

SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO



An Undergraduate Thesis Presented to the Faculty of
College of Criminal Justice Education
University of Mindanao
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In Partial Fulfillment of the Requirements for the Degree of
Bachelor of Science in Criminology.

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APPROVAL SHEET

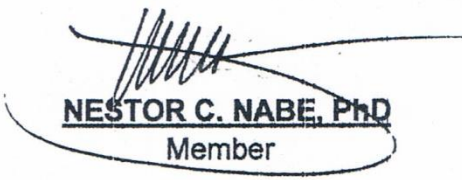
This thesis entitled: **"SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO"**. Prepared and submitted by **LYKA C. BUCTION, CHARISSE VAL S. POGOÑA and JEP KIRK N. AFAN** in partial fulfillment to the requirements for the degree of Bachelor of Science in Criminology has been examined and is recommended for the acceptance and approval.


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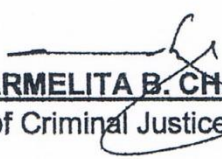
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Abstract

This research paper was supervised to determine the extent of the school safety of the University of Mindanao. In this study, a total of four hundred (400) students as respondent randomly selected inside the University of Mindanao. The researchers used the descriptive survey method, and an adapted survey questionnaire was validated by the research adviser and three evaluators who are all skilled in this study from the faculty of the College of Criminal Justice Education. The statistical tools that were used by the researchers were Frequency Percentage and Average Weighted Score (Mean), Analysis of Variance (ANOVA) and Descriptive Rating to analyze the research result. The findings of this study revealed that the majority of students of the University of Mindanao that the risk factors resulted to low or less extensive means it is rare experience and the response plans in the university described as high or broad which mean that it exists in the university almost all of the time. There was a significant difference in the extent of the school safety of the University of Mindanao.

Keywords: School Safety, University of Mindanao, Davao City

C.V.S.P

L.C.B

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Above all, to our Almighty God, who gives us guidance and strength during the conduct of this study. This research would never be possible without the priceless participation of the group.

The Researchers

DEDICATION

This study is respectfully dedicated to:

To our GIVER OF LIFE, for his wisdom, enlightenment and health body that he has gave us for the prosperity of this work.

To our dear parents for their unending support especially financial assistance.

To the Dean and the Professors of the Criminal Justice Education, a wonderful dedication to them for their support, guidance and giving us their valuable time. Their unselfish devotion to their profession, and their encouragement to uplift good education.

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Chapter 1

PROBLEM AND ITS SETTING

Background of the Study

Being prepared is essential to be safe if a catastrophe occurs. The dynamic and ongoing system is necessary for school safety and academic progression when organizing and requiring students, parents, personnel, as well as the locals dwelling in the neighborhood. The disaster operation in schools includes the sequence of stages existed in all plans in management: determining the danger, weakness, capabilities and supplies; strategy and enhancement of actual risk reduction, preservation of secured spaces, action plans and instruction for disaster response; analysis reduction and readiness of strategies and competence constantly, with actual-like simulation drills; and re-examine the strategic plan based from your own experience (International Finance Corporation, 2010).

None of the students will succeed in academics if they do not sense security in school. The educators cannot instruct at their most if they're confident. It has a strategy in an area to make sure the school is ready for an unexpected phenomenon. Safeties of school endorsed the safeguard of the students from force intimidation, weaponry and threats, simple theft, discrimination, and their involvement in illicit drugs in school premise. The safety of the school is related to enhance student and school productivity. It also includes emotion and physical security in school can be linked to intellectual performances. Students who are harmed by physical or emotional attacks or those who are affected in selling or using of prohibited drug

inside the school are atrone to absences, failures or even dropouts (American Institutes of Research, 2017).

To be able to provide a cautious method to safeguard the safeness and protection inside the premises especially for the students and staffs of the school, the New Jersey Department of Education creates an aggressive technique. In New Jersey, different schools are mandated to provide security and protection for preparedness. With the support of law enforcement, emergency management, public health officials and all other stakeholders, every preparation should be strategized in the region, reevaluated and contemporized annually. All of these preparations contain operations in responding to a faultfinding occurrences from explosion disaster, arson, gasoline leakage and shootout incidents (New Jersey Department of Education, 2017).

None of those above studies dealt with the school safety in Davao City. The stated happenings have persuaded the researchers to further look at how will the school safety can be advantageous to the intended beneficiaries of this study probably develop action plans to improve the school safety measures. Thus, it is highly obliged to conduct this study.

Statement of the Problem

This study determined the capabilities of the School Safety of the University of Mindanao. Primarily, it aims to answer the following questions:

1. What is the extent of the school safety of the University of Mindanao in terms of the following?

1.1 Risk Factor

1.2 Response Plans

2. Is there a significant difference in the capabilities of the school safety of the University of Mindanao in terms of sex, course, and year level?

Hypothesis

The null hypothesis was formulated: There is no significant difference in the extent of the school safety of the University of Mindanao when respondents are grouped by their profile. This will be tested at 0.05 percent level of significance.

Review of Related Literature

In this portion, the related literature introduced coming from different sources like internet, books, journals, and tabloids.

There are many things to consider when developing a district-wide school safety and security plan. The planning process takes time and is ongoing. There are several things to contemplate once expanding a district-wide school safety and security set up. The designed method takes time and is in progress. There are four stages of emergency management; mitigation and interference, preparation, response, and recovery, facilitate to create a foundation for planning. All scenes are connected to produce a positive outcome. The fundamental steps are offered to all school districts when devising the Safety and Security Plans. The synopsis of all the stages indicate personnel and the students are required to participate in the drill on how to use the mentioned plan and will all be given each a responsibility; when doing the exercises, all entrant shall be inform at the end of each exercise. All entrants are compelled to give reactions and comments to know the strengths to build up the gaps and weaknesses in the plan.

. The plan is later amended to (New Jersey Department of Education, 2011).

Moreover, the known school safety resolution should form at the local community and that resources differ from district to district. The mentioned report is not planned to be a comprehensive checklist of traditions and strategies, but somewhat an instruction on the processes that have to be laid hold of to verify if the school is in the state to hinder, prepare and respond to, and also as moved from a disaster. The one who is leading in all nation in the student's accomplishment is the Massachusetts, however, they are aware that students who don't feel safe at school suffer in academics. There is necessity for adults to fill those safe teaching surroundings inside their school premises and for that, their educators will be able to concentrate on approaching accomplishment gaps and growing possibilities. They mention this all through the article and repeat it here: Partnership – inside the supervision of the school, with first respondents, parents or guardians, municipal officials, community service contributor and law enforcement – is the solution (Massachusetts Task Force, 2014).

To expound the involvement of school violence, schools are now able to look at their data of incident and assess their affliction and violence-restraint master plans and inventiveness to make the school surroundings enhanced. The law enforcement is needed if gang movements are present in the community to safeguard the students going and leaving from school. For violence prevention, the Office of Juvenile Justice and Delinquency Prevention is willing to reinforce; it is a national violence prevention approach for them to recognize if the violence averting schemes are efficient and evidence-based. There is so much that school may do to retain safety starting

from the total enhancement of the school whether to classroom modules on anti-bullying to a group or single assistance programs. The necessary prevention and diminishment resorts are the populace mental health connections if accessible (American Academy of Pediatrics, 2008).

The study on the connection among the widely disseminated acts of school violence and the comprehension of the students are minimal even with the fact that the previous researches revealed that defenselessness to brutality linked with sensing hazardous at school deficient scholastic and psychosocial results. This article looks onto the correlation using the information coming from 66,511 high school students through contrasting research back then and subsequently the shootout at Sandy Hook Elementary School. The expanses of the outcomes were meaningless even if lots of versions specified according to statistics that there is a significant relationship between the conception of security and Sandy Hook. The research and suggestion for policy had tackled (Fisher, 2017).

On examining security setup, it was discussed by the SMMA that there is a wide scope of elements in the K12 programs including educators and parents issues for seclusion and security, the psychological well-being of students in the learning environment, reports of the media regarding on the doings of the criminals and brutality inside the school, budget allocation, and aggravated assumptions of user-driven operated by well-known entertainments. More important than anything else, nevertheless, are the succeeding: restraint, planning, reactivity, and recouping. As we encounter the administrators of the school, fire and law enforcement personnel, and community stakeholders during the inaugural planning steps

for us to understand the policy and rules of the locals, build a baseline prescribed with standards, and show a synthesis of electronic safety and architectural action plans that would highly meet the necessities of the students and the involved personnel (Weygint, 2018).

School safety is a serious concern for the policy creator, school personnel, and parents. Advocating protection includes efforts generally pays attention to minimizing school brutality and chaos, comprising zero-tolerance disciplinary strategies, metal detector, and law enforcers in school grounds. Still few can recognize how the students feel secure at school and how security differs inside schools. After utilizing a survey data of middle school students in a vast urban school zone, this research identifies what is lacking in the feelings of safety between, Hispanic, Black, White students and Asian peers. The attributed quality of schools and communities that anchor to safety gaps are determined (Lacoe, 2015).

University and college counselors are not ready to be the first responders to critical catastrophe involving xenophobia, terrorism, natural disturbances, school brutality, gang activities, and suicide. Number twelve in the survey material, the counselors, were asked to mark all areas in which they had legal training. If a counselor has never had legal training in this strategy-instructed sector, they are not anticipated to answer in an organized and continuously systematized professional way. There was a mistake made in the draft of queries of question number twelve wherein gang activity was excluded and not on the list as classification. Even though it was not on the list, elements of gang activity were stated like: Racism, social disruption, and the like (Henderson and Ditchfield, 2010).

The literature and articles in the preceding necessitate present overviews on global, national and local that link to the school safety of the University of Mindanao. To sum up, the related literature as well substantiates basis for the interpretation.

Theoretical and Conceptual Framework

The study is anchored to the theory of Twigg's School Safety proclaiming that schools are obliged to provide thorough evaluation or else they might miss possible hazardous problems. This article was made to facilitate a comprehensive evaluation of school safety regarding all perils or at least the serious ones that may occur. Though, this framework may also utilized to own dangers and related danger.

Moreover, there are six areas of the capacities that the school has and the movements that it takes to control risks. 1.) Learning schools are actuating mechanism for understanding upraising and indoctrination on health, extremities, and safety. 2.) Managing the entire details of the governance of school that need to be reviewed within this constituent, starting of the whole duties and agreements for decision-making, the emergency and risk management measures' operation, and enactment. 3.) School resources can categorized into four sections; financial resources; information resources; material resources; human resources. 4.) The Location and structures' factor regarding solid phase of the school and its environment. 5.) Cooperation of family between schools need to be established to enable the children to achieve their full capability. Indeed, the school must provide a perimeter in teaching the student to exercise in health and safety within the family. 6.) Activities and Events of the 'school environment' element are unlike

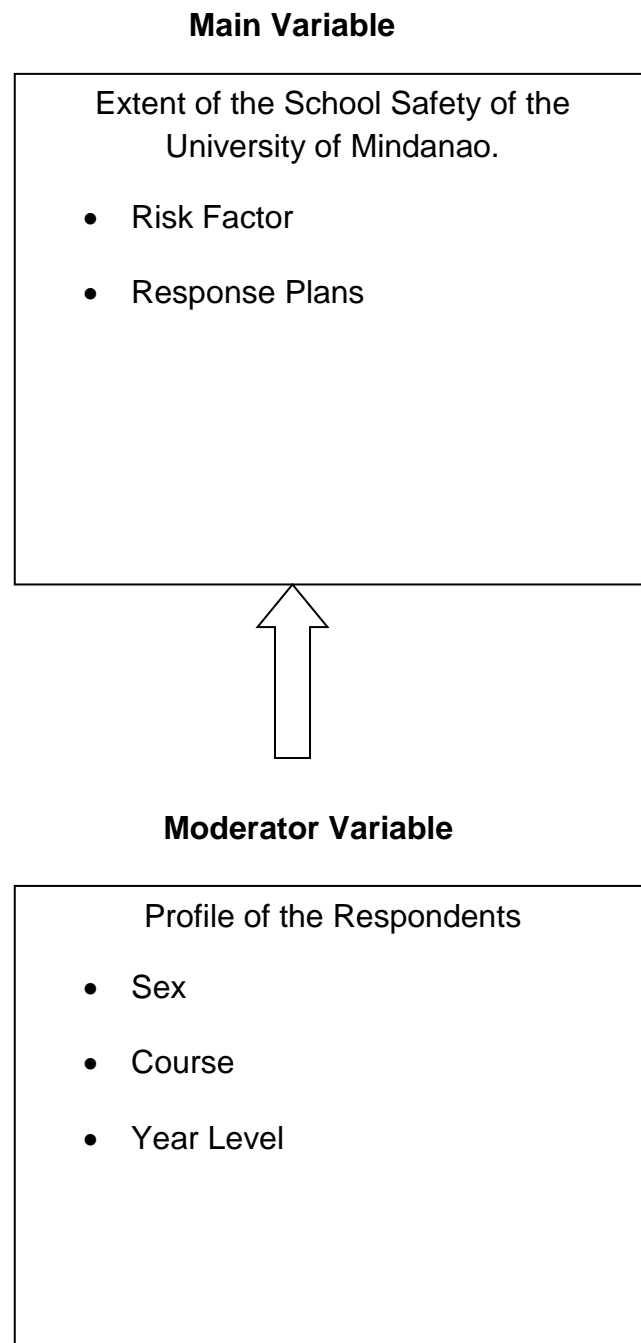


Figure 1 Shows the Conceptual Paradigm of the study.

in the quality from the five indicated above, but is shown here as a different part for the reason that the case it manages is vital that might fade from its vision (Twigg, 2011).

The theory above supported by Young et al. stating, a student who feels secure at school has a commendatory character when it comes to supervision, thus it denotes that students may be open to exchange their liberty if that exchange produces awareness in upgrading the school safety. The media depicts a function on how mindful the students feel on school safety. As well as students, on a certain degree, their school can make a little improvement in school safety (Young, et al., 2002).

Figure 1 shows the Conceptual framework of the study. The moderator variable is the profile of the respondents consisting of sex, course and year level. Conversely, the primary variable is the extent of the School of the University of Mindanao with the following indicators: Risk Factor and Response Plans.

Significance of the Study

The findings of the study will be advantageous for the following:

University of Mindanao. The results of this study can be use by the University of Mindanao in promoting awareness and preparedness of every student on how to prevent and to cope up with this problem.

Other School. This study will be a guide for them and use as their basis in the improvement of the safety measures of their school.

Parents. This study will make the parents more secure and relieved of their children because they know how safe the university is, and they are aware of the school's capability when it comes to respond accidents.

Students. This study will benefit the students because they will be provided with information regarding the capabilities of the school they are enrolled.

Definitions of Terms

The terms used in the study are operationally defined.

School Safety. The feeling of being safe from the risk factors that might occur in the school and the feeling of being protected and secured because of the active response plans in the school premises.

Chapter 2

METHOD

This chapter presents the research design, research subject, research instruments, data gathering procedures and statistical treatment of data.

Research Design

This research has made used the descriptive survey method which determined the prevailing condition and relationships required to better asses the status. Furthermore, it gave the adequate and more accurate understanding of the findings from which the researchers based their analysis and interpretation.

A descriptive survey is applicable thus; it is assign to information gathering regarding the existing state or circumstances intended to the and interpretation description (Dr. Y.P. Aggarwal (2008). In addition, the word survey means to determine and delineate or to query in order to collect data for the analysis of some of a group or area. In this study, a detailed survey will be utilize to establish the extent of the school safety of the University of Mindanao.

Research Subjects

There were 400 respondents chosen for the study who are all student of the University of Mindanao. The researchers utilized the simple random sampling method in the distribution of the questionnaires among respondents inside the campus which conducted during July 2018.

Table 1
Profile of the Respondents

	<i>Frequency</i>	<i>Percent</i>
Gender		
Male	192	51.3
Female	182	48.7
Course		
Criminology	181	48.4
BLISS	3	0.3
Education	58	15.5
Architecture	41	3.7
Tourism/HRM	11	3.2
Engineering	26	7.0
Social Work	11	2.9
Accountancy	49	13.1
Psychology	6	1.6
CS/IT	6	1.6
Biology	8	2.1
Year Level		
1 st	72	19.3
2 nd	43	11.5
3 rd	135	36.1
4 th	115	30.7
5 th	9	2.4

Research Instrument

The researchers adopted a downloaded questionnaire of Sprague, J., Colvin, G., and Irvin, L. (2002) designed to obtain the necessary information for this study and to determine the School Safety of the University of Mindanao. The researchers developed a questionnaire, which was intended for 2 indicators which are Risk Factors and Response Plans.

First, the initial outline submitted to the adviser for corrections. Second, the consultation of 3 experts to guarantee the legitimacy and reliability of the

questionnaire presented. Hence, it validated by Dean Carmelita B. Chavez Ph.D., Prof Ivy Q. Malibiran Ms. Crim, and Roberto R. Magbojos Ph.D.

Range of Mean	Descriptive Level	Interpretation
4.20-5.00	Very Extensive	It exists in the university all the
3.40- 4.19	Extensive	It exists in the university almost all of the time
2.60- 3.39	Moderately Extensive	It exists in the university often
1.80- 2.59	Less Extensive	It exists in the university rarely
1.00-1.79	Not Extensive	It doesn't exist in the university

Data Gathering Procedures

The following procedures perceived in the conduct of this study:

1. Seeking permission to conduct the study. The researchers forwarded letters to the University Mindanao, Matina Campus.

2. Validation of the survey questionnaire. After being consented by the university to conduct the study, the researchers ask for assistance from the experts.

3. Admission and retrieval of the research instrument. After the approval from the University of Mindanao, the researchers were then continued to distribute the prepared questionnaires to the respondents.

4. Collation of Data. The answered questionnaires were retrieved, tallied and tabulated.

5. Analysis of Data. The results of the data were then subjected to statistical analysis and submitted to the statistician for assistance.

Statistical Treatment of Data

The following statistical tools used in the treatment of the data.

Mean. It will determine the extent of the school safety of the University of Mindanao.

Analysis of Variance (ANOVA). It will utilize to ascertain the significant difference in school safety in all the programs in the University of Mindanao.

Chapter 3

PRESENTATION AND ANALYSIS OF FINDINGS

This chapter conveys explanation of the presentation and analysis of data garnered under the following subheadings. In this chapter, the garnered data from the conducted study and the outputs are subject in giving prominence to find out its indication on account of analysis and interpretation of classified numeric figures. The subject were tackled and presented in the following subheadings: Capability of the school safety of the University of Mindanao when it comes to risk factor and response plans; and significant difference on the capabilities of the school safety of the University of Mindanao when grouped according to sex, course, and year level.

Capabilities of the School Safety of the University of Mindanao

Elucidated in Table 2 is the summary on the extent of satisfaction of the students of the University of Mindanao with an overall mean of 3.09 described as moderately extensive. The first indicator, risk factors, has a mean score of 2.48 described as less extensive. The second indicator, response plan, has a mean score of 3.69 described as extensive. To sum up, this means that the extent of satisfaction of the students of the University of Mindanao is described as moderately extensive.

The infrequent occurrence of the following: illegal weapon; vandalism; high student mobility; graffiti; gang activity; truancy; student suspension and/or expulsions; students adjudicated by the court; parents withdrawing students from school because of safety concerns; trespassing on school

grounds; illegal drugs and alcohol use; fights, conflict, and assault; incidence of bullying, intimidation, and harassment; deteriorating condition of physical facilities in the school are rarely existing shows that the University of Mindanao is a safe school. The data shows a low result of risk factors as an indicator which means that those indicators of risk factors are not extensive. The capability of the University of Mindanao when it comes to a risk factor is high which means they give attention to this matter.

Finally, the response plans of the University of Mindanao reveals that the school provides evaluation of the opportunity for extracurricular programs and sport activities, professional development and staff training, crises and emergency response plans, consistently implemented school-wide discipline plans, student support services in school, student preparation for disasters and emergencies, supervision of students across all settings, suicide prevention, student participation and involvement in academic activities, positive school climate for learning, acceptance of diversity, response to conflict and problem solving, collaboration with community resources, high expectations for student and productivity, effective student-teacher relationships, and parent involvement in school.

Table2.

Capability of the school safety of the University of Mindanao

INDICATORS	Mean Score	Description
Risk Factors	2.48	Low
Response Plan	3.69	High
Overall	3.09	High

The result substantiates with the concept of Dr. William Dikel M.D, his studies depicts that students who do not feel secure inside the school premises stay at home because they are scared that something might occur along the way. And when students are not in school, they don't perform well on academics (Grove, 2017).

Significant Differences on the Capabilities of the School Safety of the University of Mindanao when grouped according to gender

Illustrated in Table 3 is the significant difference in the capabilities of the school safety of the University of Mindanao when grouped according to sex. For risk factor as an indicator, the University of Mindanao earned a mean score of 2.4102 for the male category with a standard deviation of 0.88956, for the female category the mean is 2.5575 with a standard deviation of 0.93543 separately. When categorized by sex, it has a t-value of 1.561 with a probability of 0.119 which is larger than the 0.05 significance level. Hence, the null hypothesis was not rejected.

For response plans as an indicator, the University of Mindanao obtained a mean of 3.7590 for the male category with a standard deviation of 0.90759 and for the female category the mean is 3.6223 with a standard deviation of 0.86429. When grouped by sex, it has a t-value of 1.491 with a probability of 0.137 which is larger than the 0.05 significance level. Therefore, the null hypothesis was not rejected.

This result is supported with the study of school safety as a crucial concern for school personnel, policy creator, parents, and guardians. Undertaking to advocate protection generally emphasizes minimizing school

brutality and unrest, comprising zero-tolerance disciplinary strategies, metal detectors, and law enforcer in schools (Lacoe, 2015).

Table 3. *Independent samples t-test results showing the significant differences in the capabilities of the school safety of the University of Mindanao when grouped by gender*

Variable	Group	n	Mean	SD	t	P
Risk Factors	Male	192	2.4102	0.88956	1.561	0.119
	Female	182	2.5575	0.93543		
Response Plan	Male	192	3.7590	0.90759	1.491	0.137
	Female	182	3.6223	0.86429		
Overall	Male	192	3.0843	0.69003	0.076	0.939
	Female	182	3.0898	0.71717		

* $p < 0.05$ – Reject H_0

Capabilities of the School Safety of the University of Mindanao When Grouped by Course

Presented in Table 4 is the capabilities of the University of Mindanao when categorized according to course. The degrees of freedom (df) values for between groups and within groups are 10 and 363 respectively and has a total of 373. The 0.426 value is the garnered F ratio. Then $p < .0934$ is the probability of garnering F ratio by chance alone. The significant value is 0.098 which is larger than the 0.05 significance level. Hence, there is the capability of the school safety of the University of Mindanao when grouped according to course.

The indicated presentation above is related to the study that a lot of things should be observed when starting a district-wide school safety and security plan. The planning steps need enough time

and is in progress (New Jersey Department of Education, 2011).

Table 4.

Summary of ANOVA on the capabilities of the school safety of the University of Mindanao when grouped by course

		Sum of Squares	df	Mean Square	F	p
Risk Factors	Between Groups	3.618	10	0.362	0.426	0.934
	Within Groups	307.933	36	0.848		
	Total	311.551	37			
Response Plan	Between Groups	12.914	10	1.291	1.666	0.087
	Within Groups	281.370	36	0.775		
	Total	294.283	37			
Overall	Between Groups	1.659	10	0.346	0.330	0.973
	Within Groups	182.381	36	0.098		
	Total	184.040	37			

* $p < 0.05$ – Reject H_0

Capabilities of the School Safety of the University of Mindanao When Grouped by Year Level

Exhibited in Table 5 is the capabilities of the University of Mindanao when grouped according to year level. The degrees of freedom (df) values for between groups and within groups are 4 and 369 respectively and has a total of 373. The 1.399 value is the obtained F ratio. Then $p < 0.234$ is the probability of obtaining an F ratio by chance alone. The significant value is 0.496 which is larger than the 0.05 significance level. Thus, there is the capability of the school safety of the University of Mindanao when grouped according to year level.

The aforementioned is inclined with the study of the contemplation in

its security systems in K12 programs, incorporating parent and teacher issues for seclusion and security, students' psychological well-being in the learning surrounding, media reports of criminal activity and brutality inside the school grounds, project allocation, and augmented user assumptions operated by well-known entertainment (Weygint, 2018).

Table 5. *Summary of ANOVA on the capabilities of the school safety of the University of Mindanao when grouped by year level*

		Sum of Squares	df	Mean Square	F	p
Risk Factors	Between Groups	4.654	4	1.164	1.399	0.234
	Within Groups	306.897	369	0.832		
	Total	311.551	373			
Response Plan	Between Groups	8.273	4	2.068	*2.666	0.032
	Within Groups	286.010	369	0.775		
	Total	294.283	373			
Overall	Between Groups	1.003	4	0.251	0.506	0.732
	Within Groups	183.037	369	0.496		
	Total	184.040	373			

* $p < 0.05$ – Reject Ho

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Presented in this chapter is the summary of findings, conclusion, and recommendation of the study.

Summary of Findings

The summary of the findings of this study exhibited below:

1. The extent of the school safety of the University of Mindanao when it comes to risk factor and response plans have an overall mean of 3.09 with a standard deviation (SD) of 0.70243 which is larger than 0.05 significance level. The following indicators of risk factor attributes the mean of 2.48 which is less extensive in the University of Mindanao. While the response plans obtained 3.69 or extensive as indicator with a standard deviation of 0.88824.

2. The capabilities of the school safety of the University of Mindanao when grouped according to gender has obtained a mean score of 2.4102 for male category with a standard deviation of 0.88956, for the female class the mean is 2.5575 with a standard deviation of 0.93543 respectively. For the course, it has a mean square of 0.346 between groups and 0.098 within groups and has a total of 373 in df. While the year level accumulated a mean square of 0.251 between groups and 0.496 within groups and has also a total of 373 in df. .

Conclusions

Based on the results, the following conclusions were conceptualized:

1. The researchers conclude that the extent of the risk factor is rarely existing and for the response plan, it exists in the University of Mindanao

all the time.

2. The researchers conclude that there is no significance difference on the capability of the school safety of the University of Mindanao when it comes to sex, course, and year level.

Recommendations

Based on the conclusions and findings, the complementingsuggestions are offered by the researcher.

1. The University of Mindanao shall use this as a guide in promoting awareness and preparedness of every students. Thus, the university must serve as a front-line for teaching student how to prevent and to cope up with this problem.

2. Other Schools are in need to make this study as their basis in the improvement of the safety measures of their school.

3.All Parents shall see the result of this study to make them relieved of their children when in school because they will know how safety the university is, and they will be aware of the school's capability when it comes to responding accidents.

4.The Students of the university should provided with information regarding the capabilities of the school they are enrolled in.

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APPENDIX A
Table Per-Indicator

Table-per-Indicator

SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO

Risk Factors	Mean Score	Description
1. Illegal weapons.	2.07	Low
2. Vandalism.	3.08	Average
3. High student mobility (i.e. frequent changes in school environment).	2.90	Average
4. Graffiti.	2.47	Low
5. Gang activity.	2.33	Low
6. Truancy.	2.86	Average
7. Student suspension and/or expulsions.	2.44	Low
8. Students adjudicated by the court.	2.02	Low
9. Parents withdrawing students from school because of safety concerns.	2.07	Low
10. Trespassing on school grounds.	2.32	Low
11. Illegal drugs and alcohol use.	2.38	Low
12. Fights, conflict, and assault.	2.45	Low
13. Incidence of bullying, intimidation, and harassment.	2.78	Average
14. Deteriorating condition of physical facilities in the school.	2.56	Low
Overall mean	2.48	Low

Response Plans	Mean Score	Description
1. Opportunity for extracurricular programs and sports activities.	3.77	High
2. Crisis and emergency response plans.	3.70	High
3. Consistently implemented school-wide discipline plans.	3.70	High
4. Student support services in school (e.g. counseling, monitoring, support team systems).	3.72	High
5. Student preparation for crises and emergencies.	3.67	High
6. Supervision of students across all settings.	3.64	High
7. Suicide prevention/response plans.	3.24	Average
8. Student participation and involvement in academic activities.	3.75	High
9. Positive school climate for learning.	3.73	High
10. Acceptance of diversity.	3.84	High
11. Response to conflict and problem solving.	3.67	High
12. Collaboration with community resources.	3.75	High
13. High expectations for student learning and productivity.	3.83	High
14. Effective student-teacher relationships.	3.70	High
Overall mean	3.69	High

APPENDIX B
Plagiarism Check Result

bucton2nd

ORIGINALITY REPORT

11%

SIMILARITY INDEX

6%

INTERNET SOURCES

3%

PUBLICATIONS

9%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

5%

★ Submitted to University of Mindanao

Student Paper

Exclude quotes Off

Exclude matches Off

Exclude bibliography On

APPENDIX C

Title Approval signed by the Dean and Research Coordinator

 The University of Mindanao	RESEARCH AND PUBLICATION CENTER RESEARCH TITLE EVALUATION SHEET
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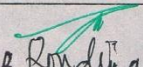
Title: School Safety and Response Plans of the University of Mindanao

Proponents: Bucton, Lyka
Alan Jay Kirk
Dagona, Chanise Val

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.	✓	
2. The research problem is within the specialization/competence of the researcher.	✓	
3. The research problem is significant, important, and relevant to the present time and situation.	✓	
4. The objectives of the research project are specific and achievable.	✓	
5. Proposed design and procedures are logical.	✓	
6. Data needed are attainable and verifiable.	✓	
7. The research problem is manageable and can be finished within the prescribed time.	✓	
8. Expected output is practical and can be utilized by its stakeholders.	✓	
9. The research is ethical and does not undermine/violate any moral, legal, and spiritual values/standards of people.	✓	
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.	✓	

Comments:


Leo Carlo B. Rondina, MS, Crim
 Signature Above Printed Name of Panel Member

Date _____



RESEARCH AND PUBLICATION CENTER

RESEARCH TITLE EVALUATION SHEET

Title: School Safety and Response Plans of the University of Mindanao

Proponents: Puchon, Lyla C.
Pospina, Charisse Val S.
Afan, Jop Kirk N.

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: w/ questionnaire

Nestor M. Nabe, PhD
 Signature Above Printed Name of Panel Member

_____ Date

APPENDIX D
Title Approval Forms



College of Criminal Justice Education
2nd floor, GET Bldg.
Matina Campus, Davao City
Tel. (089) 300-5456

December 6, 2017

CARMELITA B CHAVEZ, PhD
Dean, College of Criminal Justice Education
University of Mindanao
Matina, Davao City

Ma'am,

The undersigned Criminology students wish to ask an approval of the study entitled "**SCHOOL SAFETY AND RESPONSE PLANS OF THE UNIVERSITY OF MINDANAO**". The purpose of the study is to determine the capability of the school with regards to the safety and response plans.

Thank you for your favorable consideration and approval.


Prepared By:


LYKA C. BUCTION


CHARISSE VAL S. POGOÑA


JEP KIRK N. AFAN

Noted by:


NESTOR C NABE, Ph.D.
Research Coordinator

Approved By:


DEAN CARMELITA B CHAVEZ, PhD
Dean, College of Criminal Justice Education

APPENDIX E
Undergraduate Research Agreement



RESEARCH AND PUBLICATION CENTER

[] Main [] Branch

UNDERGRADUATE RESEARCH AGREEMENT

As a research student, I hereby declare my acceptance and adherence to the policies, rules, and guidelines in the conduct of my thesis/capstone/FS/creative work as follows:

1. The researcher/s shall be required to attend the research orientation and shall submit this signed agreement to the subject teacher. Failure to do so shall render the researcher/s ineligible for title defense.
2. The researcher/s shall group themselves by three, of their own choice and at their own risk. They shall work as a team from the initiation to completion of the project. They shall choose a research topic/theme/subject that is aligned with the agenda of the College and the University.
3. With advisement from the Research Coordinator(RC) and approval of the Dean of College, the researcher/s shall choose qualified research personnel (adviser, statistician, editor) to help them out in the conduct of the project.
4. The researcher/s shall exercise due diligence and adhere to established standards/rules of data gathering, experimentation, field work that ensure safety, security and ethical practice. Research activities in remote and secluded areas are highly prohibited.
5. The researcher/s shall seek guidance, assistance and approval from their adviser in all research-related activities, documented in a journal/record book which is to be inspected by the subject teacher from time to time for purposes of monitoring.
6. The researcher/s shall always secure the endorsement of the adviser before submitting the outline/final manuscripts for defense to the subject teacher who shall coordinate with the RC re schedule of defense.
7. The researcher/s shall be responsible to get updates about schedules for outline/final defense (one month before finals) and thesis booking as announced/posted. Three (3) copies of the outlines/manuscripts shall be submitted to the subject teacher one week before the scheduled defense.
8. The researcher/s shall pay P2700 per group as defense fee. Lone-research or two-member group are allowed only when there is no other possible way to divide the class. Anything beyond it needs to obtain RPC consent through writing. No additional payment shall be made to editors/panel members. Researcher/s are strongly enjoined to report to the Dean/RPC any extra fee solicited by any party.
9. The researcher/s shall deliver oral defense as scheduled by the RC a month before the final exam. Failure to submit themselves for oral examination forfeits their right to obtain a passing grade. Likewise, failure to submit bounded duly approved final manuscript on time shall cause a grade of 7.2 which should be completed within the standard completion days as prescribed by the UM registrar. No extension shall be entertained.
10. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability.



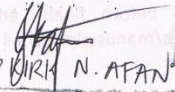
RESEARCH AND PUBLICATION CENTER

[] Main [] Branch _____

UNDERGRADUATE RESEARCH AGREEMENT

11. All transactions with research personnel during the processing/critiquing of the final manuscript shall require the use of the standard routing form. This routing form is to be submitted to the RC who shall in turn submit to the RPC.
12. The researcher/s shall maintain the right of three (3) plagiarism checks: one during Methods of Research or its equivalent, and two during Research Proper after final oral presentation. Five hundred pesos shall be charged for the fourth and succeeding checks. Threshold of similarity is 20% and lower.
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.
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.


JEP BIRK N. AFAN

Signature over printed name

09-10-18

Date



RESEARCH AND PUBLICATION CENTER

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UNDERGRADUATE RESEARCH AGREEMENT

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10. The researcher/s shall bring all the raw data and evidences of data gathering procedures during the oral defense as indicator of data trustworthiness and reliability.



RESEARCH AND PUBLICATION CENTER
[] Main [] Branch
UNDERGRADUATE RESEARCH AGREEMENT

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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.

CHARISSE MAR S. POBONE
Signature over printed name

09-10-18
Date



RESEARCH AND PUBLICATION CENTER

[] Main [] Branch

UNDERGRADUATE RESEARCH AGREEMENT

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[] Main [] Branch

UNDERGRADUATE RESEARCH AGREEMENT

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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.

[Handwritten Signature]
PUNTON, LARA C.

Signature over printed name

09-10-18

Date

APPENDIX F
Letter Of Acceptance- Adviser



College of Criminal Justice Education
2nd floor, GET Bldg.
Matina Campus, Davao City
Tel. (089) 300-5456

December 13, 2017

AGNES R. CAPILI, MSCrim
Faculty, College of Criminal Justice Education
University of Mindanao
Matina, Davao City

Maam,

The undersigned Criminology Students wish to ask for your assistance and expertise on our approved thesis entitled "**SCHOOL SAFETY AND RESPONSE PLANS OF THE UNIVERSITY OF MINDANAO**". The purpose of the study is to determine the capability of the school with regards to safety and response plans.

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

Thank you so much for your favorable consideration and approval.

Respectfully yours,


LYKA C. BUCTION


CHARISSE VAL S. POGOÑA


JEP KIRK N. AFAN

Approved by 

AGNES R. CAPILI, MSCrim
Thesis Adviser

APPENDIX G
Assignment Of Research Personnel



College of Criminal Justice Education
2nd Floor, GET Building
Matina Campus, Davao City
Telefax: (082) 300-5456 Local 103

ASSIGNMENT OF RESEARCH PERSONNEL

This is acknowledging acceptance of assignment in research in personnel for the thesis entitled, "SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO".

	Name of Faculty	Signature
Adviser:	<u>AGNES R. CAPILI, MS Crim</u>	
Statistician:	<u>RONNIE O. ALEJAN, MSAM</u>	

Noted by: 
LEO CARLO B. RONDINA MS Crim
Research Coordinator

Approved by: 
Dr. Carmelita B. Chavez, PhD
Dean, College of Criminal Justice Education



APPENDIX H
Endorsement For Final Defense



College of Criminal Justice Education
 2nd Floor, GET Building
 Matina Campus, Davao City
 Telefax: (082) 300-5456 Local 103

Endorsement for Final Defense

This is to endorse the thesis manuscript entitled: **"SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO"** prepared and submitted by **CHARISSE VAL POGOÑA, LYKA BUCTION AND JEP KIRK AFAN** 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.

	<u>Name of faculty</u>	<u>Signature</u>
Adviser:	<u>AGNES R. CAPILI, MS Crim</u>	 _____
Statistician:	<u>RONNIE O. ALEJAN, MSAM</u>	 _____








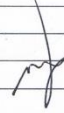
ENDORSED BY:


Prof Leo Carlo B. Rondina, MS Crim
 Research Coordinator

Approved by:


Dr. Carmelita B. Chavez, PhD
 Dean, College of Criminal Justice Education

APPENDIX I
Consultation Form

Research Title: <u>SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO</u> Proponents: <u>CHARISSE VAL POBONA</u> Course Code: <u>00102</u> <u>LYKA BUICTON</u> Program: <u>CRIMINOLOGY</u> <u>JEP KIRK AFAN</u> Date Enrolled: <u>06-26-18</u>						
	Name	Date Received	Signature	Date Released	Signature	Remarks
Adviser (5 days)	AGNES R. CAPIH, MSCRIM	Sept. 4, 2018 Sept. 11, 2018		Sept. 5, 2018 Sept. 11, 2018		
Statistician (3 days)	RONNIE B. ALBANA, NSAM	Aug. 10, 2018		Aug. 13, 2018		
Panel 1 (2 days)	NESTOR NABE, PHD	Oct. 14, 2018		Oct. 14, 2018		
Panel 2 (2 days)	IVY MALIBIRAN, MScrim	Oct. 14, 2018		Oct. 18, 2018		
Panel 3 (2 days)						
Dean/ Director (2 days)						
Editor/ Grammarian (5 days)	AGNES R. CAPIH, MScrim	Oct. 12, 2018		Oct. 17, 2018		

APPENDIX J
Letter To Conduct Survey/ Data



College of Criminal Justice Education
2nd Floor GET Building
Matina Campus, Davao City
Telefax: (082)300-5456/ 305-0647 Local 103

JULY 20, 2018

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


Dear Ma'am:

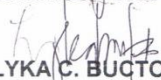
The undersigned Criminology students are presently conducting a research entitled: "**SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO**".


In line with this, we humbly request your permission to allow us to conduct a survey inside the campus.

Your positive response will be highly appreciated.

Sincerely yours,


CHARISSE VAL S. POGOÑA


LYKA C. BUÑTON


JEP/KIRK N. AFAN

Noted by:


AGNES R. CAPILI, MS Crim
Research Adviser

Approved by:


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

APPENDIX K
Certificate Of Apperance




College of Criminal Justice Education
2nd Floor, GET Building
Matina Campus, Davao City
Telefax: (082) 300-5456 Local 103

Certificate of Appearance

This is to certify that the students whose names are listed below have appeared at the University of Mindanao and conducted Surveying relation to their thesis/FS entitled: **"SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO"** during the period of S.Y. 2018-2019.

Names:


Lyka C. Bucton


Jeph Kirk N. Afan


Charisse Val S. Pogoña


CARMELITA B. CHAVEZ, Ph.D.

Name and Signature of Authorized Personnel

APPENDIX L
Validation Result



COLLEGE OF CRIMINAL JUSTICE EDUCATION
2nd Floor GET Building
McArthur Highway, Davao City
Tel. No. 300-5456 loc. 103

Validation of Research Instrument

July 6, 2018

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

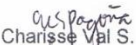
Ma'am

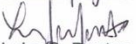
Please be informed that you are one of the chosen expert validator of our study, **SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO**.

It would also be better help for the researchers if you can write your comments, suggestions and recommendation that will help improve the above mention questionnaire. We believe that your valuable observation and experiences will help along the way in the improvement of knowledge in the academe.

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


Respectfully yours,


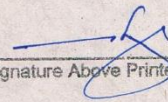

Charisse Val S. Pogoña

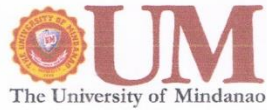

Lyka C. Bucton


Jep Kirk Ni Afan

Approved by:


Carmelita B. Chavez Ph. D
Validator

 UM The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch _____ QUESTIONNAIRE VALIDATION SHEET																																																
Title of Research: <u>Customer SAFETY OF THE UNIVERSITY OF MINDANAO</u> Proponents : <u>Charrise Val Pangan, Jop Kirk Apn, Lyka Bucan</u>																																																	
To the Evaluator: Please check the appropriate box for your ratings. Point Equivalent: 5 – Excellent 2 – Fair 4 – Very Good 1 – Poor 3 – Good																																																	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">5</th> <th style="width: 10%;">4</th> <th style="width: 10%;">3</th> <th style="width: 10%;">2</th> <th style="width: 10%;">1</th> </tr> </thead> <tbody> <tr> <td> 1. CLARITY OF DIRECTION AND ITEMS 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. </td> <td></td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> </tr> <tr> <td> 2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner. </td> <td></td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> </tr> <tr> <td> 3. SUITABILITY OF ITEMS 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. </td> <td></td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> </tr> <tr> <td> 4. ADEQUATENESS OF ITEMS PER CATEGORY 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. </td> <td></td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> </tr> <tr> <td> 5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed. </td> <td></td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> </tr> <tr> <td> 6. OBJECTIVITY 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. </td> <td></td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> </tr> <tr> <td> 7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items. </td> <td></td> <td></td> <td style="text-align: center;">/</td> <td></td> <td></td> </tr> </tbody> </table>		5	4	3	2	1	1. CLARITY OF DIRECTION AND ITEMS 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.			/			2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.			/			3. SUITABILITY OF ITEMS 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.			/			4. ADEQUATENESS OF ITEMS PER CATEGORY 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.			/			5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.			/			6. OBJECTIVITY 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.			/			7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.			/		
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The University of Mindanao

COLLEGE OF CRIMINAL JUSTICE EDUCATION
2nd Floor GET Building
McArthur Highway, Davao City
Tel. No. 300-5456 loc. 103

Validation of Research Instrument

July 6, 2018

ROBERTO R. MAGBOJOS Ph. D
Faculty, College of Criminal Justice Education
University of Mindanao
Davao City


Sir,

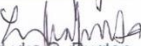
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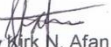
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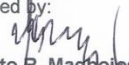
Respectfully yours,


Charisse Val S. Pogoña


Lyka C. Bucton


Jep Kirk N. Afan

Approved by:


Roberto R. Magbojos Ph. D
Validator



RESEARCH AND PUBLICATION CENTER

[] Main [] Branch _____

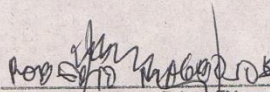
QUESTIONNAIRE VALIDATION SHEET

Title of Research: SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO
 Proponents: Chansse Val Pisona, Jop Kirk Afon, Lylic Pichin

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
1. CLARITY OF DIRECTION AND ITEMS 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.		/			
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 Signature Above Printed Name



COLLEGE OF CRIMINAL JUSTICE EDUCATION
GET Building, Matina, Davao City
Telefax: (082)300-5456 Local 130

July 10, 2018

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

Dear Ma'am,

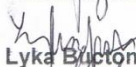
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Respectfully Yours,


Charisse Val Pogoña


Lyka Bucton


Jep Kirk Afan

Approved by:


IVY Q. MALIBIRAN, MS CRIM
Validator



RESEARCH AND PUBLICATION CENTER

[] Main [] Branch _____

QUESTIONNAIRE VALIDATION SHEET

Title of Research: School Safety of the University of Mindanao
 Proponents : Bonchon, Afzan, Pergetia

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
1. CLARITY OF DIRECTION AND ITEMS 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.		/			
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7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.			/		


Ivy Q. Malibiran
 Signature Above Printed Name

APPENDIX M
Sample Questionnaire/ Secondary Data

SURVEY QUESTIONNAIRE
School Safety of the University of Mindanao

Dear Respondents:

We are the students of University of Mindanao and presently making a research paper about school safety of the University of Mindanao. In relation to this questionnaire in order to gather data for our research paper.

Please answer the following questions honestly, the success of this endeavor depends on your cooperation. Thank you very much.

The Researchers

I. Personal Data

Name (optional): FAYE

Sex: Female Male

Course: B.S. CRIM (please specify)

Year level: 1st year 3rd year 5th year

2nd year 4th year

II. Please read each statement and give your personal rating on the extent of the school safety of the University of Mindanao.

Numerical

Verbal

Equivalent

Description

5

Very Extensive

4

Extensive

3

Moderately Extensive

2

Less Extensive

1

Not Extensive

Risk Factors	5	4	3	2	1
Indicate the extent to which these factors exist in the university:					
1. Illegal weapons.				/	
2. Vandalism.				/	
3. High student mobility (i.e. frequent changes in school environment).			/		
4. Graffiti.				/	
5. Gang activity.				/	
6. Truancy.			/		
7. Student suspension and/or expulsions.					/
8. Students adjudicated by the court.					/
9. Parents withdrawing students from school because of safety concerns.				/	
10. Trespassing on school grounds.				/	
11. Illegal drugs and alcohol use.			/		
12. Fights, conflict, and assault.				/	
13. Incidence of bullying, intimidation, and harassment.			/		
14. Deteriorating condition of physical facilities in the school.				/	

Response Plans	5	4	3	2	1
Indicate the extent to which these factors exist in the university:					
1. Opportunity for extracurricular programs and sports activities.				/	
2. Crisis and emergency response plans.				/	
3. Consistently implemented school-wide discipline plans.			/		
4. Student support services in school (e.g. counseling, monitoring, support team systems).			/		
5. Student preparation for crises and emergencies.			/		
6. Supervision of students across all settings.		/			
7. Suicide prevention/response plans.			/		
8. Student participation and involvement in academic activities.			/		
9. Positive school climate for learning.			/		
10. Acceptance of diversity.			/		
11. Response to conflict and problem solving.		/			
12. Collaboration with community resources.			/		
13. High expectations for student learning and productivity.			/		
14. Effective student-teacher relationships.			/		

APPENDIX N
Certification-Statistician



The University of Mindanao

College of Criminal Justice Education
2nd floor GET Building
Matina Campus, Davao City 8000
Telefax: (082) 227-5456 Local 142

JULY 11, 2018

RONNIE O. ALEJAN, MSAM
Math and Science Discipline
University of Mindanao
Davao City

Dear Sir,

Good day!

We are the criminology students conducting a research study on
"SCHOOL SAFETY OF THE UNIVERSITY OF MINDANAO".

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

Thank you very much.

Respectfully yours,


Charisse Val S. Pogoña


Lyka C. Bucton


Jep Kirk N. Afan

Approved by:


RONNIE O. ALEJAN, MSAM
Statistician

CURRICULUM VITAE



Charisse Val S. Pogoña
Phase 2, Relocation, Bangkal
charsslavpej@gmail.com
09052357481

Personal Information

Age : 19
 Date of Birth : February 15, 1999
 Place of Birth : Tulunan, North Cotabato
 Civil Status : Single
 Gender : Female
 Height : 5'4
 Weight : 58 kls
 Mother : Lilibeth S. Pogoña
 Occupation : Security Guard
 Father : Patrick S. Pogoña
 Occupation : Businessman
 Religion : Roman Catholic
 Nationality : Filipino

Educational Background

Undergraduate : Bachelor of Science in Criminology
 October 2018- Present
 School : University of Mindanao
 Address : Matina, Davao City
 Secondary : Notre Dame of Tulunan
 March 2014-2015
 Address : Bual, Tulunan, North Cotabato
 Elementary : Tulunan Central Elementary School
 March 2010-2011
 Address : Poblacion, Tulunan, North Cotabato



Jep Kirk N. Afan
Sobrecarey, Obrero Davao City
kurt09sk8@gmail.com
+639172022128

Personal Information

Age : 22
 Date of Birth : June 09, 1996
 Place of Birth : Ajuy, Ilo-ilo City
 Civil Status : Single
 Gender : Male
 Height : 5'9
 Weight : 61 kls
 Mother : Cristiphine N. Afan
 Occupation : Housewife
 Father : Jose F. Afan
 Occupation : N/A
 Religion : Baptist
 Nationality : Filipino

Educational Background

Undergraduate : Bachelor of Science in Criminology
 October 2018- Present
 School : University of Mindanao
 Address : Matina, Davao City
 Secondary : Doña Carmen Denia National High School
 March 2011-2012
 Address : Matina Davao City (DRANHS)
 Toril Davao City (DCDNHS)
 Elementary : Matina Central Elementary School
 March 2003-2009
 Address : Brgy. Matina Crossing Davao City



Lyka C. Bucton
Purok. 5 Brgy Miranda IGACOS
Lyka.bucton@yahoo.com
+639473295196

Personal Information

Age	:	21
Date of Birth	:	August 22, 1997
Place of Birth	:	Island Garden City of Samal
Civil Status	:	Single
Gender	:	Female
Height	:	5'3
Weight	:	46 kls
Mother	:	Brenda C. Bucton
Occupation	:	Viand Vendor
Father	:	Benigno I. Bucton
Occupation	:	Carpenter
Religion	:	Roman Catholic
Nationality	:	Filipino

Educational Background

Undergraduate	:	Bachelor of Science in Criminology October 2018- Present
School	:	University of Mindanao
Address	:	Matina, Davao City
Secondary	:	Nieves Villarica National High School March 2013-2014
Address	:	Brgy. Villarica Babak District IGACOS
Elementary	:	Angel Villarica Central School March 2010-2011
Address	:	Brgy. Villarica, Babak