

**ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF  
MINDANAO**



A Thesis Presented to the Faculty of the  
College of Criminal Justice Education  
University of Mindanao  
Davao City

In Partial Fulfillment of the Requirements for the Degree of  
Bachelor of Science in Criminology

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## APPROVAL SHEET

This undergraduate research study entitled: "**ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO**" prepared and submitted by **JOEBERT R. DUMOYO, NORJUN V. ALLERA and CHRIS JOHN M. HAYO** in partial fulfillment of the requirements for the degree of Bachelor of Science in Criminology has been examine and hereby recommended for acceptance and approval.



**LEO CARLO B. RONDINA, Ph.D.**  
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## PANEL OF EXAMINERS

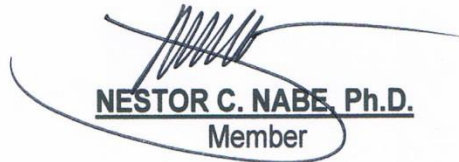
**APPROVED** the panel of examiners with the grade of \_\_\_\_.



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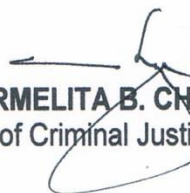
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**ACCEPTED** in partial fulfillment of the requirements for the degree of Bachelor of Science in Criminology.



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## ABSTRACT

The purpose of this study was to examine the assessment of school safety of the University of Mindanao about the enacted security measures inside the school to eliminate from threat and menace in the grounds. The theoretical framework for this research was the theory of security and safety. A descriptive research configuration is utilized in this research. A survey questionnaire was administered to four hundred (400) University of Mindanao students who originated from various colleges and departments that chose as research respondents. The researchers discovered that the students were satisfied with the enacted school safety and security assessment in the University of Mindanao. The overall result in the of assessment of school safety of the University of Mindanao when assessed by the aforementioned indicators has the score of 3.01 as excessive and there is no significant difference in the appraisal of school safety of the University of Mindanao when broken down by age, gender, year level, and program.

Keywords: security, safety, preparedness, awareness.

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**J.R.D**

**N.V.A**

**C.J.M.H**

## DEDICATION

We would to thank our  
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for giving us good health, strength, patience, knowledge, wisdom  
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to undertake this higher studies and to face  
the eventualities of life with zeal,  
enthusiasm and  
fear of  
God.

## TABLE OF CONTENTS

		<b>Pages</b>
<b>TITLE PAGE</b>		i
<b>APPROVAL PAGE</b>		ii
<b>ABSTRACT</b>		iii
<b>ACKNOWLEDGEMENT</b>		iv
<b>DEDICATION</b>		v
<b>TABLE OF CONTENTS</b>		vi
<b>LIST OF TABLES</b>		vii
<b>LIST OF FIGURES</b>		viii
<b>Chapter</b>		
<b>1</b>	<b>PROBLEMS AND ITS SETTING</b>	
	Background of the Study	1
	Statement of the Problem	2
	Hypothesis	2
	Review of Related Literature	3
	Theoretical Framework	8
	Conceptual Framework	9
	Significance of the Study	10
	Definition of Terms	11
<b>2</b>	<b>METHOD</b>	
	Research Design	12
	Research Subject	12
	Research Instrument	13
	Data Gathering Procedures	15
	Statistical Treatment of Data	15

<b>3</b>	<b>PRESENTATION AND ANALYSIS OF FINDINGS</b>	
	The extent of assessment of school safety of the University of Mindanao in terms of risk factor	16
	The extent of assessment of school safety of the University of Mindanao in terms of respond places	18
	Evaluation of the extent of assessment of school safety of the University of Mindanao	19
	The extent of assessment of school safety of the University of Mindanao when grouped by age	20
	Independent samples t-test results showing the Significant differences on the extent of assessment of school safety of the University of Mindanao when grouped by gender	22
	The extent of assessment of school safety of the University of Mindanao when grouped by year level	23
	The ANOVA on the extent of assessment of school Safety of the University of Mindanao when grouped by program	24
<b>4</b>	<b>SUMMARY, CONCLUSION AND RECOMMENDATIONS</b>	
	Summary	25
	Conclusion	26
	Recommendation	26
	<b>REFERENCES</b>	28
	<b>APPENDICES</b>	
	A – Table per Indicator	
	B – Plagiarism Check Result	

C – Title Approval signed by the Dean and  
Research Coordinator

D- Title Approval Forms

E – Undergraduate Research Personnel

F – Letter of Acceptance-Adviser

G - Assignment for Research Personnel

H – Endorsement for Final Defense

I – Consultation Forms

J –Permission to Conduct Study from the Head  
of the agency/company

K – Certification of Appearance issued by the  
head of the agency/company where study  
is conducted

L – Validation Result

M –Sample Questionnaire

N – Certification-Statistician

O – Curriculum Vitae



**LIST OF TABLES**

<b>Table</b>		
1	The Extent of assessment of school safety of the University of Mindanao in terms of risk factor	16
2	The Extent of assessment of school safety of the University of Mindanao in terms of respond places	18
3	Evaluation of the extent of assessment of school safety of the University of Mindanao	19
4	The Extent of assessment of school safety of the University of Mindanao when grouped by age	20
5	Independent samples t-test results showing the Significant differences on the extent of assessment of school safety of the University of Mindanao when grouped by gender	22
6	The Extent of assessment of school safety of the University of Mindanao when grouped by year level	23
7	The ANOVA on the extent of assessment of school Safety of the University of Mindanao when grouped by program	24

## LIST OF FIGURE

### Figure

1	Conceptual Framework of showing the variables of the study	9
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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Background of the Study

Providing and satisfying school safety and security needs of the people to feel safe and to give them a higher motivation and more time to concentrate on their job performance. A voluntary approach on the part of the management to provide security personnel's which are over above what is laid down by the law, would increase the morale of the students and staffs and encourage them to perform better (Corpuz&Delizo, 2011).

Feeling safe and secure in school is a need that must be met for students to reach their full potential while they're studies. They are some form, bolting or checking entryways and doors are proposed to farthest point or control access to class grounds and utilize the metal detectors and surveillance cameras, are planned to screen or limit the movement of the students, employees and visitor's behavior on campus (Institute of Education Sciences: National Center for Education Statistics, 2007).

Implementing security measures is indispensable to assess the vulnerability to risk and to introduce techniques and measures at school, in order to create a stable, fairly predictable environment in which individuals may move freely and to create a peace environment inside the campus were the students are free from menace, risk, and hazards inside or outside the campus. Personal interaction between students and security personnel build mutual trust, which is essential to addressing school problems (Lombaard&Kole, 2008).

The studies above dealt with the Assessment of School Safety of the University of the Mindanao. The situation influenced the specialists to look on how far the school safety in the University of Mindanao which can be valuable to the planned recipients of this research and potentially build up an activity intend to move forward

### **Statement of the Problems**

The studies were conducted to determine the assessment of School Safety of the University of Mindanao. Specifically, it strives to answers the problem:

1. What is the extent of assessment of school safety of the University of Mindanao in terms of the following?
  - 1.1 Risk factory
  - 1.2 Respond places
2. Is there a significant difference on the extent of assessment of school safety of the University of Mindanao when respondents are categorized according to gender, age, year level, and program?

### **Hypothesis**

The null hypothesis was conceived and tested at a 0.05 level of significance that there is no significant distinction on the extent of Assessment of School Safety of the University of Mindanao when respondents are categorized according to gender, age, year level, and program.

## **Review of Related Literature**

In this portion, the related literatures are presented whose sources came from newspaper, journals, internet and books and articles published and unpublished. The detail of the presentation is made in the following paragraphs.

There are many issues that encounter different schools worldwide that caught the attention of the different school leaders. In Istanbul, Turkey the first meeting of safe school's leaders organized by the Government of Turkey in the participation of UNIRDR (United Nation Integrated Research on Disaster Risk) who are committed and active in school safety as part of a unique safe school's leaders group that will steer the Worldwide initiative for safe schools. The school leaders are expected to make safe schools a priority as part of their national planning and implementation agenda, including disaster risk reduction policies being integrated into school safety and national education plans. The message of the event is not only for the security measures of the school, but they also include the security of the natural disaster of how we respond to natural calamities (Integrated Research on Disaster Risk, 2014)

Some countries are experiencing the natural calamities that result in the interrupt of the class and damage to the infrastructure of the school, and these are the situations that are inevitable in all schools worldwide, the Disaster Risk Reduction recommends the priorities to be done in school. Schools must be safe, and education must not be interrupted, protecting children must be a priority before, during, and after a disaster, children have

the right to participate and to access the information they need, community infrastructure including schools must be safe, and relief and reconstruction must help reduce future risk and disaster risk reduction(Transburg, 2013).

In connection, during the massive earthquake in Nepal, many of the infrastructures of school are collapsing because of the lack of foundation of the building and using of the sub-standard of the materials those results of damages of school's infrastructures. Schools are used as long-term shelters among students and employees. It is challenging for the governments of Nepal to meet spending targets in education, and humanitarian appeals have failed to raise the seven million three hundred thousand dollars needed to support education (Albright, 2016).

.A great deal of foundation has found that through enhancing safety effort, it conveys numerous advantages in guaranteeing and ensuring the security of the understudies, representatives, and guests. Security designs upgraded the prosperity of the entire premises of the grounds and also the counteractive action of burglary, badgering, and viciousness. .Strong security conventions enable the school to decrease uses of each situation that may occur inside the grounds (Dorn, 2016).

Furthermore, expressed that the school locale's job to receive the multihazard approach in actualizing crisis for the area. An extensive responsiveness and readiness plan must join moderation, reaction. .In particular, the agony must address preparing on whom ought to react on who should react to a crisis and must incorporate compulsory penetrates and activities in schools for understudies and representatives. (Dorn, 2014).

In Manila, Philippines Senator Juan Edgardo Angara filed Senate Bill 946 or the Campus Safety, and Security Act that seeks to establish a Crime Prevention Committee (CPC), in all colleges and universities tasked to formulate policies and strategies that will help protect students from threats to their safety and security. And mention that schools must have legitimate security to keep away from wrongdoings and dangers. The organization and staff of the school are worried about the grounds security and also the existence wellbeing. The school has provoked to give such security assets as a result of the dangerous school shootings and intermittent flare-up savagery. The work of the school security is entitled of school safety in the campus to feel free from potential menace and risk inside the campus and to save lives since with a specific end goal to unravel the wrongdoing and savagery and for the wellbeing everything being equal and staffs they promise greater safety efforts to keep (Sy, 2016).

One issue or worry that needs an answer is how the students were satisfied with the security measures implemented by a certain institution. It is imperative since school occurrences is a crucial worry for the organization, and many would be affected like, school staffs, students, and so on if the conditions occur. Menace and peril can stay away from or if nothing else limited by making rounds specifically puts in officers can do their works effectively (Geronimo, 2016).

In Manila, the Philippines from the Department of Education (DepEd) official said that most of the public school couldn't provide enough manpower for security for the students. The DepEd accentuated that a large number of

pesos are spent each year improving school security; however little has been done to evaluate the effect of these systems on school ruthlessness and understudy fear. The article introduces a unique exact examination uncovering that low-pay understudies and minority understudies are significantly more liable to encounter extraordinary security condition in their schools than different understudies notwithstanding when considering neighborhood wrongdoing, school wrongdoing, and school issue. It is particularly imperative. For the understudies to have legitimate security that is the reason one reaction on it is the usage of safety efforts metal indicators, reconnaissance camera, and approaches (Cayabyab, 2014).

In the Philippines on the Pasig City the Department of Education (DepEd), has officially announced its involvement in the United Nations International Strategy for Disaster Reduction (UNISDR) Global Programme on School Safety as a safe school leader, the formal launching is a reaffirmation of Department of Education pledge to maintain the heightened efforts the agency is already undertaking: resilient physical facilities, sustainable school management initiatives and DRRM integration in the curriculum. Disaster risk reduction and management in education have always been at the fore of our efforts to deliver the education agenda. The Global Programme on School Safety does not aim to establish a global standard to be followed in terms of school safety components. Instead, it aims to collate each participating country's experiences and sound practices in disaster risk management to provide a security formula to manage a different system in the institution whereas they have the authority to control (DepEd, 2014).



In Davao City after the powerful blast on Roxas night market some of schools of the Davao City receive a bomb threat that create panic among the students, teachers and parents then again, the most troublesome errand a school can make to guarantee the security of the school ground is an inner assault, particularly the individuals who are already knowledgeable about security measures implemented inside the campus. The best way to keep these occurrences, particularly furnished assaults or bomb danger, tormenting, hostility, and vandalism is a CCTV or a camera framework. Many types of research demonstrated that the camera framework avoids undesirable standoffish manifestation, yet, it ought to be checked and assessed regularly (Manlupig, 2016).

Davao City, one of the big public schools in the city, has set stricter security measures to ensure the safety of the students and to prevent the threat among the staffs of the school and students. School safety risk evaluation is planned to counteract savagery and includes both appraisal and mediation. It also includes deciding if an understudy represents a danger of brutality or they have a goal and intends to complete the risk. The school must have its individuals to follow up on it with a specific end goal to secure the wellbeing and request in their condition, that is the reason there are principals who lead the understudy body and urge them to be a piece of a security framework to comprehend and address the underlying foundations of school viciousness, they are at the same time squeezing for reasonable measures to make government funded schools a protected situation for instructing and learning (Salveron, 2017).

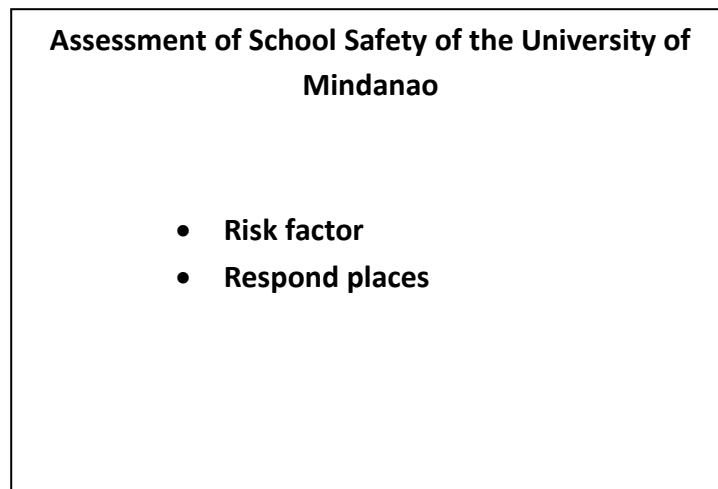
The literature and studies displayed above gave present diagrams on the worldwide, national and local of the degree of evaluation of school safety situation.

### **Theoretical and Conceptual Framework**

The theoretical framework utilized for this research is the Theory of safety and security adjusted from the theory of Booth (2007), this theory was generally utilized in security and control, given the distinguishing proof of a danger, the determination of hazard and how to survive or vanquished the current hazard. The substance of hazard lies in the target presence of dangers. The hazard originates from deliberately controlled acting or tumultuous and uncontrolled acting of each piece of a complex.

This is supported by the Securitization Theory (Diskaya, 2013). Securitization theory was used to know the effect of deficiencies of the security in private and public places. Security is thus a self-referential practice: an issue becomes a security issue only by being labeled as one. However, the fact that security is a social and intersubjective construct does not mean that everything can become easily securitized. To successfully securitize an issue, a securitizing actor has to perform a securitizing move which has to be accepted among the students and employees. Policing strategies extend beyond traditional models of responding incident and often seek to increase intervention and response effectiveness through techniques such as efficient resource distribution.

### Main variables



### Moderator Variable

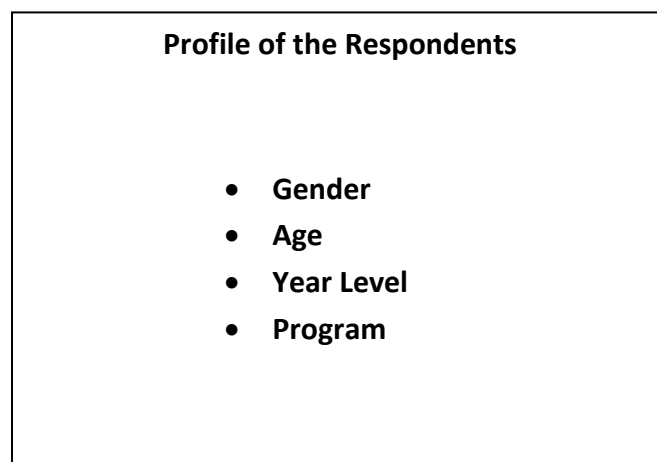


Figure 1: Shows the Conceptual the paradigm of the Study

School safety plan in school is necessary to prevent the possible treat inside and outside the campus and to eliminate the potential hazards in the school. And providing a peaceful environment inside the school premise is a must for the students to achieve their academics.

Figure 1 shows the conceptual framework of the study. The moderator variable is the profile of the respondent's form of gender, age, year level, and program. On the other hand, the mains variable is the Assessment of School Safety of the University of Mindanao with the following indicators: Risk Factory and Respond place.

### **Significance of the Study**

The findings of the study will be beneficial to the following:

**The University of Mindanao.** The aftereffect of this examination help the University of Mindanao in creating strategies that encourage the compelling requirement and usage of rules and regulations inside the campus; likewise, it will also help the university on handling their students and their employees. And using this assessment they can improve their facilities that their people will be satisfied.

**Employees.** This study will show on how the employees of the University of Mindanao reacts on the policies that have been implemented, and it also helps them improve their way of teaching and communicating on their fellow teachers or workmates.

**Students.** Considering that the student has the most vital part of this research, it helps them in their daily activities and executing the proper task that has been giving to them by just following the rules and regulations

that the university has been implemented and using this assessment, they can know where they exceed in activities.

### **Definition of Terms**

They terms used in the study are operationally defined.

**Assessment of school safety.** This means to the school where they provide security measures in place to protect school safety property and ensure a safe, secure environment for staffs, students and visitors that the university is an enjoyable place to study, work and visit.

**Security.** This refers to the security personnel which implementing the rules of the campus to ensure the safety of the properties, protecting lives of the students, staffs and visitors and technology security systems which provide more seamless protection around the campus.

## **Chapter 2**

### **METHOD**

Presented in this chapter were the research design, research subject, research instrument, and data gathering procedure and statistical treatment of data.

#### **Research Design**

The researcher's utilized an enlightening study dexterity which decided the regular condition and relationship required to all the more probable evaluate the status. Also, it gives a satisfactory and precise understanding of the revelation from which the analysts' stand his examination and elucidation.

Descriptive research was focused on the get-together of information about winning conditions or situation with the true objective of portrayal and elucidation. This sort of study's procedure was not simply storing up the arranging certainties but rather it included legitimate examinations, understanding, correlation, distinguishing proof of patterns and connections think about, spellbinding overview was utilized so as to decide the level of Assessment of School Safety of the University of Mindanao (Good &Scates, 1972).

#### **Research Subjects**

The respondents of the examination were students of the University of Mindanao in different colleges as indicated by their gender, age, year level, and program. The respondents were 400 altogether and the researchers utilized the random sampling technique in the conduct of the study. The study was conducted amid the first semester of School Year 2018-2019.

Table 1. Characteristics of 400 respondents in various colleges of the University of Mindanao incorporated into the review.

<b>Profile of the Variables</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	212	59.0
Female	188	47.0
<b>Age</b>		
18-20	236	59.0
21-25	155	38.8
26 and above	9	2.3
<b>Year Level</b>		
First Year	112	28.0
Second Year	88	22.0
Third Year	118	29.5
Fourth Year	77	19.3
Fifth Year	5	1.3
<b>Program</b>		
Business Ad.	8	2.0
Psychology	16	4.0
Education	124	31.0
Civil engineering	57	14.3
Social works	31	7.8
Information tech.	14	3.5
Tourism	26	6.5
Criminology	102	25.5
Accounting	9	2.3
Architecture	13	3.3

### **Research Instruments**

The researchers have adapted the questionnaires of Jeffery Sprague, Geoffrey Colvin and Larry Irvin to determining the level of School Safety of the University of Mindanao. The questionnaire was made out of two sections. Part I would determine the profile of the respondents' while Part II would establish the observation of the respondents' on the School Safety of the University of Mindanao.

The fundamental drafts were submitted to the adviser for adjustments, and afterward panel of experts was consulted to guarantee its dependability and legitimacy. The questionnaire was thoroughly validated by Dean. Carmelita B. Chavez, Ph. D., Professor Nestors C.Nabes, Ph. D and Professor Ilvy Q. iMalibiran, MS Crim.

Scaling of the .variable for the Assessment of School Safety of the University of Mindanao was follow:

<b>Rating Scale</b>	<b>Description</b>	<b>Interpretation</b>
4.20-5.00	Very High	This means the school has a very strong level of preparedness in terms of risk factor and respond places
3.40-4.10	High	This means the school has strong level of preparedness in terms of risk factor and respond places
2.60-3.39	Moderate	This means the school has the moderate level of preparedness in terms of risk factor and respond places
1.80-2.59	Low	This means the school has low level of preparedness in terms of risk factor and respond to places
1.00-1.79	Very Low	This means the school has very low level of preparedness in terms of risk factor and respond to places



## **Data Gathering Procedures**

The following steps were observed in conducting this research study:

1. **Asking Authorization to Conduct the Study.** The researchers were done forwarding letters to the Dean of the Criminology, Carmelita B. Chavez for the endorsement to research the school campus.

2. **Affirmation of the Appraisal Questionnaires.** After anchoring the endorsement, the researchers immediately proceeded in controlling the readied questionnaire to the respondents.

3. **Retrieval of Data and Statistical Analysis.** The addressed surveys were recovered and subjected for analyst ad elucidation.

## **Statistical Treatments of Data**

The following statistical tools were utilized in the treatment of the data.

**Mean.** This will be utilized to decide the level of School Safety at the University of Mindanao.

**Analysis of Variance (ANOVA).** This was utilized to decide the noteworthy distinction in the school wellbeing of the University of Mindanao when examined by gender, age, year level, and program.

## Chapter 3

### PRESENTATION AND ANALYSIS OF FINDINGS

This chapter shows the results of the data collected through the survey. The researcher's carefully examined the result so that they can identify easily which of those indicators got the highest or lowest scores.

#### **The Extent of Assessment of School Safety of the University of Mindanao in terms of Risk Factor**

Table 1 present the overall mean of the extent of assessment of school safety in terms of the risk factor is 2.08 or as low. The respondents indicated that illegal weapon inside the premises of school is prohibited by virtue of law and policy of the school with a mean of 1.72 or very low. The respondents indicated that there are no gang activities inside the school and the security supervision is effective with a mean score of 1.86 or low. The respondents indicated that they are aware of the rules and regulations of the school for them not to be suspended or expulsion with a mean score of 2.11 or low. The respondents indicated that illegal drugs and alcohol are strictly prohibited inside the school which can be affected by the performance of the students with a mean score of 1.94 or low. The respondents indicated that the school has a proper program about bullying and harassment and what is the negative impact on the students of the university with a mean score of 2.37 or low. The respondents indicated that there are no hazing, extortion, and theft that were happening inside the school with a mean score of 2.03 or low. The respondents indicated that they agreed about the rules and policies inside the school and insured that they are not involved in any kind of seditions with a mean score of 2.03 or low. The respondents indicated that they have well

Relationship and communication with other students to avoid conflict or violence with a mean score of 2.12 or low. The respondents indicated that vandalism is prohibited inside the school under the rules and regulation of the school with a mean score of 2.45 or low. The respondents indicated that the school has a good condition of facilities with a mean score of 2.16 or low.

School safety plan is very important to maintain the peaceful environment inside the campus with the overall mean score of 2.08 it means that most of the students and employees are satisfied with the security measures that implement inside the campus (Gay & Parker, 2018).

Table 1. *The Extent of Assessment of School Safety of the University of Mindanao in terms of Risk Factor*

<b>Questions</b>	<b>Mean Score</b>	<b>Description</b>
1. Illegal weapons inside the school.	1.72	Very Low
2. Gang activity inside the school.	1.86	Low
3. Suspension and expulsion.	2.11	Low
4. Illegal Drug and Alcohol use inside the school.	1.94	Low
5. Incident of bullying, intimidation, and harassment inside the school.	2.37	Low
6. Crimes (e.g. theft, extortion, hazing) inside the school.	2.06	Low
7. Practicing of sedition in school policies.	2.03	Low
8. Student to student violence inside the school.	2.12	Low
9. Vandalism inside the school.	2.45	Low
10. Deteriorating condition of the physical facilities inside the school.	2.16	Low
<b>Overall</b>	<b>2.08</b>	<b>Low</b>

### **The Extent of Assessment of School Safety of the University of Mindanao in terms of Respond Places**

Table 2 demonstrates the general mean of the extent of assessment of school safety in terms of respond places is 3.96 or high. The respondents indicated that the school response immediately when there are problem or conflict inside the school a mean score of 3.64 as high. The respondents indicated that the school consistently implemented school -wide discipline plans for the student a mean score of 3.83 as high. Respondents indicated that the students of the university are prepared for any crises and emergencies inside the school mean score of 3.84 as high. Respondents indicated that the there is a sufficient ground for evacuation for the students and employees in case of disasters mean score of 4.18 as high. The respondents demonstrated that the students are involved and have knowledge about enhancing school safety mean score of 4.04 as high. The respondents demonstrated that there is an incident command post inside the school to respond immediately in any kind of incident situation with a mean score of 3.85 or described as high. The school conducted quarterly a fire and earthquake drill to assured the safety of the students and employees to ready for any disaster score of 4.00 as high. .Respondents said they satisfied with the good quality of service and facilities in terms of medical care of the university, grand mean of 4.22 as very high. .Respondents demonstrated that the students have discipline in terms of peer pressure and can resolve a conflict inside the school with a mean score of 3.97 or describe as high.

The result of the study conducted by Sparks, school safety has a big impact on the students and employees meaning they are fulfilled in regards to the quality control of the security in the grounds (Sparks, 2011).

Table 2. *The Extent of Assessment of School Safety of the University of Mindanao in terms of Respond Places*

<b>Questions</b>	<b>Mean Score</b>	<b>Description</b>
1. Response to conflict and problem inside the school.	3.64	High
2. Consistently implemented school-wide discipline plans.	3.83	High
3. Students preparation for crises and emergencies inside the school.	3.84	High
4. Participation and involvement of school drills.	4.01	High
5. There is sufficient ground for evacuation.	4.18	High
6. Students involvement in enhancing school safety.	4.04	High
7. Incident command post inside the school.	3.85	High
8. Conduct quarterly fire/earthquake drill inside a school.	4.00	High
9. Medical care inside the school.	4.22	Very High
10. Peer mediation and conflict resolution inside the school.	3.97	High
<b>Overall</b>	<b>3.96</b>	<b>High</b>

### **Evaluation of the extent of Assessment of School Safety of the University of Mindanao**

Tables 3 present the evaluation of the extent of assessment of school safety of the University of Mindanao in terms of risk factor and respond places with a general mean score of 3.01 is direct. This implies that the assessment of school safety of the University of Mindanao is effective among the students

And employees of the University. In terms of risk factors with a grand mean score of 2.08 with the standard deviation of 0.93 is low.

This means that the extent of school safety in University in terms of risk factors is low while the respond places with a mean score of 3.95 with a standard deviation of 0.79 are high meaning that the university has sufficient security measures in terms of implementing the protocols. Lastly, regular drills are the best way to help students and employees are watchful where to go and how to arrive rapidly. Everyone is trusting that crisis never happens, yet when does, the security should let everybody is informed and vigilant when the incidents happen. (De Guzman, 2013).

Table 3. Evaluation of the *extent of Assessment of School Safety of the University of Mindanao*

<b>Indicator</b>	<b>Mean Scored</b>	<b>SD</b>
Risk Factor	2.0813	0.93365
Respond Places	3.9560	0.79637
<b>Overall</b>	<b>3.0186</b>	<b>0.58124</b>

### **The Extent of assessment of school safety of the University of Mindanao when grouped by age.**

Table. 4 shows that there no significant on the extent of assessment of school safety of the University of Mindanao when examine grouped by age. As appeared in the .table, the respondent at risk factor discovered no huge distinction among between gatherings (.409) also, inside gatherings (.874)

.527 noteworthy than  $p < 0.05$ . For respond, places found no significant distinction among between group (.552) and within the group (.635) from the contributor given processed F-value 0.870 and P-value .420 more noteworthy than  $p < 0.05$ . Overall there is no .significant distinction on the extents of the assessment of school safety of the University of Mindanao when examined by age. .These imply the distinction ins they mean scores of the contributors are not sufficiently far to fit the bill for the noteworthiness on the distinction, inferring that the contributor of the individual variables isn't differing as far as sage.

Table 4. The .ANOVA on the extent of assessment of school safety of the University of Mindanao when grouped by age

		Sum of Squares	df	Mean Square	F	P
Risky Factor	Between Groups	.818	2	.409	0.468	.527
	Within Groups	346.991	397	.874		
	Total	347.809	399			
Respond Places	Between Groups	1.104	2	.552	0.870	.420
	Within Groups	251.942	397	.635		
	Total	253.046	399			
<b>Overall</b>	<b>Between Groups</b>	<b>.314</b>	<b>2</b>	<b>.157</b>	<b>0.463</b>	<b>.630</b>
	<b>Within Groups</b>	<b>134.485</b>	<b>397</b>	<b>.339</b>		
	<b>Total</b>	<b>134.799</b>	<b>399</b>			

\* $p < 0.05$  – Reject Ho

**Independent samples t-test results were showing the significant distinctions on the extent of assessment of school safety of the University of Mindanao when grouped by gender**

Table 5 presents the significant differences on the extent of assessment of school safety of University of Mindanao when the contributors grouped by gender. As uncovered in the table, the respondent on risk factor in view on the computed F-value 1.588, P-value 0.113 more noteworthy than  $p < 0.05$  means there is no significant. For respondent on respond places found have significant distinction based on the computed T-value 2.298, P-value 0.022 which is not exactly to  $p > 0.05$ . Overall there is no significant distinction on the scale of assessment of school safety of the University of Mindanao when grouped by gender.

Table 5. *Independent samples t-test results showing the significant distinction on the extent of assessment of school safety of the University of Mindanao when grouped by gender*

<b>Variable</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>P</b>
Risk Factor	Male	212	2.1509	.97366	1.588	0.113
	Female	188	2.0027	.88235		
Respond Places	Male	212	3.8703	.82618	2.298*	0.022
	Female	188	4.0527	.75186		
<b>Overall</b>	<b>Male</b>	<b>212</b>	<b>3.0106</b>	<b>.63198</b>	<b>0.292</b>	<b>0.770</b>
	<b>Female</b>	<b>188</b>	<b>3.0277</b>	<b>.51965</b>		

\* $p < 0.05$  – Reject Ho



**The Extent of assessment of school safety of the University of Mindanao when grouped by year level**

Table 6 present the extent of assessment of school safety of the University of Mindanao when grouped by year level. As uncovered in the table, the risk factor is established have significant difference among groups (6.72) Furthermore, inside the gatherings (.812), the respond places are found no significant disparity among groups (1.36) Furthermore, inside the gatherings (.627), the respondent in view computed F-value 2.066, P-value 0.71 greater than  $p < 0.05$ . Overall there is no signification.

Table 6. ANOVA on the extent of assessment of school safety of the University of Mindanao when grouped by year level

		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>P</b>
Risk Factor	Between Groups	26.910	4	6.727	8.281*	.000
	Within Groups	320.900	395	.812		
	Total	347.809	399			
Respond Places	Between Groups	5.453	4	1.363	2.175	.071
	Within Groups	247.592	395	.627		
	Total	253.046	399			
<b>Overall</b>	<b>Between Groups</b>	<b>2.762</b>	<b>4</b>	<b>.691</b>	<b>2.066</b>	<b>.085</b>
	<b>Within Groups</b>	<b>132.037</b>	<b>395</b>	<b>.334</b>		
	<b>Total</b>	<b>134.799</b>	<b>399</b>			

\* $p < 0.05$  – Reject Ho

**The ANOVA on the extent of assessment of school safety of the University of Mindanao when grouped by program**

Table 7 shows the extent of assessment of school safety of the University of Mindanao when grouped by program. As appeared on the table, the risk factor found no significant disparity among groups (.955) Furthermore, inside the gatherings (.870), the respondent in view on the computed F-value 1.098, P-value .363 which is prominent than  $p < 0.05$ . For responding, places establish no significant disparity among groups (1.05) and within groups (.624), the contributor in view on the computed F-value 1.693, P-value 0.089 which is prominent than  $p < 0.05$ . Overall there is no significant disparity on the extent of assessment of school safety.

Table 7. ANOVA on the extent of assessment of school safety of the University of Mindanao when grouped by program

		<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>P</b>
Risk Factor	Between Groups	.591	9	.955	1.098	.363
	Within Groups	339.218	390	.870		
	Total	347.809	399			
Respond Places	Between Groups	9.513	9	1.057	1.693	.089
	Within Groups	243.533	390	.624		
	Total	253.046	399			
<b>Overall</b>	<b>Between Groups</b>	<b>1.387</b>	<b>9</b>	<b>.154</b>	<b>.451</b>	<b>.907</b>
	<b>Within Groups</b>	<b>133.412</b>	<b>390</b>	<b>.342</b>		
	<b>Total</b>	<b>134.799</b>	<b>399</b>			

\* $p < 0.05$

## **Chapter 4**

### **SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

This chapter presents the summary of the findings, conclusion drawn and recommendations made by the researchers from the results obtained.

#### **Summary of the findings**

This research was directed to determine the level of preparedness of the University of Mindanao of school safety and respond places. This study used validated descriptive survey research relevant information was acquired using study poll which was measurably dissected and deciphered. The primary data were produced thru the effort of the researchers using surveying 400 students randomly which are grouped by gender, age, year level, and program. The researchers assessed the respondents in rating the questions given to them that relates to their daily experiences and perspectives.

The findings are summarized as follows:

1. The level of evaluation of school security of the University of Mindanao as far as risk factors have a general mean score of 2.08 with the deviation standard of 0.93 which deciphered as low level. As far as for respond places, it has a mean scored of 3.95 with the deviation standard of 0.79 which translated as high.

2. There is no significant disparity on the assessment of school safety of the University of Mindanao when analyzed by gender, age, year level, and program.

## Conclusion

The following conclusion is drawn based on the preceding findings:

1. Majority of the students are satisfied with the assessment of the school safety in terms of safety efforts in the University of Mindanao, but specific problems such as vandalism in the comfort room specifically the comfort rooms of the boys and some smoke detectors are covered with a plastic cover that needs action immediately.

2. There is no significant disparity on the assessment of school safety of the University of Mindanao when the respondents are grouped according to their gender, age, year level, and program.

## Recommendations

Based on the results of the study, the researchers want to recommend the following;

1. **The University of Mindanao** must have an action plan regarding the incident of snatching within the jurisdiction of the campus.

2. **Students** should be aware of the rules and regulations and also the protocols inside the campus. They should join orientation about policies, and attend earthquake\ fire drill activities to practice their vigilance and awareness on crisis conditions inside the school.

3. **Employees** should oversee the rules and regulation and the protocols on security measures to avoid insufficient when the incident happens.

4. The future researcher should include in their study the perception of the visitors regarding the security and safety inside the campus for the purpose of improving the security measures.

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## **APPENDICES**

**APPENDIX A**  
**TABLE PER INDICATOR**

### Risk Factor

Indicator	Mean Score	Description
1. Illegal weapons inside the school.	1.72	Very Low
2. Gang activity inside the school.	1.86	Low
3. Suspension and/or expulsion.	2.11	Low
4. Illegal Drug and Alcohol use inside the school.	1.94	Low
5. Incident of bullying, intimidation and harassment inside the school.	2.37	Low
6. Crimes (e.g theft, extortion, hazing) inside the school.	2.06	Low
7. Practicing of sedition in school policies.	2.03	Low
8. Student to student violence inside the school.	2.12	Low
9. Vandalism inside the school.	2.45	Low
10. Deteriorating condition of the physical facilities inside the school.	2.16	Low
<b>Overall</b>	<b>2.08</b>	<b>Low</b>

### Respond Places

Indicator	Mean Score	Description
1. Response to conflict and problem inside the school.	3.64	High
2. Consistently implemented school-wide discipline plans.	3.83	High
3. Students preparation for crises and emergencies inside the school.	3.84	High
4. Participation and involvement of school drills.	4.01	High
5. There is sufficient ground for evacuation.	4.18	High
6. Students involvement of enhancing school safety.	4.04	High
7. Incident command post inside the school.	3.85	High
8. Conduct quarterly fire/earthquake drill inside school.	4.00	High
9. Medical care inside the school.	4.22	Very High
10. Peer mediation and conflict resolution inside the school.	3.97	High
<b>Overall</b>	<b>3.96</b>	<b>High</b>

**APPENDIX B**  
**PLAGIARISM CHECK**  
**Result**

Dumoyo3rd

ORIGINALITY REPORT

15%

SIMILARITY INDEX

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INTERNET SOURCES

2%

PUBLICATIONS

11%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

8%

★ Submitted to University of Mindanao

Student Paper

Exclude quotes Off

Exclude matches Off

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**APPENDIX C**

**TITLE APPROVAL SIGNED BY THE DEAN AND  
RESEARCH COORDINATOR**



# UM

The University of Mindanao

COLLEGE OF CRIMINAL JUSTICE EDUCATION

2<sup>nd</sup> Floor, GET Building

Matina Campus, Matina, Davao City

Telefax: (082) 227-5456 local 14

December 4, 2017

**CARMELITA B. CHAVEZ, Ph.D.**  
College of Criminal Justice Education  
University of Mindanao  
Matina, Davao City

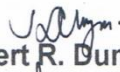
Dear Ma'am.

The undersigned students wish to request for your approval of our thesis entitled:  
**"ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO"**.

This aims to determine the assessment of school safety of University of Mindanao in which the findings can be used as a guide and give an additional security measures of the campus.

Your approval to this request is highly appreciated.

Sincerely yours,

  
**Joebert R. Dumoyo**

  
**Norjun M. Allera**

  
**Chris John M. Hayo**

Noted By:

  
**NESTOR C. NABE, Ph.D.**  
Research Coordinator

Approved By:

  
**CARMELITA B. CHAVEZ, Ph.D.**  
Dean, College of Criminal Justice Education

**APPENDIX D**  
**TITLE APPROVAL FORMS**





# RESEARCH AND PUBLICATION CENTER

## RESEARCH TITLE EVALUATION SHEET

Title: Assessment of School Safety of the University of Mindanao

Proponents: Joeburf R. Dumoyo

Norjun V. Allera

Chris John M. Hoyo

For a research title to be approved for endorsement, it has to satisfy the following criteria:

Criteria	YES	NO
1. The research problem conforms to the agenda of the University Research Program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The research problem is within the specialization/competence of the researcher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. The research problem is significant, important, and relevant to the present time and situation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. The objectives of the research project are specific and achievable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Proposed design and procedures are logical.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Data needed are attainable and verifiable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The research problem is manageable and can be finished within the prescribed time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Expected output is practical and can be utilized by its stakeholders.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. The research is ethical and does not undermine/violate any moral, legal, and spiritual values/standards of people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The research presents an important contribution to the generation of knowledge; to the realization of institutional/national development goals all for the improvement of the quality of human life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

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Leo Carlo Rondina, MS.Crim.

Signature Above Printed Name of Panel Member

December 5, 2017

Date





# RESEARCH AND PUBLICATION CENTER

## RESEARCH TITLE EVALUATION SHEET

Title: Assessment of School Safety of the University of Mindanao

Proponents: Jobert R. Dumoyo

Norjun V. Allera

Chris John M. Hoyo

For a research title to be approved for endorsement, it has to satisfy the following criteria:

Criteria	YES	NO
1. The research problem conforms to the agenda of the University Research Program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The research problem is within the specialization/competence of the researcher.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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7. The research problem is manageable and can be finished within the prescribed time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Expected output is practical and can be utilized by its stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>
9. The research is ethical and does not undermine/violate any moral, legal, and spiritual values/standards of people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The research presents an important contribution to the generation of knowledge; to the realization of institutional/national development goals all for the improvement of the quality of human life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

w/ questionnaire

Dr. Nestor C. Nabe

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December 5, 2017

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**APPENDIX E**  
**UNDERGRADUATE RESEARCH AGREEMENT**





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13. Manuscripts shall follow the institutional format and referencing style; the study must be a product of exercise of intellect, free of dishonesty and fraud.
14. The researcher/s shall acknowledge the right of the College to disallow or reject researches found to be deficient, unsatisfactory or plagiarized in form or substance.
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16. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and booked. After which no paper shall be published or presented without consent/approval from the College.
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I affix my signature to signify that I read, understand, and conform to the items enumerated above.

*Robert R. Dimag*

\_\_\_\_\_  
Signature over printed name

September 10, 2018

\_\_\_\_\_  
Date



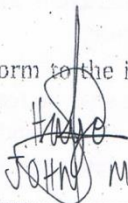
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17. The schedule of oral defense is on \_\_\_\_\_

I affix my signature to signify that I read, understand, and conform to the items enumerated above.

  
CHRIS JOHN M. HAYO

Signature over printed name

09/10/18

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13. Manuscripts shall follow the institutional format and referencing style; the study must be a product of exercise of intellect, free of dishonesty and fraud.
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15. The researcher/s shall take precautionary measures to ensure that their paper will not be copied, replicated or duplicated by others.
16. The researcher/s shall transfer the ownership of the study to the College once the paper has been successfully defended and booked. After which no paper shall be published or presented without consent/approval from the College.
17. The schedule of oral defense is on \_\_\_\_\_

I affix my signature to signify that I read, understand, and conform to the items enumerated above.

Signature over printed name

September 10, 2018

Date

**APPENDIX F**  
**LETTER OF ACCEPTANCE-ADVISER**

July 3, 2018

**LEO CARLO B. RONDINA. MS Crim.**  
College of Criminal Justice Education  
University of Mindanao  
Matina, Davao City

Dear Sir.

The undersigned criminology students wish to ask your assistance and expertise on our approve thesis entitled: "**ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO**". This aims to determine the assessment of school safety of University of Mindanao in which the findings can be use as a guide and give additional security measures of the campus.

In this regard, we may humbly request you to be our Adviser. We believe that you could help us a lot in this endeavour.

Thank you very much.

Sincerely yours,



**Joebert R. Dumoyo**



**Norjun V. Allera**



**Chris John M. Hayo**

Approved By:



**LEO CARLO B. RONDINA. MS Crim.**  
Thesis Adviser



**APPENDIX G**  
**ASSIGNMENT FOR RESEARCH PERSONNEL**

**Assignment of Research Personnel**

This is acknowledgement acceptance of assignment as research personnel for the thesis entitled **"ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO"**

Name of Faculty

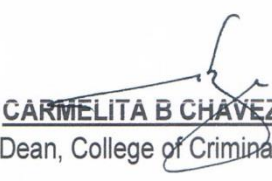
Signature

Adviser: **Leo Carlo B. Rondina, MS Crim**

  
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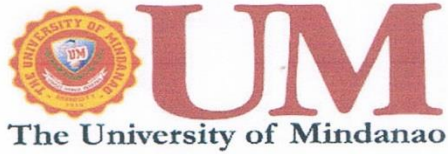
Statistician: **Ronnie Alejan**

  
\_\_\_\_\_

Approved by:   
**CARMELITA B CHAVEZ, Ph.D**  
Dean, College of Criminal Justice Education

Noted by:   
**LEO CARLO B. RONDINA, MSCrim**  
Research Coordinator

**APPENDIX H**  
**ENDORSEMENT FOR FINAL DEFENSE**



COLLEGE OF CRIMINAL JUSTICE EDUCATION

2<sup>nd</sup> Floor, GET Building

Matina Campus, Matina, Davao City

Telefax: (082) 227-5456 local 14

### ENDORSEMENT FOR FINAL DEFENSE


This is to endorse the thesis manuscript entitled: "**ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO**" prepared and submitted by **JOEBERT R. DUMOYO, NORJUN V. ALLERA and CHRIS JOHN M. HAYO** for Final Defense. The paper has been evaluated by the research personnel listed below and was found to be compliant to the quality standards as provided in the University of Mindanao Research Manual.

Name of Faculty

Signature

Adviser: **Leo Carlo B. Rondina**







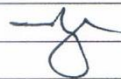

Statistician: **Ronnie Alejan**

Approved by:  **CARMELITA B CHAVEZ, Ph.D**  
Dean, College of Criminal Justice Education

Noted by:  **LEO CARLO B. RONDINA, MSCrim**  
Research Coordinator

**APPENDIX I**  
**CONSULTATION FORM**

Research Title: Assessment of School Capacity of the University of Mindanao  
 Proponents: Dumayo, Joekert R. Course Code: 0149  
Allera, Najun V. Program: 40-CRI  
Hayo, Chris John M. Date Enrolled: \_\_\_\_\_

	Name	Date Received	Signature	Date Released	Signature	Remarks
Adviser (5 days)	Prof: Leo Carlo B. Pondina	Sept 5, 2018		Sept 6, 2018		
		Sept 10, 2018		Sept 10, 2018		
		Sept 11, 2018		Sept 11, 2018		
Statistician (3 days)	Prof: Ronnie Alejan	Aug 29, 2018	RON	Aug 30, 2018	RON	
		Sept 4, 2018	RON	Sept 4, 2018	RON	
Panel 1 (2 days)						
Panel 2 (2 days)						
Panel 3 (2 days)						
Dean/ Director (2 days)	Dean. Carmelita B. Chavez	Oct 18, 2018		Oct 18, 2018		
Editor/ Grammarian (5 days)						

**APPENDIX J**  
**PERMISSION TO CONDUCT STUDY FROM THE**  
**HEAD OF THE AGENCY/COMPANY**

July 16, 2018

**CARMELITA B. CHAVEZ, Ph.D**  
Dean, College of Criminal Justice Education  
University of Mindanao  
Matina, Davao City

Dear Ma'am.

We, the Criminology students are conducting a research study on the "**Assessment of School Safety of the University of Mindanao**". This will help to determine the security and safety of University of Mindanao in which may contribute in the formulation of security measures of the campus.

In this regard, we would like to request permission from your office to conduct survey in the different colleges in Matina campus.

Your affirmative response on this request will be appreciated.

Sincerely yours,



**Joebert R. Dumoyo**



**Norjun V. Allera**



**Chris John M. Hayo**

Approved By:



**CARMELITA B. CHAVEZ, Ph.D**  
Dean, College of Criminal Justice Education



**APPENDIX K**  
**CERTIFICATION OF APPEARANCE ISSUED BY THE**  
**HEAD OF THE AGENCY/COMPANY WHERE STUDY**  
**IS CONDUCTED**



COLLEGE OF CRIMINAL JUSTICE EDUCATION

2<sup>nd</sup> Floor, GET Building

Matina Campus, Matina, Davao City

Telefax: (082) 227-5456 local 14

## **CERTIFICATE OF APPEARANCE**

This is to certify that the students whose names are listed below have appeared at the UNIVERSITY OF MINDANAO and conducted a survey in relation to their thesis entitled **"ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO"**.

  
**Joebert R. Dumoyo**

  
**Norjun V. Allera**

  
**Chris John M. Hayo**

  
**CARMELITA B. CHAVEZ, Ph.D**  
Name and Signature of Authorized Personnel

**APPENDIX L**  
**VALIDATION RESULT**

July 4, 2018

**CARMELITA B. CHAVEZ, Ph.D**  
College of Criminal Justice Education  
University of Mindanao  
Matina, Davao City

Dear Ma'am.

You are chosen as one of the expert validators of our questionnaire entitled:  
**"ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO"**. In this connection, we would appreciate it very much if you share your expertise by rating that content. Please feel free to write your comments, suggestion and recommendations that will improve the questionnaire.

Thank you very much for your kind consideration and valuable contribution in this respect.

Sincerely yours,



**Joebert R. Dumoyo**




**Norjun V. Allera**



**Chris John M. Hayo**

Approved By:



**CARMELITA B. CHAVEZ, Ph.D**  
Dean, College of Criminal Justice Education  
Validator



# RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch \_\_\_\_\_

## QUESTIONNAIRE VALIDATION SHEET

Title of Research: Assessment of School Safety of the University of Mindanao  
 Proponents: Jobert R. Dumayo, Norjun V. Atlera, Chris John M. Hayo

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

Point Equivalent:    5 – Excellent                      2 – Fair  
                                   4 – Very Good                      1 – Poor  
                                   3 – Good

	5	4	3	2	1
<b>1. CLARITY OF DIRECTION AND ITEMS</b> The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.			—		
<b>2. PRESENTATION/ORGANIZATION OF ITEMS</b> The items are presented and organized in logical manner.			—		
<b>3. SUITABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.			—		
<b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.			—		
<b>5. ATTAINMENT OF PURPOSE</b> The instrument as a whole fulfills the objectives for which it was constructed.			—		
<b>6. OBJECTIVITY</b> Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.			—		
<b>7. SCALE AND EVALUATION RATINGS SYSTEM</b> The scale adapted is appropriate for the items.			—		

  
 \_\_\_\_\_  
 Signature Above Printed Name



July 4, 2018

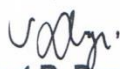
**NESTOR C. NABE, Ph.D**  
College of Criminal Justice Education  
University of Mindanao  
Matina, Davao City

Dear Sir.

You are chosen as one of the expert validators of our questionnaire entitled:  
“**ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO**”. In this connection, we would appreciate it very much if you share your expertise by rating that content. Please feel free to write your comments, suggestion and recommendations that will improve the questionnaire.

Thank you very much for your kind consideration and valuable contribution in this respect.


Sincerely yours,



**Joebert R. Dumoyo**




**Norjun V. Allera**



**Chris John M. Hayo**

Approved By:



**NESTOR C. NABE, Ph.D**  
Research Coordinator  
Validator





# RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch \_\_\_\_\_

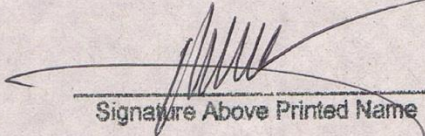
## QUESTIONNAIRE VALIDATION SHEET

Title of Research: Assessment of School Safety of the University of Mindanao  
 Proponents: Jobert R. Dumayo, Najun V. Allera, Chris John M. Hoyo

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

Point Equivalent:    5 – Excellent                      2 – Fair  
                                   4 – Very Good                      1 – Poor  
                                   3 – Good

	5	4	3	2	1
<b>1. CLARITY OF DIRECTION AND ITEMS</b> The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.			/		
<b>2. PRESENTATION/ORGANIZATION OF ITEMS</b> The items are presented and organized in logical manner.			/		
<b>3. SUITABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.			/		
<b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.			/		
<b>5. ATTAINMENT OF PURPOSE</b> The instrument as a whole fulfills the objectives for which it was constructed.			/		
<b>6. OBJECTIVITY</b> Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		/			
<b>7. SCALE AND EVALUATION RATINGS SYSTEM</b> The scale adapted is appropriate for the items.	/				

  
 Signature Above Printed Name



July 5, 2018

**IVY Q. MALIBIRAN, MS Crim.**  
College of Criminal Justice Education  
University of Mindanao  
Matina, Davao City

Dear Ma'am.

You are chosen as one of the expert validators of our questionnaire entitled:  
**"ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO"**. In this connection, we would appreciate it very much if you share your expertise by rating that content. Please feel free to write your comments, suggestion and recommendations that will improve the questionnaire.

Thank you very much for your kind consideration and valuable contribution in this respect.

Sincerely yours,



**Joebert R. Dumoyo**



**Norjun V. Allera**



**Chris John M. Hayo**

Approved By:



**IVY Q. MALIBIRAN, MS Crim.**  
Validator





# RESEARCH AND PUBLICATION CENTER

[ ] Main [ ] Branch \_\_\_\_\_


## QUESTIONNAIRE VALIDATION SHEET

Title of Research: Assessment of School Safety of the University of Mindanao  
 Proponents: Dumayo, Joebert R. Allera, Norjun V., Hays, Chris John M.

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

Point Equivalent:    5 – Excellent                      2 – Fair  
                                  4 – Very Good                      1 – Poor  
                                  3 – Good

	5	4	3	2	1
<b>1. CLARITY OF DIRECTION AND ITEMS</b> The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.		/			
<b>2. PRESENTATION/ORGANIZATION OF ITEMS</b> The items are presented and organized in logical manner.		/			
<b>3. SUITABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		/			
<b>4. ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.		/			
<b>5. ATTAINMENT OF PURPOSE</b> The instrument as a whole fulfills the objectives for which it was constructed.		/			
<b>6. OBJECTIVITY</b> Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		/			
<b>7. SCALE AND EVALUATION RATINGS SYSTEM</b> The scale adapted is appropriate for the items.		/			

  
 Signature Above Printed Name

**APPENDIX M**  
**SAMPLE QUESTIONNAIRE**

**SURVEY QUESTIONNAIRE ON ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO**

I. **PROFILE OF THE RESPONDENTS.** Please check the boxes that correspond to your answer.

Name (Optional) Melca Mab

Gender  Male  Female

Age  18-20 years old  21-25 years old  26 and above

Year Level  1<sup>st</sup> year  2<sup>nd</sup> year  3<sup>rd</sup> year  4<sup>th</sup> year

Course: Biological Science

II. Please read each statement and give your personal rating on the Assessment of School Safety of the University of Mindanao using the numerical rating and descriptive equivalent below.

<b>Numerical</b>	<b>Verbal</b>
<b>Equivalent</b>	<b>Description</b>
5	Very High
4	High
3	Moderate
2	Low
1	Very low

Section I: Assessment of Risk Factors of School	RATING				
	1	2	3	4	5
Indicate the extent to which these factors exist in your school.					
1. Illegal weapons.	/				
2. Involvement in gang activity.	/				
3. Suspensions and/or expulsion in school.	/				
4. Illegal Drug and Alcohol use.		/			
5. Incident of bullying, intimidation, and harassment in school		/			
6. Crimes (e.g. theft, extortion, hazing).	/				



7. Practicing of sedition in school policies.	/				
8. Student to student violence	/				
9. Vandalism inside the school.	/				
10. Deteriorating condition of the physical facilities inside the school.	/				

Section II: Assessment of Response Places of School.	RATING				
Indicate the extent to which these factors exist in your school.	1	2	3	4	5
1. Response to conflict and problem.			/		
2. Consistently implemented school-wide discipline plans.				/	
3. Student preparation for crises and emergencies.				/	
4. Participation and involvement of school drills.					/
5. There is sufficient ground for evacuation.					/
6. Student involvement of enhancing school safety.				/	
7. Incident command post.				/	
8. Conduct a monthly fire/earthquake drill activities.				/	
9. Medical care in school.				/	
10. Peer mediation and conflict resolution.			/		

**APPENDIX N**  
**CERTIFICATION-STATISTICIAN**

July 9, 2018

**RONNIE ALEJAN**  
University Statistician  
Research and Publication Center  
University of Mindanao  
Matina, Davao City

Dear Sir,

The undersigned criminology students wish to ask your assistance and expertise on our approve thesis entitled: **"ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO"**. This aims to determine the assessment of school safety of University of Mindanao in which the findings can be use as guide and give additional security measure of the campus. Your approval on this request is highly appreciated.

In this regard, we may humbly request you to be our Statistician. We believe that you could help us a lot in this endeavour.

Thank you very much.

Sincerely yours,

  
**Joebert R. Dumoyo**

  
**Norjun V. Allera**

  
**Chris John M. Hayo**

Approved By:

  
**RONNIE ALEJAN**  
Thesis Statistician

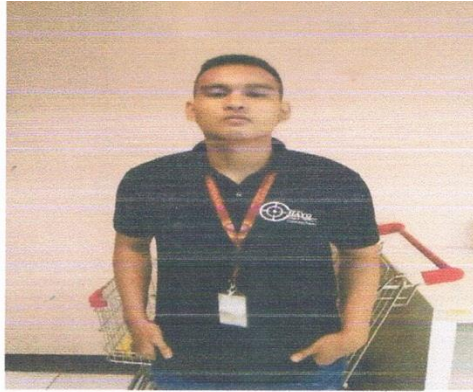
## **CERTIFICATE OF APPEARANCE**

This certify that thesis entitled **“ASSESSMENT OF SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO”** prepared and submitted by **JOEBERT R. DUMOYO, NORJUN V. ALLERA and CHRIS JOHN M. HAYO**, has been reviewed and edited by undersigned according to the format and standards prescribed by the University Research and Publication Center.

  
**RONNIE ALEJAN**  
Statistician

**APPENDIX O**  
**CURRICULUM VITAE**





Chris John M. Hayo

B4 L5 San Miguel Home Owner Assoc.  
Sitio Awa, Catalunan Grande, Davao City  
CJ24hayo@yahoo.com

---

**PERSONAL INFORMATION:**

Age : 20 years old  
Date of Birth : June 24, 1998  
Place of Birth : Talisay, Cebu City  
Civil Status : Single  
Sex : Male  
Citizenship : Filipino  
Height : 5'8  
Weight : 70 kgs  
Religion : Roman Catholic  
Father : Armando C. Hayo  
Mother : Almida M. Hayo

**EDUCATIONAL ATTAINMENT:**

College : University of Mindanao  
Course : Bachelor of Science of Criminology  
High School : Jesus J. Soriano National High School (2014-2015)  
Elementary : Apolinario Mabini Elementary School (2010-2011)



Norjun V. Allera

KM 6 Tahimik, Ave, Matina Davao City

Norjunallra@yahoo.com

---

**PERSONAL INFORMATION:**

Age : 20 years old  
Date of Birth : February 20, 1998  
Place of Birth : Davao City  
Civil Status : Single  
Sex : Male  
Citizenship : Filipino  
Height : 5'7  
Weight : 62 kgs  
Religion : Roman Catholic  
Father : Elino V. Allera  
Mother : Norma V. Allera

**EDUCATIONAL ATTAINMENT:**

College : University of Mindanao  
Course : Bachelor of Science of Criminology  
High School : Daniel Aguinaldo National High School (2014-2015)  
Elementary : Matina Central Elementary School (2010-2011)



Joebert R. Dumoyo

Mangga St. Dumanlas Buhangin, Davao City

Balanar\_Joey@yahoo.com

---

**PERSONAL INFORMATION:**

Age : 24 years old  
Date of Birth : May 29, 1994  
Place of Birth : Davao City  
Civil Status : Single  
Sex : Male  
Citizenship : Filipino  
Height : 5'3  
Weight : 64 kgs  
Religion : Born Again  
Father : Braulio T. Dumoyo  
Mother : Lolita R. Dumoyo

**EDUCATIONAL ATTAINMENT:**

College : University of Mindanao  
Course : Bachelor of Science of Criminology  
High School : Davao City National High School (2011-2012)  
Elementary : Teodoro Palma Gil Elementary School (2008-2009)