



The effectiveness of the safety and discipline department

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Abstract

The effectiveness of the services of the Safety and Discipline Department plays a huge part on the students' behavior in school. Several literatures support the idea that a safe school leads to a good academic performance. These is possible though a challenge to the management to ensure that the school is said to be a safe school where parents are looking for. To ensure that the school provides effective services on the said department, a study was conducted to ensure that the effectiveness of the services is properly delivered in the academe.

The results showed a very much effective result on the implementation of the mission, vision, and objectives including the way the department channeled the offenses got a very much effective result. Respondents were also satisfied the department's services in terms of the human resource, duties and responsibilities, clarity and channeling of offenses got an effective result. It was found out also that there were no significant relationships on the respondents' perception per year level and per program. The respondents believed that the following are the actions that will make the discipline and safety department serves much effectively by creating students help desk, implementing work workplace safety program or trainings, installing of drop boxes, acquiring more system and technology, adding awareness programs, hiring more staff, and imposing of fines instead of suspension.

The results of the study strengthened the framework used that the behavior of the students depend upon the climate the school has which relies on the safety and discipline department.

Keywords: discipline, effectiveness, safe school, safety, service, school climate

1. Introduction

School's Safety is one of the factors to consider when parents are looking a school for their children. Generally, a school is considered as a home. The reason that parent's big concern aside from the quality education is the safety and discipline. According to Research and Scholarship, on the study "School Choice: What Parents Choose" by Beamish and Morey, v7n1. It was found out that Parents want high levels of discipline. Based on the result, discipline is strong ($M = 5.43$) was prioritized as the third most important item in the survey. Several of the families interviewed mentioned the importance of the school's approach to discipline. Most families indicate that they are looking for a safe and accepting environment for their children, and a school where high behavior standards are maintained. Poor discipline led some families to change the school their child was attending. Since discipline and safety is one of the factors that influence in selecting a school, school's safety is present because school discipline creates an environment conducive to learning and ensures the safety and security of the educators and learners. Bray 2005:134 and Squelch 2000:2 believed that there is no effective teaching and learning can take place without discipline. For them, the maintenance of sound discipline is important.

It is understood that every school is built with safety. To ensure the safety of the learners and the educators, school established the Discipline and Safety Department to handle different cases that might come along or within during classes or stay inside the campus. It is the role of the department to protect the students, academic and non-academic personnel, to safeguard

lives and property and respect law and order; to provide a safe and secure teaching-learning environment; to enforce the rules and regulations courteously and appropriately without fear or favor; and to resolve issues without compromise. To ensure all of these, the department is expected to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well disciplined, and conducive to learning to promote safe school. Information on training, training guides and model practices are very important to promote well-being and protection from abuse. Also, since it is given that in whatever means this abuse is present or will be occurring in the future, it is better that the school also has the so-called "preparedness". Crisis preparedness is also very important in addressing immediate response or mitigation. This is the main target of this study, to find out if the discipline and safety department of a higher institutions effectively promoting the well-being of the students.

1.1 Statement of the Problem

The study aims to find out the *Effectiveness of the Discipline and Safety Department*. Specifically, it seeks to answer the following questions:

1. What are the characteristics of the respondents in terms of
 - 1.1 Program, and
 - 1.2 Year level?
2. How do the respondents perceive the services of the Discipline and Safety Department in terms of the following?
 - 2.1 Mission and Vision,
 - 2.2 Human Resource
 - 2.3 Implementation of Duties
 - 2.4 Minor Offenses
 - 2.4.1 Clarity of the Offenses
 - 2.4.2 Channeling the Offenses
 - 2.5 Major Offenses
 - 2.5.1.1 Clarity of the Offenses
 - 2.5.1.2 Channeling the Offenses
3. Is there a significant relationship on the perception of the respondents in terms:
 - 3.1 Year level, and
 - 3.2 Program?
4. What are the proposed suggestions to improve the services of the Discipline and Safety Department?

1.2 Background of the Study

According to Bray 2005:134, school discipline creates an environment conducive to learning and ensures the safety and security of educators and learners. Several cases were reported about the schools' safety and discipline among students and teacher. Statistic results from the National Center for Education, stated that about 6 percent of public schools reported student verbal abuse of teachers, 12 percent reported acts of student disrespect for teachers other than verbal abuse, 3 percent each reported widespread disorder in the classroom and student racial/ethnic tensions, and 1 percent each reported sexual harassment of other students and harassment of other students based on sexual orientation or gender identity. Aside from that, it was also stated that about 11 percent of public schools reported that gang activities had happened at all during the 2017–18 school year. According to the National Center for Education Statistics, student bullying was the most commonly reported discipline problem

among public schools across survey years. During the 2017–18 school year, the percentage of public schools reporting student bullying varied by school characteristics. For instance, the percentage of public schools that reported student bullying occurred at least once a week was higher for middle schools (28 percent) than for high schools (16 percent), combined schools (12 percent), and primary schools (9 percent). The percentage for high schools was also higher than the percentage for primary schools. Statistics have proven that we should be concerned about the frequency at which school violence occurs. In 2017, students in grades nine through 12 participated in the national Youth Risk Behavior Survey. The survey found that in the 12 months prior: Six percent had been threatened or injured with a weapon at school, nearly nine per cent had been in a fight at school, 19 per cent had been bullied on school property. The same study found that in the 30 days leading up to the study: Nearly four per cent carried a weapon on school property, almost seven per cent avoided going to school due to safety concerns, and Nearly 15 per cent experienced cyberbullying. The type of violence a student experiences varies based on age and gender. Boys experience more physical bullying whereas girls experience more psychological harm. Middle school students experience more teasing, threats and exclusion. High school students experience more cyberbullying.

On this regard, many parents from public schools shift to private schools because they believed that private schools provide the best technology that can monitor the students' safety. In fact, it was emphasized by DeAngelis and Shakeel 2018, found out that private school choice keeps children safer, and that "safety problems are less likely to occur at private schools than government schools," after controlling factors such as school size and type, enrollment, student-teacher ratio, percent of minority students and teachers, and "urbanicity." Moreover, they found that students attending private schools are less affected by bullying, violence, and theft than at public schools.

With this, it is a good research to find out safety and discipline status in one of the private schools of a higher institution. At the same time, find out if the certain department on the said private school effectively functions its role in the academe.

1.3 Review of Related Literature

The following are the literatures and studies that help the formulation of the study on the effectiveness of the safety and discipline department of a higher institution. These are as follows:

According to the National Center on Safe Supportive Learning Environments in U.S. Department of Education, school climate is a broad, multifaceted concept that involves many aspects of the student's educational experience. A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from Pre-K/Elementary School to higher education. In fact, they said that a positive school climate can lead to success. For example, it can improve attendance, achievement, and retention and even rates of graduation, according to research. Research has shown that positive school climate is tied to high or improving attendance rates, test scores,

promotion rates, and graduation rates. For example, a 2008 study examined seven years of longitudinal data on school leadership, parent and community ties, faculty quality, school safety and order, and instructional guidance. Schools that measured strong in most supports were 10 times as likely as schools with one or two strengths to show substantial gains in reading and mathematics. So, safe school leads to a positive effect on students' performance. Warsi 2018 on his literature "Why School Safety is Important" stressed that safety at school allows children to look forward to being in an encouraging environment, promoting social and creative learning. If by any chance, their safety is not met, children are at constant risk and may stop showing up. Promoting school safety creates an open space for kids to learn and explore many new things. Students of all ages require a safe learning environment for their better education and development. Research continues to illustrate children who feel unsafe at school perform worse academically and are more at risk for getting indulged in drugs and delinquency. This is the kind of learning environment that the parents are looking for. According to the Safe and Supportive Schools Model, which was developed by a national panel of researchers and other experts, positive school climate involves: Engagement. Strong relationships between students, teachers, families, and schools and strong connections between schools and the broader community. Safety. Schools and school-related activities where students are safe from violence, bullying, harassment, and controlled-substance use. Environment. Appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy.

On the other hand, negative school climate can harm students and raise liability issues for schools and districts. Negative school climate is linked to lower student achievement and graduation rates, and it creates opportunities for violence, bullying, and even suicide. In other words, negative school climate is free from or not safe from violence, bullying and harassment, and the influence of substance use.

The negative school climate does not support the definition of a safe school. According to the National Center on Safe Supportive Learning Environments in U.S. Department of Education, safe schools as schools and school-related activities where students are safe from violence, bullying and harassment, and the influence of substance use. It is further explained that schools promote the protection of all students from violence, exposure to weapons and threats, theft, bullying and harassment, the sale or use of illegal substances on school grounds, and other emergencies. School safety is linked to improved student and school outcomes. In particular, emotional and physical safety in school are related to academic performance. At the same time, students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure and school dropout. The levels of crime and substance abuse that a school experiences are strongly correlated to school-wide test scores, graduation rates, and attendance rates. In schools with higher levels of collective hostility—as measured by student reports of feeling unsafe, the presence of gangs, and fighting between different groups of students—student reading achievement suffers. On the study of Eke Chineme, 2008 "School Safety and Security: A Management Challenge to Principals in the Vryheid," respondents themselves had defined a safe school as follows: A healthy and caring place,

displays good and effective leadership, shows good educators, and learners that demonstrate good conduct, Evidence of good and effective discipline, outstanding academic performance and achievement outcomes, environmental friendly premises, and a school that is drug, alcohol and weapons free. It was found out that good and effective leadership is vital to a successful behavior management as well as disciplinary practices in schools. It requires, according to respondents, not only a leader but an effective one who shows the way, leads the way and maintains a school's wide open policy with unflinching commitment to the needs of the learners.

No parents will choose an unsafe school. Therefore, a safe school is what parents are looking for. The definition led that a school climate is a product of safety or a result of how safe the school is. Safety and discipline department takes in. We cannot deny the facts that with all the trainings and preparedness that are present in the school there are a lot of news regarding different cases of violence that happen in school. On the study of Mathe entitled "Discipline, Safety and Security in Schools: A Challenge for School Management," found out that discipline, safety and security are a worldwide phenomenon, unrelated to the diversity of the population or historical background. Discipline in schools is a major challenge for school management. Since the banning of corporal punishment, the problem has escalated in intensity and frequency. Effective discipline is essential for the restoration of order, safe and security in schools. He added that there is no effective teaching and learning can take place without it. In the study of Del Rosario and Doton 2020 entitled "Effectiveness of an Aeronautical School's Security Department Services," the most effective area of the school's Security Department is the enforcement of the "No I.D., No entry" policy while the least effective area is the thorough inspection on vehicles entering the campus. Both of which are under the Safety and Security service of the Security Department. Meanwhile, the respondents showed satisfaction on all of the services under the Peace and Order service of the Security Department.

Another finding of his study is that, schools with a positive culture and climate are less challenged with regard to DSS issues. These schools are usually characterized by good disciplinary management strategies and have management teams that are well-shelled in techniques of resolving DSS issues. He was also able to lay down the on how to deal effectively on the issue, which are the following: 1. Effective leadership and management of DSS in schools, 2. Fundamental structures to facilitate the effective management of DSS in schools, 3. Strategies to effectively manage DSS in schools, and 4. Environmental conditions influencing the effective management of DSS in schools. He recommended that the DSS committee should not only be in existence, but the functionality of the committee will make a difference. Its composition ensures the involvement of the stakeholders which should assist the schools on DSS issues. Its proactive plans should prevent or minimize DSS issues. The functionality of this structure in schools should be monitored so appropriate support can be given.

Yahnkie 2019, posted a literature "Ending School Violence: 8 Steps to Improved Safety", she presented 8 steps to improve school safety. These are the following: 1. Adopt Physical Security Measures. A common way to reduce violence in schools is to implement stronger security measures, such as surveillance cameras, security systems, campus guards and

metal detectors. Surveillance cameras can be placed in hallways, classrooms and near doors to provide school safety personnel the ability to monitor unfamiliar faces, loitering guests and dangerous situations from afar. Install security systems to control building access. Restrict how people enter the school by assigning the main door as the only entrance point and locking all side doors from the exterior or, restrict when people enter the school by setting up an alarm that contacts local law enforcement if a door opens outside of regular school hours. Employ security guards to patrol the school, parking lots, campus grounds and other common areas. Security guards watch for suspicious behavior and can remove dangerous individuals from school grounds before they cause any harm. Schools with weapon or gang violence issues may implement extreme security measures, such as metal detectors and routine bag searches, to deter students from behaving violently.

2. Implement Policies Designed to Prevent Violence. Policies can improve school safety in two ways. The first way is through deterrence. Zero-tolerance policies will punish those who perpetrate violence and deter students from behaving violently. If a single violation results in punishment, students are less likely to be violent, bring weapons around the school or bully others. **Hang anti-bullying posters in the hallways and classrooms to remind students about the school's commitment to improve safety.** The second way is through fostering an inclusive, safe environment. For students, adopt policies outlining school-wide behavioral expectations that stress positive values such as inclusion, communication, and respect. And for your staff, adopt policies outlining the teacher's role in preventing violence. For example, require visitors to wear badges and require teachers to report guests not wearing one. A code of conduct is a great home for student behavior contracts and visitor badge policies. Review these policies and procedures annually to ensure their effectiveness.

3. Organize Training Programs for School Personnel. To improve school safety, create a safe, understanding school environment through education and training programs. According to one study, nearly 50% of school homicide perpetrators gave at least one warning (e.g., making a threat) before turning violent. Teaching school personnel the warning signs could prompt them to intervene before situations become violent. Early warning signs of violence include social withdrawal, poor academic performance, expression of violence in writings and drawings, uncontrolled anger, patterns of impulsive hitting, bullying behaviors, history of discipline problems, history of violent behavior, drug or alcohol use, affiliation with gangs, serious threats of violence, and more.

4. Profile and Counsel At-Risk Individuals. If carried out correctly, identifying and monitoring at-risk children will improve school safety. Identifying potentially violent individuals early means there is more time to steer the student onto a new path and ensures that these efforts will be more effective. Employing a qualified mental health professional who has experience handling at-risk children or adolescents may be necessary for some situations. A professional can counsel potentially violent individuals with undivided attention and support that can further prevent dangerous situations. However, profiling and counseling potentially violent individuals can cause problems. There is a stigma that comes with being labeled as an "at-risk" student. It's important that each step is carried out as professionally and as carefully as possible.

5. Use Software to Identify Trends and Risks. Incident tracking software gives you the tools to

identify trends in school violence. When every incident is reported and consolidated into a single database it's easier to pinpoint the severity of violence, where violence is occurring and the groups and individuals responsible for the violence. The data shows where attention is needed. Studies out of the US, Israel and France found that "systematic monitoring can be used to collect and interpret data from multiple layers and to quantify and explore issues of concern in particular communities". In 2014, more than 100 American schools learned the benefits of systematic monitoring. Through data, they learned that bullying, school safety, weapon use and substance use were areas of concern. i-Sight has helped the Union County Public School (UCPS) district monitor and address issues before they become much larger problems. According to Steve Simpson, an investigator for UCPS: "Being able to flag repeat harassers or see multiple complaints about the same employee or issue is invaluable to UCPS and helps them to identify and address areas of risk in the district".

6. Develop A Crisis and Emergency Plan. During a crisis, students often go into a state of shock and forget how to react properly. To prevent this from happening in a real emergency, schools have adopted routine fire, natural emergency, evacuation and lockdown drills. Similarly, developing and practicing a crisis and emergency plan will teach school personnel how to respond to questions, how to defuse dangerous situations (if applicable) and keep everyone safe during a violent incident. Your crisis and emergency plan will outline how teachers and other staff members should behave in a situation where a student or visitor is showing imminent warning signs of violence. "Imminent" signs include: Fighting with peers, Destroying property, In a severe bout of rage, Self-harming, Making violent threats, Possessing weapons and Making a detailed plan to harm. Begin by conducting a risk- and threat-assessment to identify serious potential emergencies. Then, develop and document a step-by-step plan that can be read and practiced routinely. When a crisis strikes, the staff member will be able to reflect on their training and handle it appropriately.

7. Assign Roles for Students, Parents and the Community. School-community partnerships create a safe environment inside schools by creating a safe environment outside of schools. Community watch programs and police surveillance initiatives extend student safety beyond the confines of the schoolyard, effectively reducing the severity and prevalence of violence in schools. Parents can also play a major role in ending school violence with the right education and support. Include the parents of students in devising plans for improved safety. Teach parents the correct way to speak to their children about bullying, threats and weapons. Encourage students to take responsibility for maintaining a safe space and offer them support when they do. Students may need emotional assistance if they're feeling guilty about resisting peer pressure or reporting a violent friend.

8. Address and Resolve Conflicts the Right Way. Some schools have trained school psychologists or counselors to mediate violent behavior, but for the schools that don't, mediation is often one task of many for an administrator. In less dangerous situations, such as a verbal argument with no signs of escalation, there are certain steps the mediator can take to resolve issues effectively. First, acknowledge that violent tendencies can be the result of several risk factors such as association with troubled peers, community poverty, poor grades, access to weapons, substance abuse and poor home environment. Then, create a

safe setting. If possible, engage with the violent individual in a semi-private location with a limited number of spectators. A violent individual is more likely to lash out if his or her personal space is disrespected and there is little room to breathe. When you're in the right setting, discuss the incident. Demonstrate open, calm body language and a tone to match. Treat the perpetrator respectfully, avoiding sarcasm, negative comments and passive-aggressive remarks. The individual may be severely upset, making it difficult to understand complex, long-winded sentences so stick with a basic vocabulary. Direct the conversation to find a goal. A safer learning environment is the ultimate goal, but at this point, it's just to understand the violent individual. You want to understand their feelings and why they're behaving this way. Based on the goal, resolve the issue completely. Literatures and studies above presented the different descriptions of a school climate that are positive that means fostering safety of the students; a negative climate which is not free from violence. There were also different studies presented means that the safety of the learners in school can be obtained which depend on how the management or administration managed or handled the situation. There were also different suggestions on how to improve or come up with a good or positive climate as it will lead to good academic performance. The literatures and studies were very significant in finding out the effectiveness of the safety and discipline department of one of the HEI institutions, finding out if managers had done their great job in maintaining or improving the safety of the students.

1.4. Theoretical Framework



Fig 1: NIJ’s Comprehensive School Safety Framework

The study uses the NIJ’s Comprehensive School Safety Framework which composed of three major components: the physical safety, school climate and the student behavior. It is explained on this framework that the physical safety of the school will prevent school violence and managing students’ behavior will result to positive and conducive school climate. The framework has three major components: physical safety, school climate, and student behavior. This framework is used since it is believed that the student behavior will depend on how the school give importance on the physical safety which

leads to school climate and reacts as a result the student behavior. The three areas cover all the most important aspects of school safety in a way that allows practitioners to distinguish among them and understand how they interact with one another. Moreover, this organization is readily comprehensible and easy to communicate to key school safety stakeholders. The three components of the framework are interconnected. Moreover, physical safety and school climate are central to preventing school violence. Managing student behavior contributes to a positive school climate, which can prevent threats to students’ physical safety.

2. Methodology

2.1 Research Design

This study used of the descriptive method of research wherein survey questionnaire in the form of Google Forms was used to gather the data needed from the respondents. The study was based on the following variables: Effectiveness of the Safety and Discipline Department. The respondents are the students of a HEI.

2.2. Respondents

Table 1: Frequency and Percentage Distribution of the Respondents Per Year Level

Year Level	Frequency	Percent
1ST YEAR	7	3
2ND YEAR	9	3.9
3RD YEAR	124	53.7
4TH YEAR	91	39.4
Total	231	100

The respondents of this study are the students of the private higher institution. First year got 3%, followed by Second Year Level with 3.9%, Third Year Level got 53.7%-, and Fourth Year Level got 39.4%. Third and Fourth Year Level got the highest percentage since they have a long exposure in the said school.

2.3. Instrumentation

The survey questionnaire is a researcher-made questionnaire which was tested and validated. The instrument is divided into four (4) major parts:

- Part 1 – Mission, Vision and Objectives
- Part 2 – Human Resource
- Part 3 – Duties and Responsibilities
- Part 4 – Intervention and Sanctions of the Offenses
- Part 5 – Suggestions to Improve the Delivery of the Department

The answers for part 2 to 4 were measured using the following scale:

- 4- Very Much Effective
- 3- Much Effective
- 2- Least Effective
- 1- Needs Improvement

Table 2: Value, Range, and Description of Scale

Value	Range	Description
4	3.51-4.00	Very Much Effective
3	2.51-3.50	Very Effective
2	1.51-2.50	Least Effective
1	1.00-1.50	Needs Improvement

2.4. Statistical Treatment of Data

The data gathered in this study were statistically treated using the statistical tools such as frequency and percentage, standard deviation, weighted mean, and ANOVA.

3. Results and Analysis

3.1 Findings

Table 1: Respondents Per Level

Year Level	Frequency	Percent
1ST YEAR	7	3
2ND YEAR	9	3.9
3RD YEAR	124	53.7
4TH YEAR	91	39.4
Total	231	100

The table shows the respondents from different level. 3% first year, followed with the second year 3.9%, then third year got 53.7% and the last year fourth year 39.4%.

Table 2: Respondents' Per Program

Program	Frequency	Percent
AE	56	24.2
AT	84	36.4
ABA	8	3.5
AMT	19	8.2
IE	4	1.7
TM	31	13.4
ATC	2	0.9
AVTECT	27	11.7
Total	231	100

The table shows the respondents year level. It shows that Air Transportation got the highest percentage which is 36.4%, followed with the Aeronautical Engineering course which is 24.2%. Tourism Management got 13.4%, Aviation Technology got 11.7% followed with Aircraft Maintenance Technology with 8.2%. Then we have Airline Business Administration which is 3.5%, followed with Information Engineering 1.7%, and the last one we have Aircraft Technician Course with 0.9%.

Table 3: Respondents Perception on Mission, Vision, and Objectives

Description	Mean	Std. Deviation
Accordance to the Mission and Vision of PATTS	3.49	0.581
Disseminates the Mission, Vision, and Objectives to the Offices	3.49	0.589
Alignment with the PATTS Core of Values	3.55	0.564
Overall Mean	3.51	0.578

The table shows the respondents perception on how the department implement the mission, vision and objectives. It shows that the students' overall response is 3.51. It shows a very much effective result which means that the mission, vision, and objectives are properly implemented.

Table 4: Respondents' Perception on Human Resource

Description	Mean	Std. Deviation
Designated competent head and qualified staff	3.45	0.656
Has adequate facilities and equipment	3.37	0.658
Has published their organizational chart	3.33	0.707
Effectively communicate safety and security goals and objectives	3.39	0.657
Overall Mean	3.385	0.6695

The table shows the respondent's perception on the implementation of the human resource. It was found out that the overall result is 3.385 which means an effective result. This means that the respondents are satisfied with the services.

Table 5: Respondents Perception on Duties and Responsibilities

Description	Mean	Std. Deviation
Keeps the students and employees informed of their rights and responsibility	3.4	0.657
Enforces rules and regulations courteously and appropriately	3.48	0.658
Ensures peaceful and environment	3.51	0.611
Administers workplace safety and security programs	3.53	0.565
Resolves disciplinary cases swiftly and judiciously	3.4	0.638
Overall Mean	3.464	0.626

The table shows the respondents perception on how the discipline and safety department effectively render their duties and responsibilities. It was found out that the overall result is 3.464. This imply that the said department renders their duties and responsibilities effectively.

Table 6: Respondents Perception on the Interventions and Sanctions for Minor Offenses

Description	Mean	Std. Deviation
Minor offenses are clearly stated to the students	3.47	0.645
Minor offenses are properly channeled	3.46	0.631
Overall Mean	3.465	0.638

The table shows the respondents perception on the clarity and the channeling of minor offenses to the students. It was found out that the departments' overall result is 3.465 which means effective result.

Table 7: Respondents Perception on the Sanction and Intervention of Offenses

Description	Mean	Std. Deviation
Major offenses are clearly stated to the students	3.53	0.651
Major offenses are properly channeled	3.54	0.631
Overall Mean	3.53	0.651

The table shows the respondents perception on clarity and channeling of major offenses. It was shown that the respondents were very much satisfied on channeling process

of the offenses which got an overall mean of 3.53 overall mean.

Table 8: Summary of Variance on the Significant Relationship in terms of the Respondents Perception Per Year Level and Per Program

Summary of the Analysis of Variance				
Descriptions	Per Level		Per Level	
	F.	Sig.	F.	Sig.
Mission, Vision, and Objectives				
In Accordance to the Mission and Vision of the HEI programs	1.832	.142	1.832	.142
Alignment with the HEI Core of Values	2.637	.050	2.637	.050
Human Resource				
Designated competent head and qualified staff	2.004	.114	2.004	.114
Has adequate facilities and equipment	.306	.821	.306	.821
Has published their organizational chart	.958	.413	.958	.413
Effectively communicate safety and security goals and objectives	.588	.623	.588	.623
Duties and Responsibilities				
Keeps the students and employees informed of their rights and responsibility	.611	.609	.611	.609
Enforces rules and regulations courteously and appropriately	.814	.487	.814	.487
Ensures peaceful and environment	1.801	.148	1.801	.148
Administers workplace safety and security programs	2.292	.079	2.292	.079
Resolves disciplinary cases swiftly and judiciously	.625	.600	.625	.600
Interventions and Sanctions for Minor Offenses				
Minor offenses are clearly stated to the students	.826	.567	.423	.737
Minor offenses are properly channeled	.539	.804	2.117	.099
Major offenses are clearly stated to the students	.576	.775	1.439	.232
Major offenses are properly channeled	.340	.935	1.345	.261
Proposed Suggestion and Recommendations				
Acquisition of more systems or technology	.868	.532	.401	.752
Add more awareness programs	1.332	.236	.449	.718
Implement more workplace and safety programs or trainings	.815	.576	.174	.914
Hire more staff	.482	.847	.560	.642
Impose fines instead of suspensions	.727	.650	1.479	.221
Create Students Help Desk for grievances	.652	.713	.934	.425
Install dropboxes strategically located within the campus for grievances	.740	.638	1.716	.165

Table 8 shows the summary of the respondents’ perception on the significant relationship in terms of per year level and per program. The descriptions of under each sub- topics shows that significant values are greater than the alpha level of 0.05. This means that there is no significant relationship on the respondents’ perception in terms of year level and program.

Table 9: Respondents Suggestions and Recommendations to Improve the Services

Description	Mean	Std. Deviation
Acquisition of more systems or technology	3.46	0.73
Add more awareness programs	3.43	0.73
Implement more workplace and safety programs or trainings	3.5	0.72
Hire more staff	3	0.91
Impose fines instead of suspensions	2.58	1.05
Create Students Help Desk for grievances	3.55	0.70
Install drop boxes strategically located within the campus for grievances	3.47	0.72
Overall Mean	3.28	0.79

The table shows the respondents’ perception on how the department can perfectly serve to the students. The following results are arranged from the first rank to the lowest rank:

Creation of Students Help Desk for Grievances 3.55, Implement more Workplace and Safety Program or Trainings 3.5, Installation of Drop boxes 3.47, Acquisition of more Systems and Technology 3.46, Additional Awareness Programs 3.43, Hiring more Staff 3, and Imposing of Fines instead of Suspension 2.58.

4. Discussion

4.1 Conclusions

Based on the findings, the following were concluded:

1. The highest percentage of the respondents is 3rd year that has 53.7%.
2. Air Transportation Program has the highest percentage which is 36.4%.
3. Respondents’ perception on the implementation of the mission, vision, and objectives is 3.51 overall mean, which is very much effective.
4. Respondents’ perception on human resource implementation is 3.385 overall mean, which means effective.
5. Respondents’ perception on how the discipline and safety department effectively render their duties and responsibilities has overall result is 3.464, which means effective.
6. Respondents’ perception on the clarity and channeling of minor offenses to the students has an overall result of,

- which means effective.
7. Respondents' perception on the channeling of offenses has an overall mean of 3.54, which means very much effective.
 8. There are no significant relationships on the respondents' perception in terms of year level and program.
 9. Respondents' suggestions and recommendations are arranged from highest to lowest rank: Creation of Students Help Desk for Grievances 3.55, Implement more Workplace and Safety Program or Trainings 3.5, Installation of Drop boxes 3.47, Acquisition of more Systems and Technology 3.46, Additional Awareness Programs 3.43, Hiring more Staff 3, and Imposing of Fines instead of Suspension 2.58.

The findings, above support and strengthen the framework used in this study, which is believed that the behavior of the students reflect the kind of management on safety and discipline the schools has.

4.2 Recommendations

Based on the conclusions, the following recommendations were drawn:

1. The school administration should support the department in maintaining their very much effective services and exert more efforts in achieving all aspects into very much effective services in the future.
2. The safety and discipline department should maintain and pursue in achieving the best practices that the department found effective. Pursue in realizing the recommendations and suggestions from the respondents by extending their research on how the following recommendations best to realize.
3. Future researchers may extend their research in including faculty as part of the respondents.

5. References

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