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Research Article

Safety, Security, and Disaster Preparedness Plan of AIMS as Perceived by Internal Stakeholders: Towards the Enhancement of Institutional Safety and Security Plan

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ABSTRACT

Employing descriptive-comparative design, the perception towards the safety, security and disaster preparedness of AIMS was taken from 167 employees and 343 students and strategically compared using T-test and analysis of variance (ANOVA). A standardized questionnaire adapted from the School Safety and Security Checklist by the New York State Police and the Virginia State Education Department was used as instrument during the data gathering period held last 1st Trimester of school year 2022-2023. Demographic profile and mean perception were also statistically treated using frequency, percentage and weighted mean. Based on the results, most of the employee respondents are newly-hired, single, not over 30 years old, physically fit and majority are females. They agreed that AIMS management have a safety and security management plan for its internal stakeholders. However, there are significant differences on their perception when grouped by Department, Position, and Years of Service at AIMS. Specifically, employees who are older and more mature seek improvement and enhancement on the services, facilities, and policies pertaining to safety.

On the other hand, majority of the student respondents are male, BSMT first year students and claimed to be physically fit. Their perception towards the safety and security management of AIMS were higher compared to the employees. However, no significant difference was shown on their perception towards the safety and security management plan of AIMS when grouped according to their profile. For the school grounds, both respondents imply the need for parking facility improvement while on the school interior, it is recommended to conduct a psychological capability training and access to conflict resolution under the initiative of the Regiment Department.

Keywords: *Asian Institute of Maritime Studies, Disaster preparedness, Institutional Safety and Security, Safety, Security*

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Introduction

Nowadays, crisis scenarios in schools around the country are frequently covered by the news media. They can range from natural disasters like floods or storms to man-made threats of criminality. This study covers the fundamental presumptions that the safety and security of the Asian Institute of Maritime Studies (AIMS) are anchored to an all-inclusive crisis management plan and a range of disaster preparedness approaches. The authors want to assess the perceptions of AIMS internal stakeholders with regard to the Safety and Security Management Plan and the level of preparedness framework that AIMS has crafted to ensure the security and safety of students and its employees while maintaining an effective learning environment.

Concerns about safety and security were suddenly becoming the focal point in any discussion about enhancing academic performance across the board at schools (Glariana & Solar, 2015). For our learners, schools were among the safest places to be. Research, education, and resources must adapt to the shifting nature of school safety and security challenges in order to meet the evolving demands of schools (McKenna et al.,2016). As such, making our schools "safe" environments for learning and working is important to many stakeholders. Among these are law enforcement personnel, educators and school administrators, code enforcers, and architects, as well as students and parents (Nowak, 2021).

The Commission of Higher Education (CHED), the government body supervising Higher Education Institutions (HEIs) in the Philippines, highlighted the importance of school safety and security when it implemented CHED Memorandum Order No. 09, Series of 2013, entitled “Enhanced Policies and Guidelines on Students Affairs and Services.” Section 28 of the CMO contains provisions on school safety and security, which include a safe, accessible environment, buildings, and facilities, mechanisms to address disaster risk readiness, regular conduct of earthquake and fire drills, contingency plans, and provides learners with a means to aid in preventing crime, ensuring the safety of the community, and maintaining security of HEIs (CHED Region-1, 2021).

The "Campus Safety and Security Act" has been passed by the House Committee on higher and Technical Education. It aims to establish a Crime Prevention Committee to protect the academic community from both internal and external dangers, such as theft, robbery, rape, and other types of violence. The Crime Prevention Committee (CPC), which must be established in each HEI and TVI, will develop policies and strategies for safeguarding the academic community both inside and outside the region where the HEI or TVI is situated. The governing bodies of the HEIs and TVIs will decide how the CPC will be made up. In consultation with the Punong Barangay, the School Head, the Chief of Police for the community in which the college or university is located, and any other school specialists they deem appropriate, the CPC shall develop crime prevention strategies and programs that will be put into action by the CPC (House of Representatives 19th Congress, 2016).

Disaster Risk Reduction and Management Service (DRRMS) Director Ronaldo Co, an attached unit of the Department of Education (DepEd) further emphasized that there is more to a safe school than its physical structures: Safety constitutes not only the absence of physical harm, threats, and hazards but the presence of an enabling environment (MENA Report, 2018).

The study by Lindfors and Teperi (2018) explains that most teachers lack the skills or knowledge about policies to promote safety at work. They need skills and training to proactively manage the safety culture in schools.

Xaba (2014) argues that the physical environment's safety and security are a vital part of the safety of the entire school and serve as the foundation for the psychological and social environment's safety. Moreover, Xaba (2014) emphasizes the need to maintain school buildings and keep an eye on the campus environment as part of a comprehensive strategy for a school's safety and security.

On the other hand, Cuellar et al (2018) states that researchers have routinely analyzed the perspectives of students and different

school staff about school safety in order to understand the effects of school safety measures and tactics on the learning environment. However, school social workers, who are frequently employed in today's schools to handle students' mental health problems, are frequently kept out of the conversation on school safety.

Similarly, Gairin and Castro (2011), argue that schools address safety issues in a reactive and anything but preventive way, for the most part designing involvement protocols in those schools that have already experienced accidents previously. The findings of Maring and Koblinsky (2013) offer measures to enhance school security and lessen the harm caused by stressors associated with violence. Peer mediation, enhanced mental health resources, parent involvement, professional development in behavior management, and improved school security may all help to foster resilience in both instructors and their learners.

Given all these, Watson (2014) reminds the value of doing school security evaluations for the protection of staff, faculty, and students. Threats from the inside and the outside will be identified via a security assessment. The significance of involving stakeholders from other fields in identifying dangers is also discussed.

In the discussion of safety and security, five (5) offices at AIMS are at the forefront of this endeavor, namely, the Safety and Security Office (SSO), Student Services, Building Engineering Management Office (BEMO), Health Services Unit-Clinic and The Regiment Department.

The Safety and Security Office (SSO) aims to establish versatile safety and security management system responsive to the changing institutional requirements and to ensure the safety of all who utilize the school's facilities and provide quality service. Its ultimate goal is to ensure the utmost safety and security of the school premises, property, employees, and students by developing a standardized response to all hazards and a response plan in coordination with the local and national government agencies, and effective enforcement of security measures and safety standards of AIMS property and its personnel.

The Building Engineering Management Office, on the other hand, targets to provide and establish the campus asset and building facilities in an effective and efficient management system to maximize the useful life of assets and equipment. Its goal is to provide efficient and effective resource utilization engagements for customer delight through delivering effective management of building and facility assets in compliance with existing and new regulatory requirements, and productive–sustainable management of all outsourced engagements and developments while the Health Services Unit (HSU-Clinic) aims to provide and promote excellent medical/dental care services by conforming to health standards as provided by CHED, DOH, PACUCOA, DOLE, and other concerned regulatory bodies and adhering to total quality assurance and effectiveness of HSU-Clinic QMS.

The Regiment Department's role, on the other hand, is to intensify student/personnel service toward the development of physical, spiritual, social, and cultural well-being by establishing a system of organizing and strengthening the special group of cadets assisting in the implementation of campus decorum and defense preparedness. It also solicits internal and external partnerships with organizations having the same interest that would help the effectiveness of the activities.

Safety at the campus is influenced by several factors, including the location of the campus, security of the campus, employee health resources, emergency procedures, campus appearance, the layout of the campus, Local Government Unit (LGU) medical resources, and LGU crime situation.

Statement of the Problem.

This study shall quantify the perceptions of AIMS internal stakeholders: employees and students on the adequacy of safety measures and disaster preparedness plans being implemented at the AIMS campus. Specifically, the study will seek answers to the following questions:

1.1. What are the demographic profiles of AIMS employees in terms of age, gender, department, position, number of years of service, civil status, height, weight, and prevailing medical condition?

1.2 What are the demographic profiles of AIMS students in terms of gender, program, year level, height, weight, and prevailing medical condition?
2. How do AIMS internal stakeholders (employees and students) perceive the safety and security management of AIMS?
2.1 How do respondents perceive the safety and security management in terms of the school grounds/exterior of the school?
2.2 How do respondents perceive the safety and security management in terms of the school interior?
2.3 How do respondents perceive the safety and security management in terms of the development/enforcement of policies?
3. How do AIMS internal stakeholders (employees and students) perceive the disaster preparedness plan of AIMS?
3.1 How do respondents perceive the disaster preparedness plan in terms of the development of the crisis management plan?
3.2 How do respondents perceive the disaster preparedness plan in terms of staff and student development?
4.1 Does a significant difference exist in the safety and security management of AIMS when employees are grouped according to their profiles?
4.2 Does a significant difference exist in the safety and security management of AIMS when students are grouped according to their profiles?
5. Is there a significant difference in the perception of AIMS' safety and security management between students and employees?

Conceptual Framework.

The researchers will adopt the Independent, Main Phenomenon, Outcome (IMPO) Model. This model provides the general structure and guide for the assessment of the perceptions of AIMS personnel and students on the security, safety practices, and disaster preparedness plan of AIMS. The conceptual model, as shown in Figure 1, shows the input which includes the existing security and safety practices and disaster preparedness plan at AIMS, as conceptualized and implemented by the five (5) relevant AIMS offices.

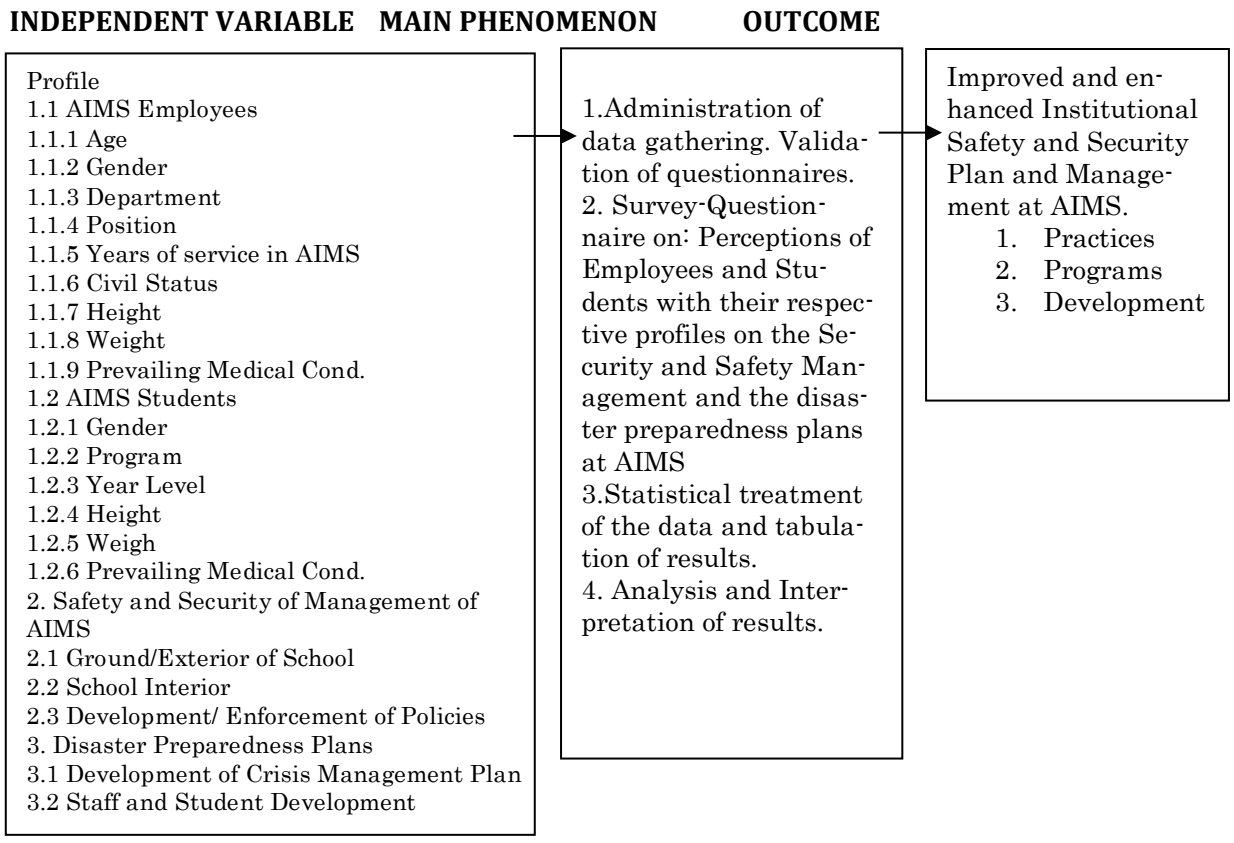

Figure 1. Research Paradigm

The process includes the distribution of the survey instrument to the respondents, collating and presenting data, interpretation based on the result, looking at the significant differences, and lastly the analysis and interpretation. The output of the study is proposed enhancements of security and safety practices at AIMS. Thus, the whole study may be summarized in the research paradigm above (Figure 1)

Methods

The research design employed in this study is a descriptive-comparative approach, chosen for its suitability when dealing with existing intact units for comparison without manipulating an independent variable (Cantrell, 2011). This design is particularly effective for describing individual or event characteristics and comparing variables as they naturally exist (Siedlecki, 2020). In this case, the researchers aimed to understand the perceptions of employees and students at the Asian Institute of Maritime Studies (AIMS) regarding the institution's security and safety practices. By comparing these views based on profiles and groups, the study identified significant variances, providing valuable inputs for enhancing the safety and security measures at AIMS.

The data for the study were derived from a cross-sectional survey of AIMS employees and students. A questionnaire, adapted from the School Safety and Security Checklist of the New York State Police and the Virginia State Education Department, served as the primary research instrument. This instrument, modified for the study's specific variables, covered aspects such as School Ground Exterior, School Interior, Development/Enforcement of Policies, and Disaster Preparedness Plans. The sample size was determined using Slovin's formula, resulting in 167 employees and 343 students as respondents from the total population during the 2022-2023 school year.

To maintain ethical standards, the study strictly adhered to AIMS' "Research Ethics Policies," ensuring participant confidentiality and emphasizing voluntary participation. The collected data underwent statistical treatment using the Statistical Package for Social Science (SPSS) version 20. Various statistical tools, including Frequency and Percentage for profiling, Weighted Mean for assessing perceptions, T-test for significant differences, and Analysis of Variance (ANOVA) for group comparisons, were applied to answer the research problems posed in the study.

Discussions

1.1 Demographic profile of AIMS employees.

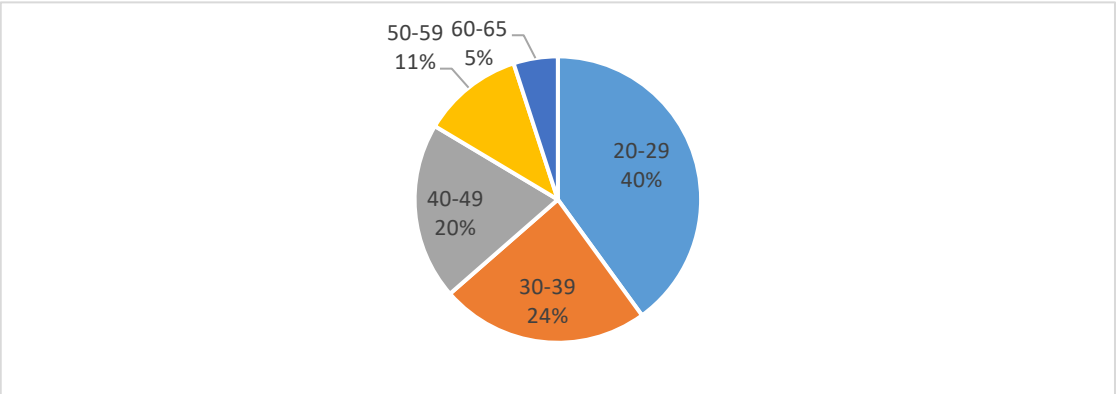

Figure 2. Distribution of Employees According to Age

Figure 2 shows the graphical representation of respondents as to their age.40% of the respondents are aged 20-29 years old, 24% are aged 30-39 years old, 20% are aged 40-49 years old, 11% are aged 50-59 years old and 5% are aged 60-65 years old.

Figure 3 shows the distribution of respondents according to their profile which is composed of females (54%) and males (46%).

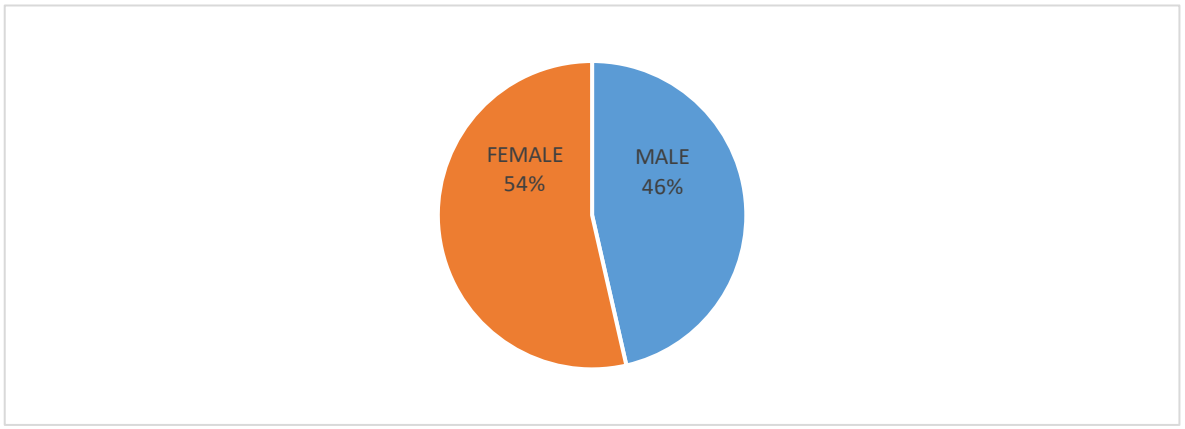

Figure 3. Distribution of Employees According to Gender

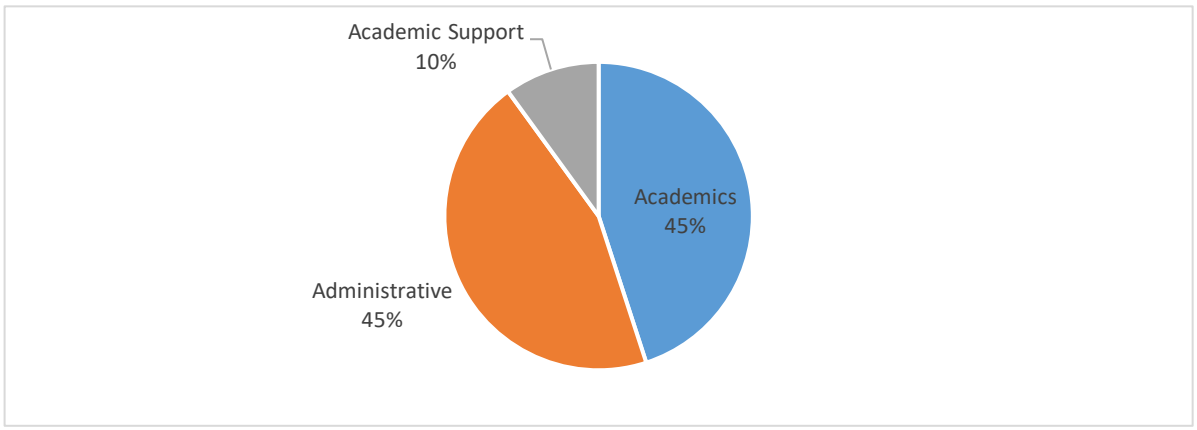

Figure 4. Distribution of Employees According to Department

Figure 4 shows the distribution of employees according to their department. As the pie chart shows, respondents are from Administrative (45%), Academics (45%), and 10% from Academic Support, respectively.

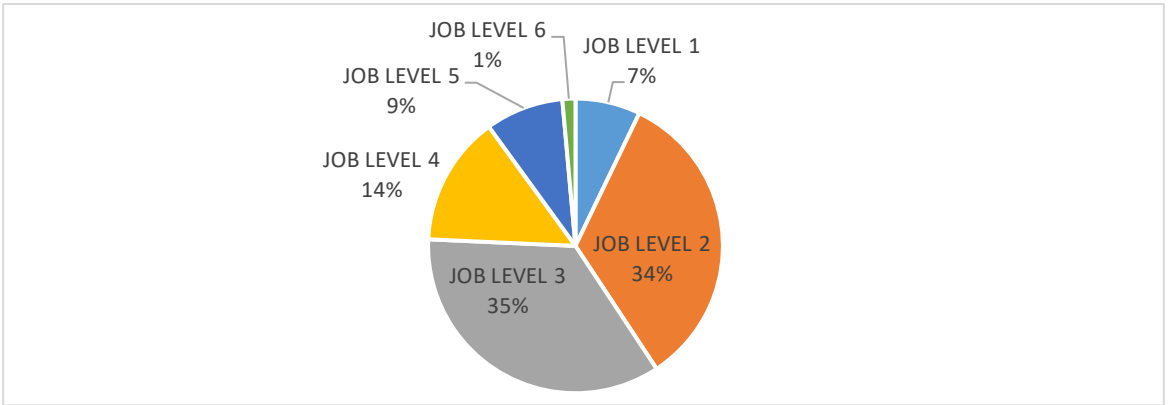

Figure 5. Distribution of Employees According to Position

Figure 5 shows the distribution of employees according to their position. This chart shows that major respondents came from Job Level 3 (35%), and Job Level 4 (34 %). The rest are from Job Level 5 with 14%, Job Level 5 with 9%, and Job Level 1 with 1%.

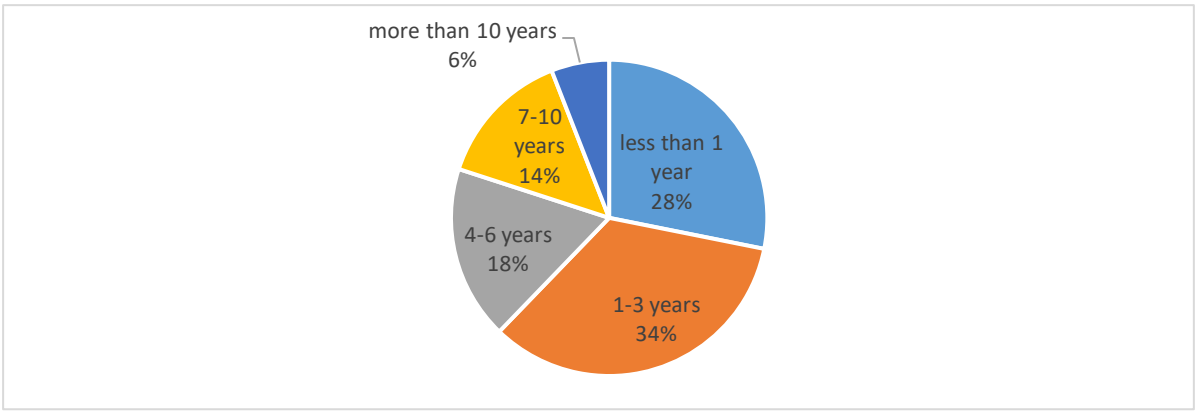

Figure 6. Distribution of Employees According to Number of Years of Service in AIMS

Figure 6 presents the distribution of employees according to the number of years of service in AIMS. The data shows respondents came from less than 1 year in service and 1-3 years of service, with 28% and 34% respectively. While 4-6 years is 18%, 7-10 years is 14% and more than 10 years is 6% of the total respondents.

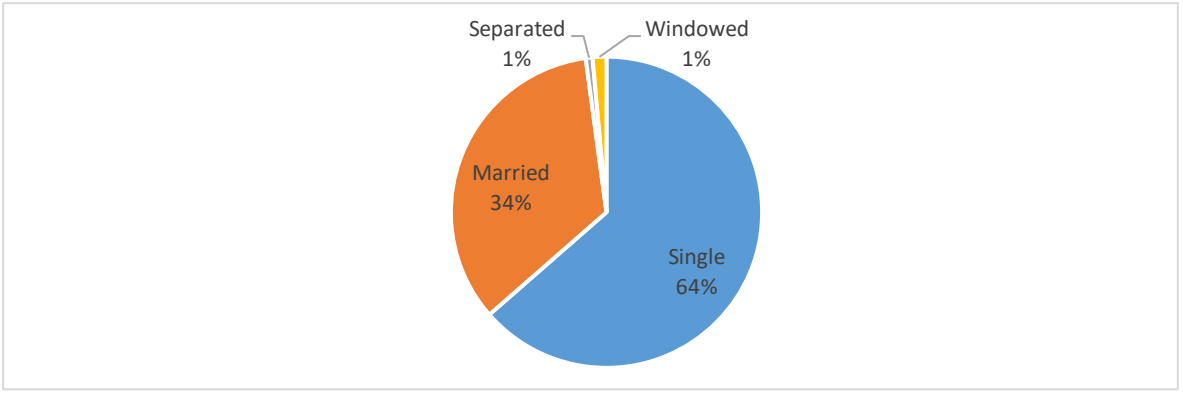

Figure 7. Distribution of Employees According to Civil Status

Figure 7 shows the distribution of employees according to civil status. The chart shows that most of the respondents are Single (64%), Married (34%) and 1% both Separated and Widowed.

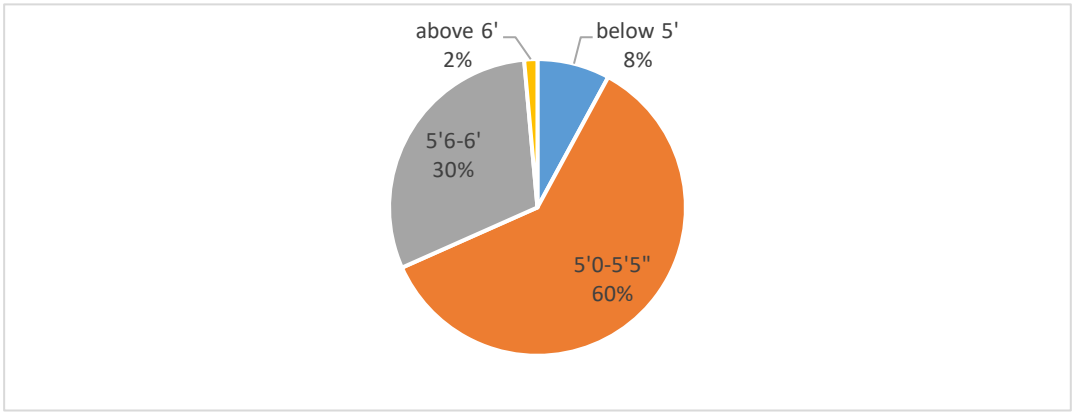

Figure 8. Distribution of Employees According to Height

Figure 8 shows the distribution of employees according to their height. The data shows that major respondents' height range from 5 feet to 5 feet and 5 inches (5'-5'.5") comprise of 60%, while 30% of respondents are within 5 feet and 6 inches to 6 feet (5'.6"-6'). Balances are 2% above 6 feet and 8% below 5 feet, respectively.

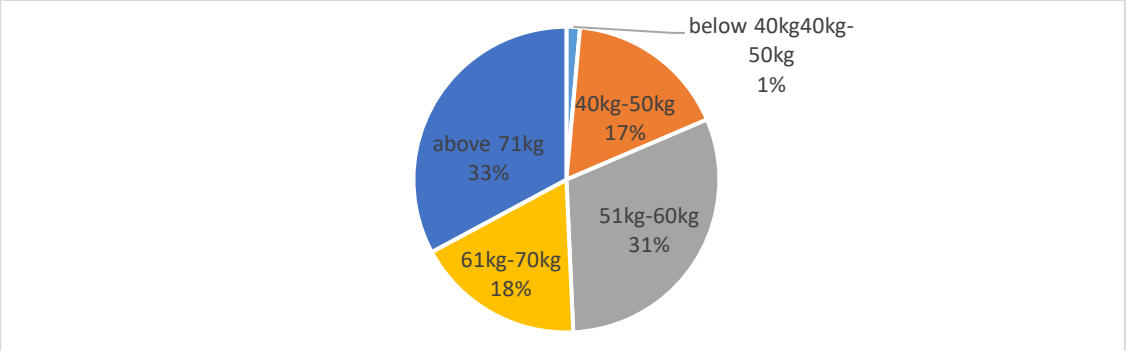

Figure 9. Distribution of Employees According to Weight

Figure 9 shows the distribution of employees according to weight in Kilogram (Kg) which comprises: above 71Kg (33%), 51Kg to 60Kg (31%), 61Kg to 70Kg (18 %), 40Kg to 50Kg (17%) and 40Kg (1%).

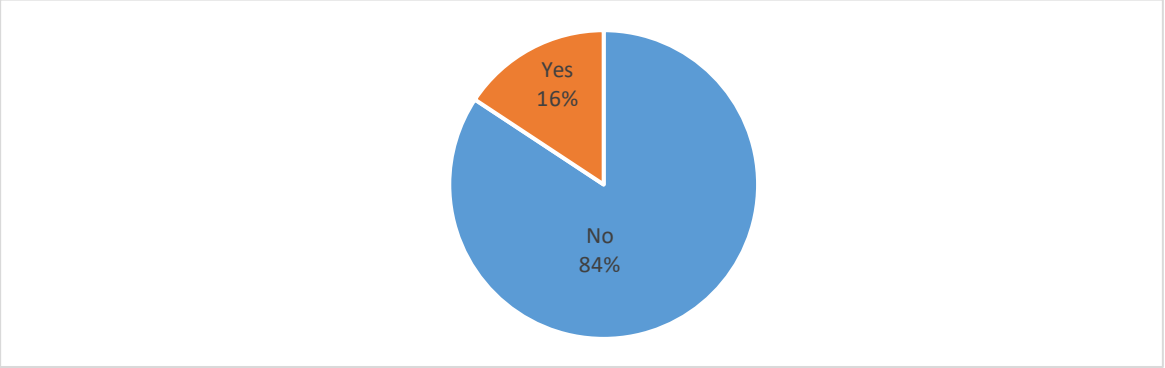

Figure 10. Distribution of Employees According to Prevailing Medical Condition

Figure 10 shows the distribution of employees as to the prevailing medical conditions they have. The respondents were asked if they have prevailing medical conditions and most of the respondents answer No which are 84% and 16 % answered Yes.

1.2 Demographic profile of AIMS students.

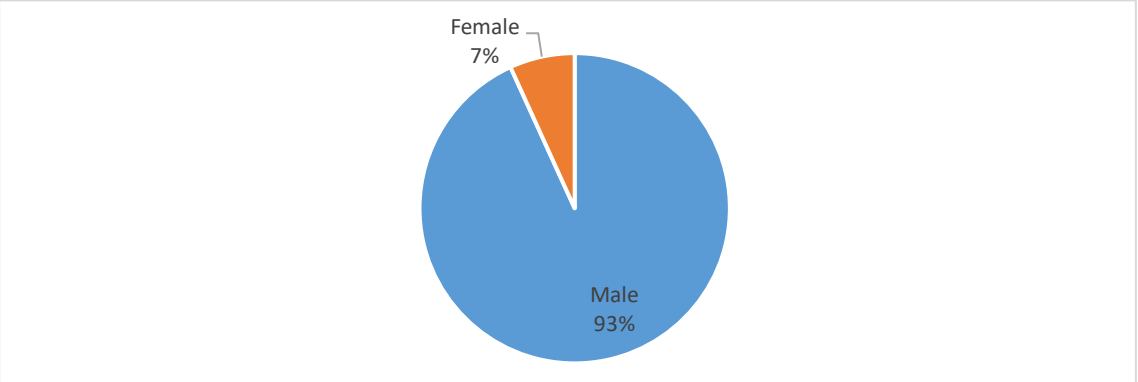

Figure 11. Distribution of Students According to Gender

Figure 11 shows the distribution of students according to gender. Most of the respondents are Males with 93% while only 7% are Females.

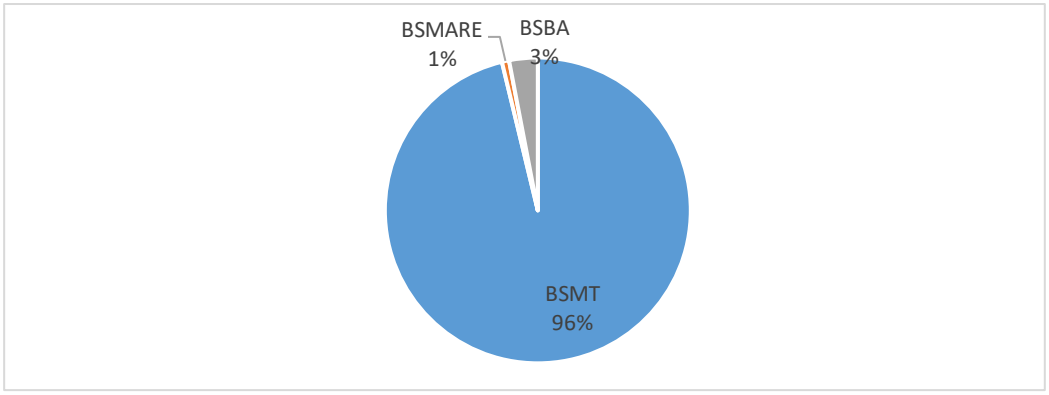

Figure 12. Distribution of Students According to Program

Figure 12 shows the distribution of students according to the program they enrolled in. Most of the students that responded to the survey came from BSMT (96%) and the rest comes from BSBA (3%) and BSMARE (1%).

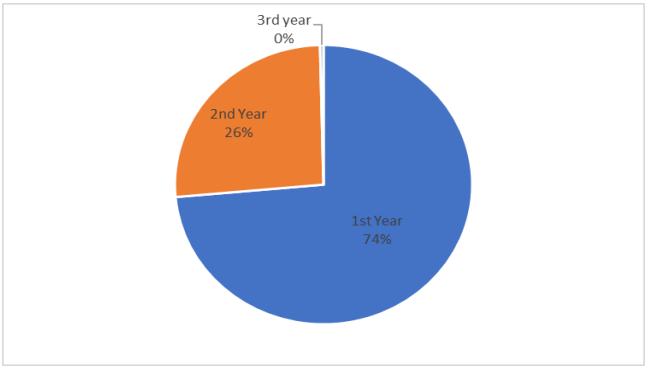

Figure 13. Distribution of Students According to Year Level

Figure 13 shows the distribution of students according to year level. Most of the respondents came from 1st-year which is 74%, and 2nd-year with 26%. The third-year level has no respondents.

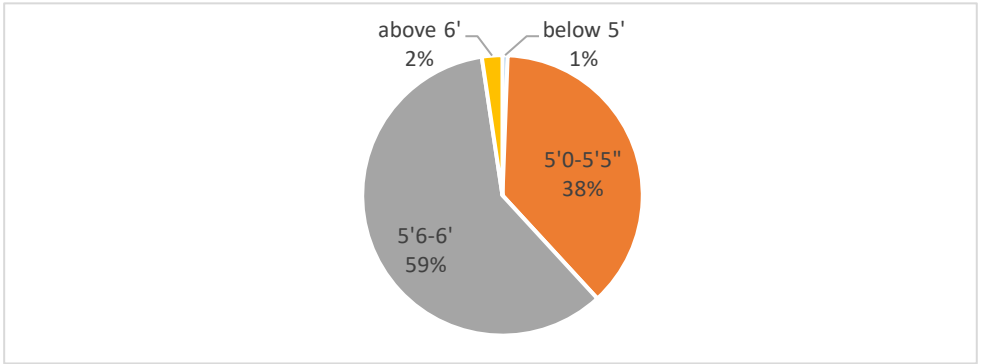

Figure 14. Distribution of Students According to Height

Figure 14 shows the distribution of students according to height. The height of students ranging from 5 feet and 6 inches to 6 feet (5'.6"-6') is 59%, while 38% is 5 feet to 5 feet and 5 inches (5'-5'.5"), 2% is above 6 feet and 1 % is below 5 feet.

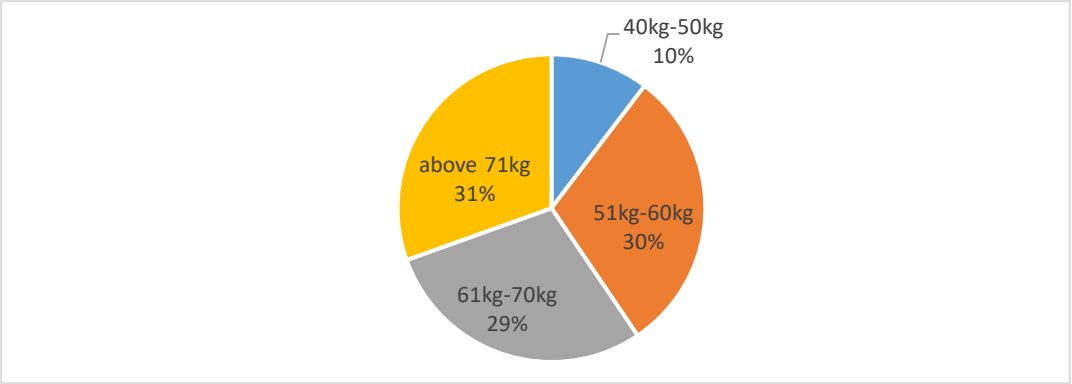

Figure 15. Distribution of Students According to Weight

Figure 15 shows the distribution of students according to the weight of respondents in Kilogram (Kg) which 31% is above 71Kg, 30% is 51Kg to 60Kg, 29% is 61Kg to 70Kg, and 10% is 40Kg to 50Kg.

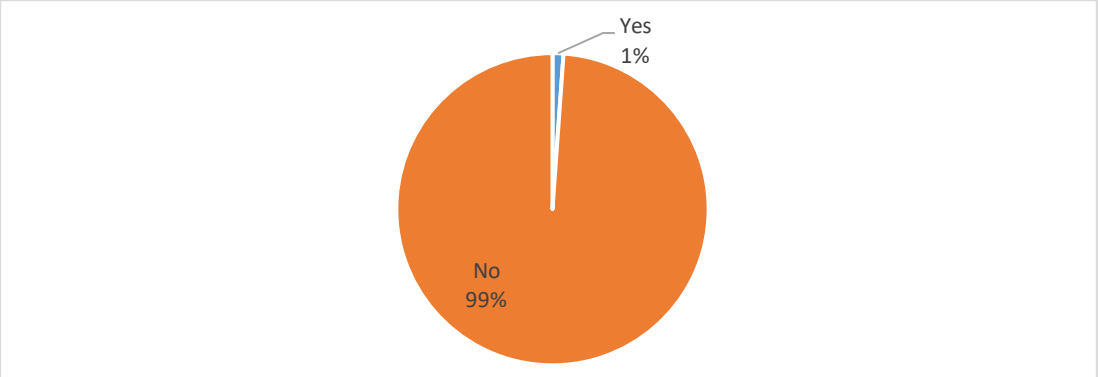

Figure 16. Distribution of Students According to Prevailing Medical Condition

Figure 16 shows the distribution of students according to the prevailing medical conditions they have. Most of the respondents answered no prevailing conditions (99%) and answered Yes (1%).

2. Perception of the safety and security management of AIMS.

Table 1. Mean Distribution on Perception of Safety and Security Management of AIMS Employees and Students as to School Grounds/Exterior of the School

Indicators	Employees N=141		Students N=338	
School Grounds/Exterior of the School	**Mean**	**Interpretation**	**Mean**	**Interpretation**
School grounds are fenced and meet zoning and code standard (approximately 6-8 ft)	4.05	Agree	4.30	Strongly Agree
Gates have locks.	4.27	Strongly Agree	4.34	Strongly Agree
There is one clearly marked and designated entrance for employees, students and visitors.	4.38	Strongly Agree	4.38	Strongly Agree
Signs are posted for visitors to report to main office through a designated entrance.	4.09	Agree	4.37	Strongly Agree
Restricted areas are clearly marked.	4.03	Agree	4.28	Strongly Agree
Vehicle loading and drop-off zones are clearly defined.	3.69	Agree	4.21	Strongly Agree

Indicators	Employees N=141		Students N=338	
Security guards are assigned to monitor all entrance and exit points of the AIMS campus.	4.36	Strongly Agree	4.55	Strongly Agree
Electrical panels and emergency generators are closed and safeguarded within a secure enclosure.	4.11	Agree	4.41	Strongly Agree
Exterior lighting fixtures are operating properly and maintained in good physical and operational condition.	4.04	Agree	4.37	Strongly Agree
There is adequate lighting around the building.	3.99	Agree	4.35	Strongly Agree
Parking lot is lighted properly and all lights are Functioning.	3.76	Agree	4.13	Agree
Students/Staff are issued parking stickers for assigned parking areas.	3.51	Agree	3.96	Agree
Staff and visitor parking has been designated.	3.83	Agree	4.14	Agree
Doors are locked when classrooms are vacant.	3.65	Agree	3.84	Agree
Ground floor windows: no broken panes, locking hardware in working order	3.81	Agree	4.29	Strongly Agree
High-risk areas are protected by high security locks and an alarm system	3.85	Agree	4.34	Strongly Agree
Unused areas of the school can be closed off during and after school activities.	3.85	Agree	4.24	Strongly Agree
There is two-way communication between the main office and: classroom, security station, staff and faculty (all locations have means of communication)	3.83	Agree	4.26	Strongly Agree
Students are restricted from loitering in corridors, hallways, and restrooms.	3.92	Agree	4.38	Strongly Agree
"Restricted" areas are properly identified.	3.84	Agree	4.28	Strongly Agree
All AIMS buildings are equipped with a public-address system accessible from all classrooms, offices and common areas.	3.79	Agree	4.34	Strongly Agree
Closed Circuit Television (CCTV) cameras are positioned to monitor classrooms, offices hallways and other areas of AIMS.	3.96	Agree	4.36	Strongly Agree
All AIMS employees and students are required to wear their AIMS identification (ID) card at all times when on school property.	4.14	Agree	4.55	Strongly Agree
Average Weighted Mean	**3.95**	**Agree**	**4.29**	**Strongly Agree**

Legend: 1.00-1.80 (Strongly Disagree); 1.81-2.60 (Disagree); 2.61-3.40 (Neutral); 3.41-4.20 (Agree); 4.21-5.00 (Strongly Agree)

Table 1 presents the mean distribution of the safety and security of management as perceived by employees and students as to school grounds and the exterior of the school. With an average weighted mean of 4.29 and 3.95 for students and employees respectively. Hence,

this shows that students perceive a higher level of agreement than the employees with regard to the conditions in the school ground and exterior of AIMS.

There are three statements that both respondents have the same level of agreement in terms of how the "gates have locks" (M=4.27) for employees and (M=4.34) for students, "clearly marked and designated entrances for students, employees, and visitors" (M=4.38) for employees and (M=4.38) for students, and "the security guards in the entrance and exit areas of the campus" (M=4.36) for employees and (M=4.55) for students, both respondents strongly agree with the statements.

Regarding the safety and security management in school grounds/ exterior of the school both respondents gave the lowest scores to the following statements:

(1)" Parking lot is lighted properly and all lights are functioning" (M=3.76) Employees, (M=4.13) Students; (2) "Staff and visitor parking have been designated" (M=3.83) Employees, (M=4.14) Students; (3) "Doors are locked when classrooms are vacant" (M=3.65) Employees, (M=3.84) Students; (4) "Students/Staff are issued parking stickers for assigned parking areas" (M=3.51) Employees, (M=3.96) Students.

These data imply that employees and students see the need for an improvement in the parking areas which could mean establishing a system of designated parking areas for employees and students; and by issuing parking stickers and improvement of the facilities like putting properly lighted parking areas. This could also mean that the need to protect their valuable personal belongings attributes to their safety and security. Furthermore, respondents both agree on the need to lock the classrooms when vacant. Employees see the need for loading and drop-off zones (M=3.69) as they see safety and security concerns in this area. Likewise, employees want some improvement in the public address system accessible from all classrooms, offices, and common areas for easy, and accessibility in times of emergencies and crisis situations (M=3.79).

Table 2. Mean Distribution on Perception of Safety and Security Management of AIMS Employees and Students as to School Interior

Indicators	**Employees N=141**		**Students N=338**	
School Interior	**Mean**	**Interpretation**	**Mean**	**Interpretation**
There is a central alarm system in the school	4.00	Agree	4.44	Strongly Agree
The main entrance is visible from the main office	3.80	Agree	4.17	Strongly Agree
There is only one clearly marked and designated entrance for employees, students and visitors.	3.96	Agree	4.31	Strongly Agree
Multiple entries to the building are controlled and supervised.	3.96	Agree	4.31	Strongly Agree
Security personnel maintain a highly visible profile	4.04	Agree	4.36	Strongly Agree
Signage directing visitors to the main office are clearly posted.	3.86	Agree	4.27	Strongly Agree
Visitors are required to sign in and issued ID cards or visitor pass.	4.24	Strongly Agree	4.42	Strongly Agree
Proper identification is required of vendors, repairmen.	3.96	Agree	4.28	Strongly Agree
All AIMS employees and students are required to wear their AIMS identification (ID) card at all times when on school property.	4.16	Agree	4.46	Strongly Agree

Indicators	Employees N=141		Students N=338	
School Interior	**Mean**	**Interpretation**	**Mean**	**Interpretation**
Exit signs are clearly visible and pointing in the correct direction.	4.06	Agree	4.34	Strongly Agree
Switches and controls are properly located and protected.	4.01	Agree	4.34	Strongly Agree
Access to electrical panels is restricted.	4.09	Agree	4.30	Strongly Agree
School files and records are maintained in locked, vandal proof, fireproof containers or vaults.	3.81	Agree	4.32	Strongly Agree
The school maintains a record of all maintenance on doors, windows, lockers, or other areas of the school.	3.94	Agree	4.31	Strongly Agree
If a classroom is vacant, students are restricted from entering the room alone.	3.74	Agree	4.09	Agree
Students are required to have written permission to leave school during school hours.	3.71	Agree	4.25	Strongly Agree
There are written policies regarding access and control of school personnel using the building after school hours.	3.91	Agree	4.25	Strongly Agree
One person is designated to perform the following security checks at the end of day, classroom, restrooms, lockers, exterior entrances, all night lights are working, and alarm system.	3.90	Agree	4.26	Strongly Agree
The telephone numbers of school personnel or other designated contact person are provided to the police department so the police can make contact in the event of a suspicious or emergency situation.	3.88	Agree	4.21	Strongly Agree
All school equipment is permanently marked with an Identification Number	3.94	Agree	4.25	Strongly Agree
Proper inventory of expendable supplies is maintained.	3.92	Agree	4.30	Strongly Agree
There is regular maintenance and/or testing of the entire security alarm system at least every six months.	3.85	Agree	4.17	Agree
There is a control system in place to monitor keys and duplicates.	3.89	Agree	4.19	Agree
Mechanical rooms and hazardous storage areas are locked.	3.96	Agree	4.26	Strongly Agree
Computer servers are installed in a secure area.	3.99	Agree	4.23	Strongly Agree
Fire and Building standards are in place in terms of:				
* Posting Fire exit map	4.10	Agree	4.42	Strongly Agree
* Allocation of first aid items in vital locations in school.	3.81	Agree	4.30	Strongly Agree

Indicators	Employees N=141		Students N=338	
School Interior	**Mean**	**Interpretation**	**Mean**	**Interpretation**
* Fire/water hydrant, water sprinkles, smoke detectors and fire alarm are properly checked and examined	3.89	Agree	4.34	Strongly Agree
* Fire exit doors are clear of obstruction and unlocked	3.94	Agree	4.29	Strongly Agree
* Fire extinguisher are monitored and checked regularly	3.97	Agree	4.28	Strongly Agree
* Visible/reflectorized neon colored signages are readable.	3.84	Agree	4.27	Strongly Agree
Average	3.92	Agree	4.32	Strongly Agree
Average Weighted Mean	**3.94**	**Agree**	**4.28**	**Strongly Agree**

Legend: 1.00-1.80 (Strongly Disagree); 1.81-2.60 (Disagree); 2.61-3.40 (Neutral); 3.41-4.20 (Agree); 4.21-5.00 (Strongly Agree)

Table 2 presents the mean distribution of the safety and security of management of AIMS as perceived by employees and students as to the school interior. Most of the employees agree with all the statements with an average weighted mean of 3.94 for the employees, while students mostly gave strongly agree with almost all the statements with an average weighted mean of 4.28.

The students consistently give strongly agree with most of the statements except for the statements such as "If a classroom is vacant, students are restricted from entering the room alone" (M=4.09), "There is regular maintenance and/or testing of the entire security alarm system at least every six months" (M=4.17), and "There is a control system in place to monitor keys and duplicates (M=4.19), which they give an "agree" level of agreement.

Employees mostly agree with all the statements but strongly agree with "Visitors are required to sign in and issued ID cards or visitor pass" (M=4.24). But it is noticeable that employees respondents have given the lowest points from the criteria "Students are required to have written permission to leave school during school hours" (M=3.71), "If a classroom is vacant, students are restricted from entering the room alone" (M=3.74), "School files and records are maintained in locked, vandal-proof, fireproof containers or vaults"(M=3.81), "Allocation of first aid items in vital locations in school" (M=3.81), "The telephone numbers of school personnel or other designated contact person are provided to the police department so the police can make contact in the event of a suspicious or emergency situation" (M=3.88) and "Fire/water hydrant, water sprinkles, smoke detectors, and fire alarm are properly checked and examined"(M=3.89).

The three statements with the lowest mean are all about signages, "The main entrance is visible from the main office" (M=3.80), "Visible/reflectorized neon colored signages are readable" (M=3.84), "Signage directing visitors to the main office are clearly posted" (M=3.86), employees see the need to improve this within school interior in preventing accidents and call for awareness. Stazzone (2022) stated the benefits of Industrial Safety Signs in preventing accidents in the workplace and other places. These regulations frequently outline the types of signs that must be placed in specific areas on or near equipment as well as the colors, symbols, and text that must be present to be compliant. Additionally, the author stressed that preventing injuries is the ultimate goal, but despite all precautions, accidents and operational errors can sometimes cause injuries. By properly alerting operators and other nearby workers to machine risks, chemical hazards, the need for protective safety gear like eye protection or ear protection, and other issues, industrial safety signs can help to limit liability.

Furthermore, employees see the need of proper maintenance/check "Fire/water hydrant, water sprinkles, smoke detectors, and fire alarm are properly checked and examined"

(M=3.89) as to regulation in safety manual of school. White (n.d.) said that sprinkler systems are equally important to the dynamic fire defense efforts that fire alarm systems and monitoring systems provide. The sprinklers have sensors for heat and smoke. The sprinkler heads release water to either put out the fire or stop it from spreading when the system is activated. In either case, until the local fire department comes on the scene, this feature aids in minimizing the damage.

Table 3. Mean Distribution on Perception of Safety and Security Management of AIMS Employees and Students as to Development/Enforcement of Policies

Indicators	Employees N=141		Students N=338	
Development/Enforcement of Policies	**Mean**	**Interpretation**	**Mean**	**Interpretation**
The Student Conduct Policy is reviewed and updated annually.	3.79	Agree	4.37	Strongly Agree
A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification. All staff are trained to challenge any visitor without identification.	3.93	Agree	4.24	Strongly Agree
The school has a Crisis Management Plan in effect that is reviewed and updated annually.	3.80	Agree	4.21	Strongly Agree
The Incident Command System is an integral part of the Safety Plan.	3.85	Agree	4.23	Strongly Agree
A chain-of-command has been established for the school when administrators are away from the school.	3.91	Agree	4.23	Strongly Agree
Disciplinary consequences for infractions to the Code of Conduct is fairly and consistently enforced.	3.93	Agree	4.23	Strongly Agree
Behavioral expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts.	3.96	Agree	4.25	Strongly Agree
The policy provides a system(s) whereby staff and students may report problems or incidents anonymously.	3.84	Agree	4.27	Strongly Agree
Specific policies and/or procedures are in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in hallways, cafeteria, rest rooms, etc.	3.89	Agree	4.25	Strongly Agree
The school has implemented and communicated a pro-active policy regarding parental actions during school events.	3.92	Agree	4.25	Strongly Agree
Employees and Students have access to conflict resolution programs.	3.73	Agree	4.20	Agree
Employees and Students are assisted in developing anger management skills.	3.71	Agree	4.22	Strongly Agree
Programs are available for students who are academically at-risk.	3.81	Agree	4.25	Strongly Agree
Employees and Students may seek help without the loss of confidentiality.	3.80	Agree	4.24	Strongly Agree

Indicators	Employees N=141		Students N=338	
Development/Enforcement of Policies	**Mean**	**Interpretation**	**Mean**	**Interpretation**
Anti-bullying programs are in place to prevent verbal, physical, and non-physical bullying such as emails, threats, and exclusion.	3.91	Agree	4.32	Strongly Agree
Records or data of incidents are analyzed by concerned department to identify recurring problems.	3.88	Agree	4.27	Strongly Agree
Filing and reporting of accidents and injuries of employees and students on school property or during school-related activities is imposed.	3.90	Agree	4.28	Strongly Agree
The incident reporting system is reviewed and updated annually.	3.81	Agree	4.23	Strongly Agree
AIMS has waste disposal and segregation system based on government regulation standard.	3.95	Agree	4.26	Strongly Agree
AIMS has regular activities and program for pest control to school canteen, offices and classroom.	3.94	Agree	4.25	Strongly Agree
AIMS has Cleanliness and sanitation of canteen is observed in terms of:				
· Food preparation and storage	3.80	Agree	4.37	Strongly Agree
· Utensils and equipment	3.77	Agree	3.85	Agree
Average	3.79	Agree	4.11	Agree
AIMS has Clinic incident policy that are properly recorded and reported in a monthly basis.	4.06	Agree	4.39	Strongly Agree
Average Weighted Mean	**3.87**	**Agree**	**4.25**	**Strongly Agree**

Legend: 1.00-1.80 (Strongly Disagree); 1.81-2.60 (Disagree); 2.61-3.40 (Neutral); 3.41-4.20 (Agree); 4.21-5.00 (Strongly Agree)

Table 3 presents the mean distribution of the Safety and Security Management of AIMS employees and students as to Development/Enforcement of Policies with an average weighted of mean 3.87 for employees and 4.25 for students, which are "agree" and "strongly agree," respectively.

Students give strongly agree with most of the statements but lower their agreement with the statement that AIMS has Cleanliness and sanitation of canteen is observed in terms of "Utensils and equipment (M=3.85). This shows in general "agree" perception on canteen cleanliness and sanitation to get an average of 4.11 weighted mean.

Safety and security management as to development/enforcement of policies, employees, and students give the lowest to two criteria, "Employees and Students have access to conflict resolution program" (M=3.71) and "AIMS has Cleanliness and sanitation of canteen is observed in terms of Utensils and equipment" (3.77).

Employees have given "agree" in all the statements but the scores would sense their concerns given with the lowest score to the following statements: "Employees and Students are assisted in developing anger management skills" (M=3.71), "Employees and Students have access to conflict resolution programs" (M=3.73), "Employees and Students may seek help without the loss of confidentiality" (M=3.80), "The incident reporting system is reviewed and updated annually" (M=3.81), and

"Programs are available for students who are academically at-risk" (M=3.81). Employees see the statements about student development need interventions. These statements are further explained in an article published in the *National Center on Safe Supportive Learning Environment*, (n.d) that the physical and mental safety of students can be greatly enhanced through programs that support character education and social and emotional skill learning. This includes promoting emotional support among peers and employees, eliminating hate speech, and putting in place programs that instruct social and emotional skills including dispute resolution, anger control, and effective communication. Effective programs improve social-emotional abilities and attitudes, raise the frequency of socially desirable behavior, and lower the frequency and severity of behavioral difficulties and emotional disorders, according to experimental research on these kinds of programs.

Regarding sanitation and cleanliness of utensils and canteen equipment (M=3.80), more employees gave the lowest score.

Moreover, employees agree with these statements but worth to analyze to further improve and enhance the existing policies such as: " The policy provides a system(s) whereby staff and students may report problems or incidents anonymously" (M=3.84), "The Incident Command System is an integral part of the Safety Plan" (M3.85), "Records or data of incidents are analyzed by the concerned department to identify recurring problems" (M=3.88), and "Specific policies and/or procedures are in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in hallways, cafeteria, restrooms, etc." (M=3.89).

3. Perception on the disaster preparedness plan of AIMS.

Table 4. Mean Distribution on Perception of Disaster Preparedness Plan of AIMS Employees and Students as to Development of Crisis Management Plan

Indicators	Employees N=141		Students N=338	
Development of a Crisis Management Plan	**Mean**	**Interpretation**	**Mean**	**Interpretation**
The school has established a well-coordinated emergency plan with law enforcement and other crisis response agencies.		Agree		Strongly Agree
· Pasay City Local Government	4.05	Agree	4.31	Strongly Agree
· Police (PNP)	4.02	Agree	4.30	Strongly Agree
· PCDRRMO	4.01	Agree	4.21	Strongly Agree
· Barangay	3.95	Agree	4.18	Agree
· Health (DOH)	4.01	Agree	4.30	Strongly Agree
· Local Fire Department	4.09	Agree	4.25	Strongly Agree
Average Weighted Mean	4.02	Agree	4.26	Strongly Agree
AIMS have a comprehensive disaster response and emergency preparedness plan in terms of :				
· Natural disasters	3.65	Agree	4.31	Agree
· Accidents	3.61	Agree	4.19	Agree
· Acts of violence	3.61	Agree	4.20	Agree
· Death	3.64	Agree	3.98	Agree
· Loss of power	3.63	Agree	4.05	Agree
· Fire	3.63	Agree	4.19	Agree
· Earthquake	3.71	Agree	4.14	Agree
· Typhoon and flood	3.75	Agree	4.18	Agree

Indicators	Employees N=141		Students N=338	
Development of a Crisis Management Plan	**Mean**	**Interpretation**	**Mean**	**Interpretation**
· Gun Shooting incidents	3.54	Agree	4.02	Agree
· Bomb threat and bomb incidents	3.59	Agree	4.02	Agree
· Labor strikes, riots and other civil disturbances	3.51	Agree	4.06	Agree
Average Weighted Mean	3.63	Agree	4.12	Agree
AIMS has Crisis Management team in response to:		Agree		
· Search and Rescue	3.96	Agree	4.34	Strongly Agree
· Evacuation	3.70	Agree	4.25	Strongly Agree
· Medical	3.97	Agree	4.31	Strongly Agree
· Evaluation and Assessment	3.88	Agree	4.27	Strongly Agree
Average Weighted Mean	3.88	Agree	4.29	Strongly Agree
AIMS has established Health and Safety program and policy in response to health risk and emergency such as:				
· Exposure control Plan due to health crisis	3.74	Agree	4.36	Strongly Agree
· Contact tracing	3.64	Agree	4.26	Strongly Agree
· Gathering Information and reporting	3.65	Agree	4.27	Strongly Agree
· Disinfection and sanitation	3.70	Agree	4.33	Strongly Agree
· Providing thermal scanning devices	3.72	Agree	4.32	Strongly Agree
· Providing hand washing areas and sanitizers	3.76	Agree	4.32	Strongly Agree
Average Weighted Mean	3.70	Agree	4.31	Strongly Agree
Total Average Weighted Mean	**3.81**	**Agree**	**4.25**	**Strongly Agree**

Legend: 1.00-1.80 (Strongly Disagree); 1.81-2.60 (Disagree); 2.61-3.40 (Neutral); 3.41-4.20 (Agree); 4.21-5.00 (Strongly Agree)

Table 4 indicates the mean distribution of the disaster preparedness plan of AIMS as perceived by employees and students in terms of the Development of a Crisis Management Plan. With an average weighted mean of 3.81, employees mostly agree with all the statements. For students, it has an average weighted mean of 4.25 which corresponds to strongly agree. Additionally, students' and employees' perceptions with regard to the statements that AIMS has a comprehensive disaster response and emergency preparedness plan (M=4.12) and (M=3.63) for students and employees, respectively. This shows that both respondents, students, and employees have a lower perception of these areas: Natural disasters, Accidents, Acts of violence, Death, Loss of power, Fire, Earthquake, Typhoon and flood, Gun Shooting incidents, Bomb threats, and bomb incidents, Labor strikes, riots and other civil disturbances.

With the statement above getting lower agreements with both respondents, there is a need to intensify the training and development of employees and students in response to possible school violence or natural disaster.

School violence is one of the community's crises, according to Klingman (1978). The four stages of disaster prevention measures, comprising the pre-disaster, impact period, short-term adaptation phase, and long-term adaptation phase, were listed by him. Activities during the pre-disaster phase include crisis anticipation, backup planning, and intervention design.

This phase identifies the need for team building and first aid training. The Impact Phase includes an analysis and evaluation of how the organizational intervention was planned and carried out during the initial stages of crisis response. During the short-term adaption phase, emphasis is placed on how the crisis and the beginning of the traumatic event have altered the victims and other affected individuals and groups. The last phase, known as the long-term adaptation phase, provides treatment and recovery treatments to the involved parties.

The disaster preparedness plan of AIMS for the development of a crisis management plan is different from the respondents. Students strongly agree with "The school has established a well-coordinated emergency plan with law enforcement and other crisis response agencies" (M=4.26), "AIMS has Crisis Management team in response to Search and Rescue, Evacuation, Medical and Evaluation, and Assessment" (M=4.29). To further substantiate the above findings, Kingshott & Mckenzie (2008) stated that developing an emergency plan and being prepared for crisis intervention and identification fall under the purview of the Crisis Response Team (CRT) members. Important steps in the implementation process include training teachers and students as well as holding a number of drills and simulations. Crisis planning's primary duties include fostering a climate of safety and security and averting violence. Other safety and security measures include timely crisis prevention training for school workers, assessing the buildings' safety plans by looking at evacuation routes, and procedures for admitting and regulating visitors to the buildings.

With an average weighted mean of 4.31, AIMS has established Health and Safety programs and policy in response to health risk and emergency such as Exposure Control Plan due to health crisis (M=4.36), Contact tracing (M=4.26), Gathering Information and reporting (M=4.27), Disinfection and sanitation (M=4.33), Providing thermal scanning devices (4.32) and Providing hand washing areas and sanitizers (M=4.32). These 3 areas of concern got lower agreement from the employees. Most of the answers are "agree."

Table 5. Mean Distribution on Perception of Disaster Preparedness Plan of AIMS Employees and Students as to Staff and Student Development

Indicators	**Employees N=141**		**Students N=338**	
Staff and Student Development	**Mean**	**Interpretation**	**Mean**	**Interpretation**
Administrators and staff (including security and law enforcement personnel) are trained in conflict resolution methods.	3.91	Agree	4.23	Strongly Agree
Administrators and staff (including security and law enforcement personnel) are trained in implementation of the Crisis Management Plan and have the training updated annually	3.94	Agree	4.26	Strongly Agree
Administrators and staff are trained in personal safety.	3.92	Agree	4.23	Strongly Agree
School security officers (NOT law enforcement) receive in-service training for their responsibilities.	3.85	Agree	4.23	Strongly Agree
School volunteers receive training to perform their duties.	3.99	Agree	4.20	Agree
Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies, and state laws.	3.99	Agree	4.25	Strongly Agree
School safety and violence prevention information is regularly provided as part staff development plan.	3.97	Agree	4.26	Strongly Agree

Indicators	Employees N=141		Students N=338	
Staff and Student Development	**Mean**	**Interpretation**	**Mean**	**Interpretation**
Staff development opportunities extend to support staff, including cafeteria workers, custodial staff, and secretarial staff.	3.87	Agree	4.25	Strongly Agree
Students are represented on the School Safety Team.	3.90	Agree	4.09	Agree
The school provides opportunities for student leadership related to violence prevention and safety issues.	3.98	Agree	4.26	Strongly Agree
The school provides adequate recognition opportunities for all students	4.01	Agree	4.28	Strongly Agree
Students are adequately instructed in their responsibility to avoid becoming victims of violence (i.e., by avoiding high-risk situations)	3.94	Agree	4.24	Strongly Agree
Average Weighted Mean	3.94	Agree	4.23	Strongly Agree

Legend: 1.00-1.80 (Strongly Disagree); 1.81-2.60 (Disagree); 2.61-3.40 (Neutral); 3.41-4.20 (Agree); 4.21-5.00 (Strongly Agree)

Table 5 manifests that the Disaster Preparedness Plan of AIMS in terms of Staff and Student Development has an average weighted mean of 3.94 for employees and 4.23 for students. This implies "agree" and "strongly agree", respectively. Students consistently give "strongly agree" with all the statements but give "agree" on two points: "School volunteers receive training to perform their duties" (M=4.20) and "Students are represented on the School Safety Team" (M=4.09).

Employees recognize "The school provides adequate recognition opportunities for all students" as the highest score, while they have concerns with the two statements "School security officers (NOT law enforcement) receive in-service training for their responsibilities" (M=3.85) and "Staff development opportunities extend to support staff, including cafeteria workers, custodial staff, and secretarial staff" (M=3.87) as the two lowest scores. Furthermore, students give the lowest score to the following statements: "Students are represented on the School Safety Team" (M=4.09) and "School volunteers receive training to perform their duties" (M=4.20). Furthermore, these results were supported by *National Center on Safe Supportive Learning Environments*, (n.d) stated that promoting and upholding safe, supportive learning environments is essential for emergency preparedness and management. With that premise, the foundation of good connections and procedures that safe and supportive learning environments offer can enable staff and students better manage the challenges of managing during an emergency and the resilience to overcome the problems emergencies present.

1.1 Comparison of Employees' Perception of Safety and Security When Grouped According to Profile.

Table 6. Comparison of Employees' Perceptions of Safety and Security Management when grouped according to Age (ANOVA)

Area	F-ratio	p-value	Interpretation
School Grounds/Exterior of School	1.21	0.31	Not Significant
School Interior	0.28	0.89	Not Significant
Development/Enforcement of Policies	0.21	0.93	Not Significant

Table 6 shows the comparison of employees' perceptions of safety and security management when grouped according to Age is not significant across ages of employees.

Table 7 shows safety and security management are the same across gender of employees.

Table 7. Comparison of Employees' Perceptions of Safety and Security Management When Grouped According to Gender (T-test)

Area	t-value	p-value	Interpretation
School Grounds/Exterior of School	-1.51	0.13	Not Significant
School Interior	-1.43	0.16	Not Significant
Development/Enforcement of Policies	-1.52	0.13	Not Significant

Table 8. Comparison of Employees' Perceptions of Safety and Security Management When Grouped According to Department (ANOVA)

Area	Years	Mean	Standard Deviation	F-ratio	p-value	Interpretation
School Grounds/ Exterior of School	Academics***	4.10	0.17	40.18	0.00	Significant
	*Administrative***	3.90	0.33			
	Academic Support*	3.43	0.21			
School Interior	Academics***	4.55	0.44	140.12	0.00	Significant
	*Administrative***	3.55	0.41			
	Academic Support*	2.99	0.02			
Development/ Enforcement of Policies	Academics***	4.43	0.46	108.56	0.00	Significant
	*Administrative***	3.49	0.43			
	Academic Support*	3.00	0.00			

**** Significantly higher than those with * positions*

Table 8 shows that safety and security management is significant for employees in all the departments they belong to. Getting a p-value of less than 0.05 implies significant values. However, safety and security management as to school grounds is significantly higher in academic departments and administrative than in academic support departments. It could be seen the results of school grounds/exterior of schools Academics (M=4.10), (SD=0.17), Administrative (M=3.90), (SD=0.33), and Academic Support (M=3.43), (SD=0.21).

For school interior, safety and security management is significantly higher in the academic department than administrative and academic support. With mean and Standard deviation results as follows: Academics (M=4.55), (SD=0.44); Administrative (M=3.55), (SD=0.41); and Administrative Support (M=2.99), (SD=0.02). It is noticeable that the Administrative Support Department's level of agreement is neutral neither "agree" nor "disagree".

Moreover, for school policy enforcement, safety and security management is significantly higher in the academic department and administrative than academic support. With mean and Standard deviation results as follows: Academics (M=3.43), (SD=0.46), Administrative (M=3.49), (SD=0.43), and Academic Support Departments (M=3.00), (SD=0.00). It has the same observation as the above statement that the latter department neither agrees nor disagrees with all the statements.

Table 9. Comparison of Employees' Perceptions of Safety and Security Managementwhen grouped according to Position (ANOVA)

Area	Position	Mean	Standard Deviation	F-ratio	p-value	Interpretation
School Grounds/ Exterior of School	Job Level 1*	3.65	0.19	10.07	0.00	Significant
	Job Level 2*	3.79	0.36			
	Job Level 3***	4.10	0.24			
	Job Level 4***	4.10	0.24			
	Job Level 5*	3.84	0.25			
	Job Level 6***	4.24	0.21			
School Interior	Job Level 1*	3.38	0.19	4.67	0.00	Significant
	Job Level 2*	3.73	0.81			
	Job Level 3***	4.18	0.52			
	Job Level 4***	4.24	0.67			
	Job Level 5*	3.76	0.74			
	Job Level 6	4.12	0.17			
Development/ Enforcement of Policies	Job Level 1*	3.25	0.22	5.61	0.00	Significant
	Job Level 2*	3.66	0.76			
	Job Level 3***	4.12	0.52			
	Job Level 4***	4.16	0.66			
	Job Level 5*	3.65	0.66			
	Job Level 6	4.03	0.04			

**** Significantly higher than those with * positions*

Table 9 shows the comparison of employees' perceptions of safety and security management when grouped according to position. The safety and security management as to school grounds is significantly higher on Job levels 3, 4, and 6 than on Job levels 1, 2, and 5.

With mean and Standard deviation results as follows: Job level 3 (M=4.10) (SD=0.24), Job level 4 (M=4.10) (S=0.24), and Job level 6 (M=4.24) (SD=0.21) against Job level 1 (M=3.65) (SD=0.19), Job level 2 (M=3.79) (SD=0.36) and Job level 5, and (M=3.84) (SD=0.25).

Additionally, the safety and security management as to school interior is significantly higher on Job levels 3, 4, and 6 than on Job levels 1, 2, and 5.

With mean and Standard deviation results as follows: Job level 3 (M=4.18) (SD=0.52), Job level 4 (M=4.24) (S=0.07), and Job level 6 (M=4.12) (SD=0.17) against Job level 1 (M=3.38) (SD=0.19), Job level 2 (M=3.73) (SD=0.81) and Job level 5nd (M=3.76) (SD=0.74).

Furthermore, the safety and security management as to school policy enforcement is significantly higher on Job levels 3, 4, and 6 than on Job levels 1, 2, and 5.

With mean and Standard deviation results as follows: Job level 3 (M=4.12) (SD=0.52), Job level 4 (M=4.16) (S=0.66), and Job level 6 (M=4.03) (SD=0.04) against Job level 1 (M=3.25) (SD=0.22), Job level 2 (M=3.66) (SD=0.76) and Job level 5nd (M=3.65) (SD=0.66).

This shows that Job levels 3, 4, and 6 perceptions of safety and management are significantly higher across the criteria. Hence, it can be concluded that these Job levels as Department/School Associates (Job level 3), Department/School Heads (Job level 4), and Executives are more inclined and aware of the safety and security management of AIMS.

The Directors/Deans (Job level 5), Maintenance Personnel (Job level 1) and Secretaries/Assistants (Job level 2) have lower perceptions of the safety and security management of AIMS with the probability that they are at the ground and working. They see the realities on the ground.

Table 10. Comparison of Employees' Perceptions of Safety and Security Management when grouped according to the Number of Years of Service in AIMS (ANOVA)

Area	Years	Mean	Standard Deviation	F-ratio	p-value	Interpretation
School Grounds/ Exterior of School	less than 1 year***	4.06	0.29	3.32	0.01	Significant
	1-3 years*	3.92	0.31			
	4-6 years	3.90	0.36			
	7-10 years	3.92	0.32			
	10 years - above*	3.65	0.32			
School Interior	less than 1 year***	4.17	0.72	2.64	0.04	Significant
	1-3 years	3.91	0.69			
	4-6 years*	3.82	0.68			
	7-10 years*	3.89	0.65			
	10 years - above*	3.40	0.49			
Development/ Enforcement of Policies	less than 1 year	4.07	0.71	2.33	0.06	Not Significant
	1-3 years	3.83	0.68			
	4-6 years	3.77	0.68			
	7-10 years	3.82	0.58			
	10 years - above	3.36	0.49			

**** Significantly higher than those with * positions*

Table 10 shows the Comparison of Employees' Perceptions of Safety and Security Management when grouped according to the Number of Years of Service in AIMS. Safety and security management on school grounds is significant across all employees in terms of the number of years of service with a p-value of 0.01. Moreover, it is significantly higher for less than 1 year in service than 1-3 years, 4- 6 years, 7- 10 years, and 10 years and above.

It is in the same interpretation of significance with regards to Safety and security management as on school interior with a p-value of 0.04. It is noted that safety and security management is significantly higher for less than 1 year in service than 4-6 years, 7-10 years, and 10 years, and above.

Furthermore, safety and security management as to school policy enforcement is not significant to employees with regards to the number of years of service at AIMS with a p-value of 0.06.

Table 11. Comparison of Employees' Perceptions of Safety and Security Management when grouped according to their Civil Status (ANOVA)

Area	F-ratio	p-value	Interpretation
School Grounds/Exterior of School	0.87	0.46	Not Significant
School Interior	0.51	0.68	Not Significant
Development/Enforcement of Policies	0.59	0.62	Not Significant

Table 11 shows that safety and security management are the same across the civil status of employees. It is not significant as the p-values are 0.46, 0.68, and 0.62 for school ground, school interior, and policy enforcement, respectively.

Table 12. Comparison of Employees' Perception on Safety and Security Management When Grouped According their Height (ANOVA)

Area	F-ratio	p-value	Interpretation
School Grounds/Exterior of School	0.22	0.92	Not Significant
School Interior	0.69	0.60	Not Significant
Development/Enforcement of Policies	0.96	0.43	Not Significant

Table 12 shows that safety and security management perceptions are the same across the height of employees. It shows "not significant" with a p-value of 0.92, 0.60, and 0.43 respectively.

Table 13. Comparison of Employees' Perception of Safety and Security Management when grouped according to their Weight (ANOVA)

Area	F-ratio	p-value	Interpretation
School Grounds/Exterior of School	2.00	0.10	Not Significant
School Interior	1.40	0.24	Not Significant
Development/Enforcement of Policies	1.52	0.20	Not Significant

Table 13 shows "not significant" interpretations as to safety and security management are the same across the weight of employees.

Table 14 shows safety and security management are the same across employees with or without prevailing medical conditions.

Table 14. Comparison of Employees' Perceptions of Safety and Security Management When Grouped According to Prevailing Medical Condition (T-test)

Area	t-value	p-value	Interpretation
School Grounds/Exterior of School	0.32	0.75	Not Significant
School Interior	-0.62	0.54	Not Significant
Development/Enforcement of Policies	-0.93	0.36	Not Significant

1.2 Comparison of Students' Perception on Safety and Security When Grouped According to Profile.

Table 15. Comparison of Students' Perceptions of Safety and Security Management When Grouped According to Gender (T-test)

Area	t-value	p-value	Interpretation
School Grounds/Exterior of School	-0.51	0.61	Not Significant
Development/Enforcement of Policies	-0.24	0.81	Not Significant
Policy Enforcement	-0.40	0.69	Not Significant

Table 15 shows safety and security management are the same across gender of students.

Table 16 shows safety and security management perceptions are the same across the program/course of students.

Table 16. Comparison of Students' Perceptions of Safety and Security Management When Grouped According to Program (ANOVA)

Area	F-ratio	p-value	Interpretation
School Grounds/Exterior of School	0.07	0.93	Not Significant
School Interior	1.19	0.31	Not Significant
Development/Enforcement of Policies	0.13	0.88	Not Significant

Table 17. Comparison of Students' Perceptions on Safety and Security Management When Grouped According to Year level (T-test)

Area	t-value	p-value	Interpretation
School Grounds/Exterior of School	-0.63	0.53	Not Significant
School Interior	-0.24	0.81	Not Significant
Development/Enforcement of Policies	-0.42	0.67	Not Significant

Table 17 shows safety and security management are the same across the students' year levels.

Table 18 shows safety and security management are the same across the heights of students.

Table 18. Comparison of Students' Perceptions of Safety and Security Management When Grouped According to Height (ANOVA)

Area	F-ratio	p-value	Interpretation
School Grounds/Exterior of School	2.66	0.10	Not Significant
School Interior	3.88	0.05	Not Significant
Development/Enforcement of Policies	2.77	0.10	Not Significant

Table 19 shows safety and security management are the same across the weights of students.

Table 20 shows safety and security management are the same across the prevailing medical condition of students.

Table 19. Comparison of Students' Perceptions of Safety and Security Management When Grouped according to Weight (ANOVA)

Area	F-ratio	p-value	Interpretation
School Grounds/Exterior of School	0.85	0.47	Not Significant
School Interior	0.82	0.49	Not Significant
Development/Enforcement of Policies	1.09	0.35	Not Significant

Table 20. Comparison of Students' Perceptions of Safety and Security Management When Grouped According to Prevailing Medical Conditions (T-test)

Area	t-value	p-value	Interpretation
School Grounds/Exterior of School	-0.09	0.93	Not Significant
School Interior	-0.15	0.88	Not Significant
Development/Enforcement of Policies	-0.23	0.82	Not Significant

2. Comparison of safety and security management of AIMS when perception is grouped by students and employees.

Table 21. Comparison of Students' and Employees' Perceptions of Safety and Security Management (T-test)

Area	Group	Mean	Standard Deviation	t-value	p-value	Interpretation
School Grounds/ Exterior of School	Employees	3.95	0.33	-6.553	0.000	Significant
	Students***	4.29	0.58			
Interior	Employees	3.94	0.70	-4.964	0.000	Significant
	Students***	4.28	0.63			
Development/ Enforcement of Policies	Employees	3.87	0.68	-5.428	0.000	Significant
	Students***	4.25	0.66			

**** Significantly higher than the other group*

Table 21 shows a significant difference in safety and security management when grouped according to students and employees of AIMS. Data presents students show significantly higher than employees in the safety and security on the school exterior/school ground with a 4.29 mean against 3.95 of employees and 0.58 standard deviation to 0.33 of the employees.

For the school interior and policy enforcement yield, the same results as students' perceptions are significantly higher than the employees'. The safety and security management in the interior of the school with regard to students are significantly higher with a mean value of 4.28 compared to employees' 3.94 mean value. Additionally, the 4.25 mean value of students against the 3.87 mean of employees is significantly higher than employees. Hence, it can be concluded that students' perceptions of safety and management are significantly higher than employees. But it is noticeable that employees' perceptions are driven by experiences showing variances in the level of agreement. The standard deviation of employees in the interior of the school (SD=0.70) and the development/enforcement of policies (SD=0.68) are almost the same while with a big difference in the school grounds/exterior of the school (SD=0.33). It is the same observation with regard to the standard deviation results of students.

Conclusion

Based on the data presented, the researchers conclude that there is no significant difference in the Security and Safety Management of AIMS when employees are grouped according to their Age, Gender, Civil Status, Height, Weight, and Prevailing Medical Conditions. As the researchers have further analyzed the demographic profiles of employees, most of the respondents are newly-hired employees, single, physically fit, and the majority are females and not over 30 years old. This means that most respondents come from the new generation of employees in AIMS. As these new breeds of the workforce are in line, their perceptions of safety and security management are more on the positive note, data shows the level of agreement that agrees in most of the statements provided in the checklist. This also yields the level of maturity and how well they knew the AIMS facilities and policies as well.

But for the employees, there are significant differences in their profile as Department, Position, and Number of Years in Service at AIMS. This shows that the other generations of employees who are older and more mature seek improvement and enhancement of the services, facilities, and policies. The significant difference shows the results that as the employees stayed and rendered more years in the institution, they experienced more safety precursors and tendencies that changed their perception of safety and security management of the campus over time. The departments that they belong to and their position also affect their perception in dealing with the safety and security management plan of the institution. As stated in the results, "This shows that Job levels 3, 4, and 6 perceptions of safety and management are significantly higher across the criteria. Hence, it can be concluded that these Job levels as Department/School Associates (Job level 3), Department/School Heads (Job level 4), and Executives are more inclined and aware of the safety and security management of AIMS."

However, another side of the coin draws an inferential statement that yields from the results, "The Directors/Deans (Job level 5), Maintenance Personnel (Job level 1) and Secretaries/Assistants (Job level 2) have lower perceptions of the safety and security management of AIMS with the probability that they are at the ground and working. They have seen the realities on the ground with respect to their position. It means that they have experienced enough with regard to safety and security, and probably they belong to the core groups at the frontline (Safety and Security Office (SSO), Student Services, Building Engineering Management Office (BEMO), Health Services Unit-Clinic, and The Regiment Department)

The results of the students signify consistency "strongly agree" in the level of agreement that the researchers can conclude the same analogy for the employees as students' respondents are majority male, belongs to the first year, and are in the same programs (BSMT, 96% of respondents), and physically fit. Data shows no significant differences in the safety and security management of students with

regard to their demographic profile of Gender, Program, Year Level, Height, and Weight. The researcher focuses on the data that yields the lower agreement in the mean distribution of perception which shows they have analyzed the statement and they have experienced it. The perception of "agree" in the level of the agreement shows the truthfulness and honesty of their response.

To conclude in answering the hypothesis of the study, data shows a significant difference in safety and security management when grouped according to students and employees of AIMS. The results yield that data from students are significantly higher than employees in the safety and security on the school exterior/school ground. For the school interior and policy enforcement yield, the same results as students' perceptions are significantly higher than the employees'.

This result means that students' perceptions of safety and security management of AIMS are higher compared to employees. Students feel safe and secure with the safety and security management and disaster preparedness plans of AIMS with all the areas of concern.

Recommendations

According to the findings of a UN conference held in March 2015, the comprehensive school safety (CCS) framework has three pillars: 1) safe school facilities; 2) efficient school disaster management; and 3) disaster risk reduction and resilience education. Few schools begin to create disaster response procedures as a result. At the national, regional, district, and local levels of school sites, the educational component may be implemented by changes in education policy and practices that are congruent with crisis management. The United Nations Office for Disaster Risk Reduction (UNISDR) and Global Alliance for Disaster Risk Reduction in Education Sector's (GADRRES) 2017 Comprehensive School Safety Report could be adapted by Higher Education Institutions (HEIs) in our country. It was stated in the Disaster Risk Reduction Targets in Sustainable Development Goal No. 4 to "ensure inclusive and equitable education and promote lifelong learning opportunities for all" with the targets that by 2030, all learners could acquire knowledge and skills to promote sustainable development in life styles, human rights, gender equality, promotion of culture of peace and non-violence with respect to cultural diversity and contribution" (UNISDR, 2015).

For that realization, HEIs "should build and upgrade education facilities that foster disability and gender-sensitive, and provide safe and non-violence-inclusive and effective learning environments for all learners" (UNISDR, 2015).

This study may help AIMS as Higher Education Institution to enhance and reinforce the existing policies and programs to constitute new climate emergencies, crises, health risks assessments, and violence that involves students and employees. This study may further suggest using newfound technologies and adapting best practices that schools locally and internationally have been applying to safeguard their campus from elements that could be brought school emergencies and crimes.

As we have discussed, the Safety and Security Office (SSO), Student Services, Building Engineering Management Office (BEMO), Health Services Unit-Clinic, and The Regiment Department are at the forefront relative to safety and security at AIMS. These recommendations could benchmark changes and enhance the safety and security plans of AIMS as the basis of this study.

The results give significantly show perceptions of the internal stakeholders which could elevate the confidence level and the area of concern that often the management sees comparatively little importance but holds a greater value to employees and students with regards to their safety and security.

For safety and security management, students' perceptions overall ratings from students are outstanding results as most of the results are "strongly agree". Most of the students give the highest rating to school grounds, school interior, and development/enforcement of policies. However, employees unanimously give an "agree" rating from all the statements. But these ratings show the variability of results that yields the area of concern. In analyzing the weighted mean variances and differences, the lowest yields the most needed attention and improvement while the highest implies the recognition of policy and visually agrees with

the statement. With regards to school grounds, both respondents imply the need for parking facility improvement. It is of utmost importance in the security and safety of the drop-off and loading area within the vicinity of the school ground. The BEMO department could conceptualize new undertakings and projects based on these results.

For the safety and security management of the school interior, summarizing the results with the statement and criteria that got the lowest rating yields the area for improvement in the facilities and policies as well. Employees are concerned with their psychological capability by managing and developing anger management intervention from the school that could lessen the incidence of that involves students and employees behavioral conduct by having access to conflict resolution which the Regiment department could intervene.

The Student Services department could review the policies that need to enhance based on the results like confidentiality issues where one can seek help and report problems anonymously, but this is subjective for verification and validity of the report. The safeguarding of information and validation of incident reporting to encourage breakthroughs and early interventions is highly regarded by respondents. Even academically at-risk students need beamingly help to address what constitute mental health problems and coping mechanism. AIMS must endeavor to recognize the early warning signs of problem behaviors and create plans for crisis response, prevention, and intervention. However, it shouldn't limit the efforts to reducing behavioral issues; instead, it should aim to promote positive behavioral outcomes through well-designed programs for social and emotional learning, positive-behavior-support, and mental health wellness. There is a need for specific policies and procedures in place that detail staff members' responsibilities for monitoring and supervising students outside the classroom, such as in hallways, cafeterias, and restrooms as reflected in the survey.

The Safety and Security Office needs more support in mainstreaming their programs as results yield low in both respondents with regards to Crisis Management plan in response to natural disasters or man-made crime. The need to strengthen the policies and programs that contingency plans where crisis planning and preparations are required as survey results yield low in both respondents. The SSO with close coordination with the Regiment Department could benchmark on the best practice in response to school emergencies limited to school crimes, violence, sexual assaults, robbery, threats, terrorism, drugs, and even suicide. There is a need of keeping records or data of incidents that have to be analyzed by the concerned department to identify recurring problems. This correlates with the statement that both respondents agree that incident reporting should be reviewed and updated annually. This data could be for close monitoring and keepsake of these departments: Regiment Department, Student Services, and Safety and Security Office. There is a need for Incident Command System as an integral part of the Safety and Security Management Plan.

Moreover, Health Services Unit-Clinic needs to intensify the monitoring of the school canteen commissary food service as both respondents, employees and students give low scores about the cleanliness and sanitation of the canteen. Safety and security correspond to health issues and untoward incidences of food poisoning correlate to cleanliness and sanitation of utensils and equipment in the preparation and serving of food in the canteen/cafeteria.

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