do my best to participate in every aspect of people's lives and to protect the environment. I need to actively engage in action research in order to give back to the community and address issues such as coping and healing. It made me appreciate the value of action research after my experiences during Typhoon Odette. I'm hoping that the other researchers will undertake action research to determine what they should do each time Odette returns to damage people, properties, trees, plants, and animals. I will not allow an Odette-like typhoon to happen again in the future. Again, we must perform action research that not only provides solutions in a short amount of time, but also in all facets of life, notably in the sphere of education. The need to take action in every corner of the Earth"*

**(Participant 1,2,3,4,5,6,7,8,9,10).**

The research papers were completed despite frustrations after typhoon Odette, which affected communication lines and internet connectivity. The team managed to maintain resilience and prepare for college life, ensuring no wasted time during restoration efforts. The study learned that natural calamities bring uncertainties, and it is crucial to learn first aid, control emotions, and not waste water. Students should appreciate small things and keep moving forward. Typhoon Odette had a stronger impact on destruction, but it caused the greatest fear in the lives of students. As future researchers, students have a responsibility to take active consciousness in caring for people and the environment, as the environment is susceptible to natural calamities. They should also give back to the community and offer solutions to problems, such as coping and healing.

Reyes, J. (2024) explored the coping strategies of college students following Typhoon Odette, focusing on their psychological resilience. It examines the impact of the disaster on academic, social relationships, and emotional well-being. Students used strategies like seeking social support, positive reframing, and utilizing personal strengths. The study emphasized the importance of social support networks, including friends, family, peers, and academic institutions, in facilitating coping and adaptation processes. It also underscored the need for supportive environments and targeted interventions to address the psycho-social needs of college students affected by natural disasters.

*The school activities and other things left unattended as an effect of not having electricity and internet accessibility. **Theme 4: Positivism.** During typhoon Odette, a positive attitude was developed due to increased bonding time and appreciation for small things. However, uncertainties arose in students' research, requiring action research papers to be done ahead of the crisis.*

*"In addition to the research subject, there were additional matters with which we had to comply. We were unable to complete our routine job or activities when the typhoon hit Cebu due to power loss and loss of internet access. We basically waited for announcements from our institution. Because there was no electricity and no internet connectivity at the time, no student could carry on with their typical routine. All of our research project, activities, and assignments, which were intended to be submitted before Christmas,*

were left behind. So, anything and everything that we were unable to perform stayed on hold for the research paper we needed to complete in the action research subject.”

“There were several things to do, most notably a large number of submissions, despite the lack of electricity. And we were online at the time, and we needed internet connectivity, so I had to open my laptop and charge it, which took about two months. During such times, the school allowed us to extend our submission deadlines, but it was still difficult due to worry. If we could submit on time, we received a lower mark if we did not, and this was the major issue with most academic assignments.”

“Other issues included no internet connectivity, which occurred over a two-month period. I am pleased that I submitted my projects, tasks, and activities before Odette. The essential idea is that whatever we can achieve today, we should do it as soon as possible. In this manner, one does not have to cram and may avoid omitting all of these submissions. Online lessons were ongoing at the time, and I was occasionally unable to attend them. I did not have internet access, and the signal and connection were terrible. These were my biggest concerns back then during Typhoon Odette.”

“The activities left unattended were fewer for individual work since I am the type of student who would do all work ahead of time and not wait until the deadline if I have enough time. I didn't mind the internet. However, when the online classes began, I am grateful to the teachers for being flexible in terms of submissions because there was intermittent to no electricity and internet access. I neglected an activity being our project in “Genlites” as the organization's mayor; the idea was an extension service, a tutorial service for school age children, and it was to be face-to-face; the timetable was the days following Odette.”

“Unfortunately, when Odette arrived, we had to continue providing tutorials online in December. I considered it action research because we provided an intervention, adopted it online, and used whatever was there to be applied, especially to optimize the utilization of accessible learning resources.”

“In my case, there were no possessions I lost, but I didn't finish doing our research study and didn't start the Introduction, Methodology, Results, Analysis, and Discussions (IMRAD). All of the data that we received was safely stored in Google Docs and Google Drive. But my family's documents, such as the Philippine Statistics Authority's (PSA) and St. Peter's documents, were carried safely. On the other hand, my nephews, nieces, and cousins—all of their modules were lost and damaged in the rain, and nothing was left.”

“The main activities that I left unattended were the online classes, which were very important. The electricity in our barangay was back after more than a month, while the online classes were resumed before our electrical lines were fixed. My duties as class mayor were also left unattended because of my situation. I was very thankful for my groupmates in our subject research because they were considerate of where I was at that time. Likewise, to all my classmates who understood why I was unable to perform my duties as their class mayor”

“It happened a few weeks before the semester ended, and there were heaps of tasks in my part, at least there were only a few tasks left for me to do. Since Cebu City was the first to be rescued when it comes to the restoration of electricity, signal, and internet connectivity, I often traveled to Cebu City in order to work on the remaining tasks that needed to be done and submitted. Particularly in research, my group was already looking for me, and they tried to reach out in order to discuss what tasks I was assigned to do and submit. I was not able to do it, but I am thankful for the teachers and our class mayor, who reached out to those who were greatly affected by the typhoon. We asked for an extension from our teachers for the submissions. Also, at that time, we were working on our research conference for the International and National Teachers and Students Conference, or TestCon. There were times when we were able to go to sleep at three in the morning. This was in preparation for the testcon, and we were happy because we made it.”

“On December 16, at 6 p.m., we had our dinner ready, but I didn't eat since I was working on a lesson plan for one of my courses. When the wind began roaring outside, I had no idea what was going on, but Typhoon Odette had knocked on our door. After a few minutes, there was a brownout, so I stopped working. Then Odette attacked bravely, cutting off our electricity, water, and internet. My lesson plan had been undone, which was quite timely for my schoolwork. In action research, our research team will need to document the analysis and interpretation of the data that we have previously collected.”

Typhoon Odette caused a power outage; therefore, all refilling stations were closed. We had electricity at the end of January. When it was restored, I was concerned since the research project was not yet completed. Communication with the study team was critical at the time. The majority of them came from the south of Cebu, which was heavily impacted by super typhoon Odette. The students who lived in these areas suffered more since it took them longer to have access to electricity and the internet. They battled and waited for a signal before contacting the other members in various locations around Cebu.”

**(Participant 1,2,3,4,5,6,7,8,10).**

School activities were difficult to manage at home because there was no Wi-Fi, the internet signal was down. These contributes to some mental issues like thinking a lot of times on how to pass the course in action research. The students in action research were not able to finished the research outputs. It caused them anxiety for not submitted on or before due date. The difficulty of getting into the online classes were impossible due to no electricity and accessibility to the internet. The struggle to finish the semester but still thankful to finish the semester despite challenges that were not there before.



Garcia and Lopez (2023) in their study, highlighted the digital divide, which leads to decreased academic engagement, learning loss, and widening achievement gaps. Students without reliable internet access face barriers to online lectures, virtual discussions, and assignments, affecting their academic progress and exacerbating educational inequalities. They emphasize the need for targeted interventions to address this divide, such as expanding broadband infrastructure, providing internet access subsidies, and distributing technological resources to underserved communities. This is especially crucial in the aftermath of natural disasters like Typhoon Odette.

*The emotions and feelings after the electricity lines and the internet connections are restored at home.*  
**Theme 5: An Attitude of Gratitude.** The attitude of gratitude in spite and despite of disbelief when it came to be known the electrical power was “on” was indeed a eureka moment with overwhelming joy and excitement while the bulb lights dance before my eyes instantaneously reversed the candle sticks and gas wicks into bright incandescent lights.

*“I sat there, not knowing what to do next, and I was in my deepest thoughts, doing nothing, but I stared at the lights. And finally, we thanked God with happiness that we finally had seen light and never to see again dark days and dark nights.”*

*“I was happy and grateful, but the electricity was restored.”*

*“I mixed emotions when, finally, there was electricity, and I jumped and jumped for glee with no measure of its degree. For many months, I haven’t used the electric fan, there is no internet, and I cannot charge. When there was light, I turned off and, on the lights, is this for sure? There is light!”*

*“I was very overwhelmed because, finally, after two months, our electricity was restored. I was so happy that I did not contain it since I saw the brightness of incandescent lights and no longer the light that came from the candle sticks and gas wicks.”*

*“It was much of a miracle that was happening in our house. The feeling was unexplainable because finally there was light and cool air.”*

*“I was able to communicate with my research team for the international and national research conference for teachers and students, or testcon, and it enabled me to work on those tasks that were forgotten due to the typhoon.”*

*“The feeling was like the Christmas lights in Christmas time were colored lights from tiny bulbs that shone like the stars and moon in the skies.”*

*“I thought that I was crazy while reading their news, and I jumped and jumped. It was a hallelujah moment for me.”*

*“I felt so very happy because I was able to communicate with my group, online classes were resumed, and my team in research was able to discuss the assigned tasks that we were supposed to finish. The due dates for submissions were perennial questions; we asked whether professors granted student extensions for these piles of assignments that were to be submitted. But the professors were considerate in giving the students extensions for submissions.”*

**(Participant 1,2,3,4,5,6,7,8,10).**

The communication lines were back so the research team was on track with each other and were able to work on the tasks that was forgotten throughout the period of the typhoon. However, there was unstable signal yet it allowed text messages to be received at the receiver’s end. Online classes were resumed and the team were able to discuss the assign tasks that were to be finished. Due dates for submissions were perennial questions asked whether the professors granted the extensions for submissions. The restoration of the electricity was the most important way for students to continue online classes due to the delay caused by the damage.

Martinez, R. (2023) explored the positive outcomes and resilience factors experienced by college students following Typhoon Odette, specifically in relation to their research projects and assigned tasks. The study highlighted the concept of post-traumatic growth (PTG), which refers to the psychological changes that individuals may undergo after trauma, such as increased personal strength, appreciation of life, and deeper interpersonal relationships. Despite the challenges and disruptions caused by the typhoon, some students found unexpected opportunities for growth, creativity, and resilience in navigating the obstacles they faced.

The experience of overcoming adversity and adapting to new circumstances fostered greater resilience and resourcefulness, enabled students to approach their research projects with renewed determination and creativity. The sense of community and mutual support emerged after the typhoon strengthened interpersonal connections and collaborative efforts, facilitating collective problem-solving and knowledge sharing. Martinez’s study contributes to our understanding of the complex interplay between trauma, resilience, and academic achievement, emphasizing the importance of recognizing and nurturing students’ strengths and resilience factors in supporting their academic and personal development.

*Suggestions to your research professor in terms of schedules for submitting and meeting the deadlines after the suspension of classes. **Theme 6. The Pact.** The professor and the students must meet half way to agree on the activities and dates of submissions. Set schedule for early submissions and professors and students to agree on the activities to be submitted. The professor sets the ideal situation like giving students dates for submissions within three days, students must accomplish their tasks.*

*“The ideal situation happened to our group because when the professor and adviser in research gave us the dates of the submissions, automatically our leader assigned each of the members and each one of us to do a part of the research, and it must not take more than three days.”*

*“Professors need to consider adjusting to the submissions of their students’ outputs. However, in the case of our subject in action research, we didn’t get deductions from the late submissions. Our research professor/adviser was very, very considerate.*

*“She communicated, consulted, and afforded us a two-way relationship between students and teacher.”*

*“She always gave us time for consultations with all groups. She gives us feedback and motivation to continue and finish our research project. She let us join the Teachers and Students Conference in Research (TestCon), and we were able to finish our research study on time and join TestCon as well. She pushes us to be the best version of ourselves.”*

*“The class mayor reached out to the research professor in order to extend the dates for submissions. We are thankful for the research professor.”*

*“The research professor or adviser was considerate and like a mother. She asked for feedback regarding submissions. She was not like the other professors who did not see the challenges; they added more to the struggle”*

*“In the research project, there was less to edit, and we were surprised it was revised and edited by the research adviser.”*

*It would be better if there were more extended dates for deadlines, although the pandemic rules still applied. There was a grace period of one year”*

*“Salute to the professors who gave empathy and consideration to their students. The professor of research understood the needed time for recovery. This case was possible, especially since students were not able to finish their research projects. However, with the kind professor in action research, students were able to carry on and finish the research paper. The research team, through the help and understanding of the research professor, accomplished the research projects.”*

**(Participants 1,2,3,4,5,6,7,8,9,10).**

More extended dates of deadlines and pandemic rules were applied. Grace period of one year for accomplishing tasks. Flexible learning and understanding from the professor’s end Innovations from the university president to think of and included part of the students during calamities if there will be a safe proof plan that is beneficial to the students.

Cruz (2023) studied and explored the role of student engagement in disaster preparedness and community resilience in calamity-prone areas in the Philippines. By extending submission deadlines for research projects and encouraging students to develop innovative solutions, universities and educational institutions can harness the creativity and expertise of young minds to contribute to disaster risk reduction efforts. Collaborative partnerships with local governments, NGOs, and other stakeholders can leverage the insights and recommendations generated by college students to inform the development of comprehensive and context-specific disaster mitigation plans. By integrating student-led initiatives and innovative ideas into existing disaster management frameworks, communities can enhance their capacity to anticipate, respond to, and recover from natural disasters more effectively.

Students must propose novel approaches to strengthen critical infrastructure, enhance early warning systems, implement community-based disaster risk reduction programs, and promote sustainable land use and urban planning practices in disaster-prone areas. This study underscores the importance of fostering interdisciplinary partnerships and leveraging the collective expertise and creativity of diverse stakeholders to build more resilient and sustainable communities in calamity-prone areas.

### **Scope and Delimitation of the Study**

This study examined the experiences of third-year college students in the "Action Research" course during the first semester of 2022, focused on the challenges they faced during Typhoon Odette. It explored the immediate impacts, coping mechanisms, and long-term effects on their academic performance and well-being.

This study focused on the experiences of students affected by Typhoon Odette in a specific geographic region, excluding students outside this area. It is temporal, focusing only on the effects of Typhoon Odette during the first semester of 2022, and does not include any subsequent events. The study only involved third-year college students enrolled in the "Action Research" course during Academic Year, 2022, First Semester. It does not

explore broader aspects of the typhoon's impact, such as infrastructure damage or community response efforts. The research remained focused on the students' experiences within their academic pursuits. These delimitations help clarify the study's boundaries and ensure its manageability within its defined parameters.

### Conclusion

This study highlights the significant impact of natural disasters on students' academic pursuits, especially in research. It revealed the lived experiences of research students who faced challenges such as disrupted internet connectivity, participant selection, and data gathering. These obstacles not only disrupted the research process but also caused frustration, uncertainty, and stress among students. The study provides valuable insights into strategies to mitigate these challenges and enhance the learning experience. Recommendations include implementing flexible research methodologies, providing robust support mechanisms, and cultivating resilience and adaptability as integral facets of research education. The study serves as a reminder of students' resilience and resourcefulness in the face of adversity and emphasizes the need for educational institutions to address the unique needs and challenges of students impacted by natural disasters, fostering an environment conducive to continued learning, growth, and academic success.

### Recommendations

The study "Living the Challenges Brought by Typhoon Odette to Students Enrolled in Action Research Course" recommends that educational institutions should adopt flexible research methodologies to adapt to unforeseen disruptions like natural disasters. Faculty members and students should explore alternative data collection and analysis approaches to accommodate challenges like limited internet connectivity and participant access. **Robust Support Mechanisms:** Institutions should establish robust support mechanisms to assist students in navigating logistical challenges encountered during research projects. This may include providing access to alternative resources, facilitating communication channels between students and faculty, and offering technical assistance to overcome barriers related to internet connectivity and data gathering.

**Resilience and Adaptability Training:** Incorporating resilience and adaptability training into research education curriculum can better prepare students to navigate challenges arising from external factors like natural disasters. By equipping students with coping strategies and problem-solving skills, educational institutions can empower them to persevere and succeed despite adversities.

**Community Engagement Initiatives:** Encouraging community engagement initiatives within research projects can foster collaboration and mutual support among students, faculty, and local communities. By leveraging collective resources and expertise, students can mitigate the impact of challenges such as participant selection and data gathering, while also contributing to the broader community resilience efforts in the aftermath of natural disasters.

**Continuous Evaluation and Improvement:** Educational institutions should conduct continuous evaluation of their research education programs to identify areas for improvement in addressing challenges posed by natural disasters. Faculty members and administrators should solicit feedback from students regarding their experiences and needs during such events

### Interview Guide

#### Prompts and Probes

- (1) Tell me about the meaning of your experiences living the challenges in the research course in relation to being affected of typhoon Odette.
- (2) Can you tell me about your story on how you are living the experience?
- (4) What is your realization about these crises and its effect in your studies particularly in your subject in research at present?
- (5) Tell me more of the school activities and other things that are left unattended as an effect of not having electricity and internet accessibility in the months after the typhoon hit Cebu?
- (6) Describe your emotions and feelings after the electricity lines and internet connections are restored in your home?
- (6) What do you suggest to your research professor in terms of schedule for submitting and meeting the deadlines after the suspension of classes?

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