

Assessment on the campus security policies among higher education institution (HEIs) in the city of koronadal, south cotabato

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Abstract

This study investigates the campus security policies implemented by Higher Education Institutions (HEIs) in the City of Koronadal, focusing on asset management, physical security, and human resource safety. The research, employing a descriptive approach, gathered responses from 240 administrators and faculty members across three HEIs.

The evaluation of campus security policies centered on three key indicators: Personnel Security, Physical Security, and Information and Document Security. The findings revealed that respondents gave a "Very Good" rating to the Physical Security indicator, followed closely by Personnel Security, also receiving a very good rating. Notably, the Information and Document Security indicator attained the highest weighted mean value.

The results highlight the respondents' particular concern for the physical security of educational institutions. Recommendations include the installation of surveillance cameras/CCTV in restricted areas and the implementation of a robust perimeter fence to deter unwanted visitors. Additionally, safeguarding property information, preventing unauthorized access, inadvertent disclosure, and document destruction emerged as crucial aspects of information security management.

Considering these findings, it is strongly recommended that HEIs formulate a continuous strategic action plan for Campus Security Policies, commencing in the first semester of 2022 and beyond. This proactive approach aims to address and enhance security measures, ensuring a safe and secure environment for the academic community.

Keywords: Higher Education Institution (HEI), Campus Security, Policy, Personnel Security, Physical Security, Information and Document Security

1. Introduction

The motivation behind this study stems from the proponent's personal experience as a former discipline head and security coordinator in one of the selected Higher Education Institutions (HEI) in the City of Koronadal. During this tenure, various security policy issues surfaced, including vandalism, fraternity conflicts, loss of personal belongings of students and employees, inadequate physical security leading to unauthorized intrusions, and the presence of individuals under the influence of liquor during school events, particularly at night. Additionally, concerns were identified regarding the storage of voluminous documents at the Office of Human Resource Development (OHRD) and the vulnerability of the finance section to potential security threats.

The two other HEIs selected for this study were chosen based on information gathered about their security concerns, including fraternity disputes, vandalism, and the need for security policies in physical, personnel, document, and information security, as well as emergency planning and procedures.

This research is guided by the principle that prevention is preferable to cure, emphasizing the importance of proactive security measures. Campus security in Higher Education Institutions involves managing asset security, physical security, and human resource safety. It includes identifying an organization's information assets and developing policies, standards, procedures, and guidelines to protect these assets. The demand for secure school facilities and policies has become essential and challenging, necessitating the active development of preventive measures against potential threats.

Security is a critical issue for all organizations, including educational institutions, and security personnel need a strong understanding of campus security. The increasing threats to campus security, whether internal or external, pose challenges to school administrators and safety officers aiming to maintain a secure and safe learning environment. Threats range from bomb threats to natural disasters and pandemic diseases, impacting the ability of higher education institutions to deliver quality education.

The aftermath of the 2007 Virginia Tech shootings highlighted the importance of how colleges and universities deal with campus safety and security. In the Philippines, HEIs face various threats, including criminal activities, fraternity hazing,

gangs, bomb threats, cyber-attacks, and natural disasters. The security industry in the country has witnessed significant growth, reflecting an increased demand for security services and personnel.

Beyond traditional security measures, higher education institutions must now address complex and all-encompassing safety and security concerns, including terrorist actions, natural disasters, cyber incidents, and pandemic influenza. This study aims to contribute to the discourse surrounding security policies in HEIs, striving for a comprehensive understanding and proactive approach to address the evolving challenges in the security landscape.

1.1. Conceptual Framework

The research proposal's framework establishes the parameters for the study, determining the variables to be measured and the relationships to be explored. It focuses on dependent variables, specifically Personnel Security, Physical Security, and Information and Documentary Security, as these elements significantly impact the security of Higher Education Institutions (HEIs). Personnel Security pertains to security guards who maintain overall campus safety, preventing unauthorized access. Physical Security encompasses natural and structural measures to safeguard equipment and facilities. Information and Document Security involves processes for data security and the protection of school-related documents. These variables will assess campus security policies in the City of Koronadal's HEIs.

The independent variable is the Campus Security Policies and Profile of the Respondents, stable and unaffected by the dependent variables being measured. This variable is crucial for the study, emphasizing the need for proactive security policies in HEIs. Demographic profiles of those involved in HEIs help determine capabilities and weaknesses. The assessment of campus security policies influences the independent variable, forming a linkage between the two.

The expected output is the proposed Campus Security Policy, integrating the dependent and independent variables. The framework targets HEIs in the City of Koronadal, emphasizing its impact on campus security policies.

In Koronadal's HEIs, a commitment to nationwide security and a safe learning environment is evident. The Crime Awareness and Campus Security Act of 1990 underscores compliance with security measures, prioritizing enforcement. Awareness among security personnel, teaching staff, and the campus community is encouraged to prevent and report illegal activities. Pursuant to the Student Right to Know and Campus Security Act, HEIs monitor criminal activity, publishing a security report with a three-year statistical history on campuses and off-campus facilities.

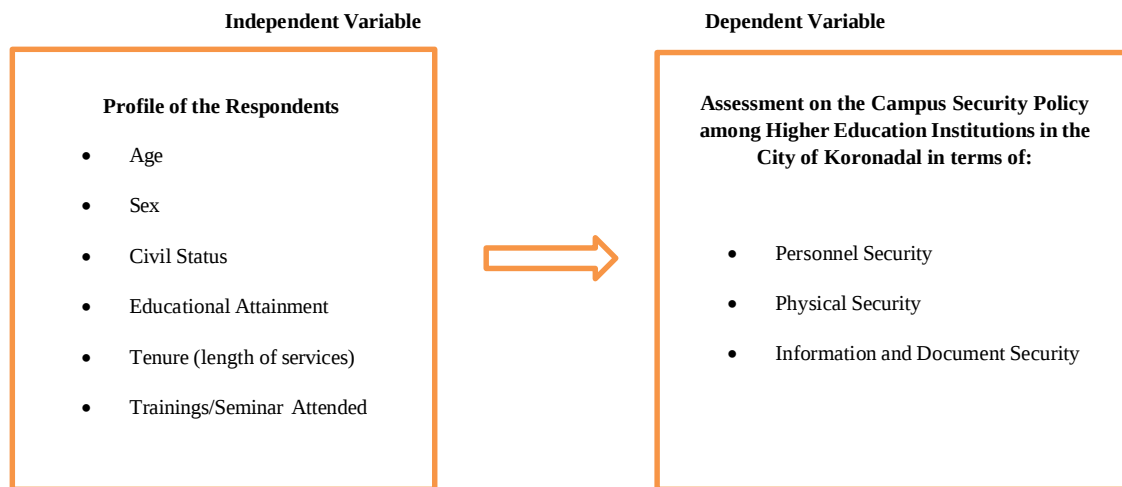


Fig. 1. Interplay between the dependent and independent variables of the study.

1.2. Statement of the Problem

The study aimed to assess the campus security policies among selected higher education institutions (HEI) in the City of Koronadal. Specifically, it sought to answers the following questions:

1. What is the respondents' profile in terms of?
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Civil Status;

- 1.4 Educational Attainment;
 - 1.5 Tenure/length of services; and
 - 1.6 Trainings/Seminar Attended?
2. What is the respondents' assessment on the of campus security policies among selected higher education institutions (HEI) in the City of Koronadal on the following security components;
 - 2.1 Personnel Security;
 - 2.2 Physical security; and
 - 2.3 Information and Document Security?
 3. Is there a significant difference in the assessment of the respondents of the campus security policy among the selected higher education institutions (HEI) in the City of Koronadal when grouped according to profile?

1.3. Hypothesis

The null hypothesis (Ho) was formulated and tested at .05 level of significance that there is no significant difference in the assessment of the respondents (faculty and staff, and security personnel) on the campus security policies among the HEI in the City of Koronadal.

1.4. Significance of the Study

The outcomes of this study hold relevance for various stakeholders:

Local Government Unit (LGU): The study's results will empower LGUs to proactively address security threats in Higher Education Institutions (HEIs). It provides insights to counter potential risks, enabling the formulation of policies to enhance peace and order in the localities they govern.

School Administrators: The study serves as a benchmark for assessing the strengths and weaknesses of campus security. Administrators can use these findings to formulate effective actions and policies that meet the expectations of stakeholders. It encourages administrators to raise awareness among students regarding security risks, fostering a proactive approach to dealing with them.

Security Management of HEIs: The study's insights offer valuable inputs to enhance the quality and methodology of security practices within HEIs. The proposed security policy provides a strategic framework, enhancing the capabilities of security management in addressing all security matters within the school.

Faculty Members Teaching Industrial Security: The findings can be incorporated into the curriculum of subjects like Industrial Security. Security measures and policies derived from the study can enrich lectures and facilitate information dissemination to students, faculty, and security staff.

Community: The overarching goal of the study is community safety. The community emerges as the ultimate beneficiaries of the program. The research may stimulate community involvement and garner support, contributing to the overall safety and security of the locality.

Future Researchers: The observations and findings of this study become a valuable reference for future researchers in the field. The study provides a foundation for further scientific endeavors related to campus security, offering insights that can inform and guide future research initiatives.

1.5. Scope and Limitation of the Study

The primary objective of this study was to assess the School Campus Security Policies implemented by three Private Higher Education Institutions (HEIs) in the City of Koronadal. The study specifically focused on Notre Dame of Marble University (NDMU), Marvelous College Foundations (MCF), and Regency Polytechnic College (RPC). It is important to note that the scope of this study is limited to private HEIs, which may impact the generalizability of the findings. The assessment

concentrated on three key elements of campus security: Personnel Security, Physical Security, and Information and Document Security, excluding other aspects within the purview of Higher Education Institutions.

The study further narrowed its focus to gather perceptions and opinions exclusively from security personnel and staff/employees of the selected schools. The insights sought were based on the perspectives of individuals directly associated with Higher Education Institutions. However, it's essential to highlight that only faculty, staff, and security personnel who were active during the Calendar Year FY 2021 were included as respondents.

Key informants from the academe or private sectors were not engaged in the study, which might have provided additional valuable insights. The sample size of 68 was determined using a purposive sampling method, ensuring representation from the specified groups.

Throughout the study's duration, proper procedures, including coordination, personal visits, and assistance for survey administration, were diligently followed. Data were systematically documented, and statistical treatments were applied to ensure accuracy and reliability. The timeframe for this research spanned the academic year of 2021 and onward.

1.6. Definition of Terms

The study operationally defines the following terms:

Campus Security: This term pertains to a crucial aspect for Higher Education Institutions (HEIs) aimed at providing a safe environment for students, teachers, staff, and security personnel. Its goal is to ensure full compliance with the Human Security Act or Homeland Security in the country.

Documentary Security: This term encompasses all school documents or files where a security protocol is implemented to protect their integrity and confidentiality.

Higher Education Institutions (HEI): In the context of the Philippines, HEIs offer various degree programs and are administered and regulated by the Commission on Higher Education (CHED).

Information Security: This term specifically refers to processes designed for data security or information to meet the demands of the school.

Koronadal, South Cotabato: Also known as Marbel, it is a 3rd class component city and the capital of the province of South Cotabato, Philippines. Koronadal City is one of the planned cities in the Philippines and has a majority population of ethnic Hiligaynons.

Personnel Security: This term pertains to the watchman or guard force (security guard) responsible for maintaining the security and safety of the school campus.

Physical Security: In this study, it refers to the physical measures adopted to prevent unauthorized access to equipment, facilities, materials, and documents and to safeguard them against espionage, damage, loss, and theft.

Security Measure: This term denotes the security policy observed in a school campus.

Security Policy: It refers to the standard operating procedure that provides detailed guidelines for handling security matters in Higher Education Institutions (HEIs). Developed by schools, it primarily aims to ensure the security and safety of all individuals under their control and jurisdiction.

2. Review of related literature of studies

The upcoming literature review will delve into the fundamental concept, historical development, guiding principles, and practical implementation of campus security within the context of College and University campuses. This comprehensive exploration aims to illuminate the existing knowledge base surrounding campus security, identifying gaps and potential areas for further research. The literature will be organized into three distinct sections focusing on Personnel Security, Physical Security, and Administration within the realm of Security Management. This structured approach will provide a detailed examination of each component, offering insights into the multifaceted aspects of campus security and laying the foundation for a nuanced understanding of the subject matter.

The primary objective of this research is to evaluate the School Campus Security Policies implemented by three Higher Education Institutions (HEIs) in the City of Koronadal. The scope of the study is limited to Private Schools of Higher Educational Institutions, specifically Notre Dame of Marbel University (NDMU), Marvelous College Foundations (MCF), and Regency Polytechnic College (RPC), potentially impacting the generalizability of the findings. The study focuses on three key elements of campus security: Personnel Security, Physical Security, and Information and Document Security, with exclusion of other aspects related to Higher Education Institution campus security.

The study exclusively gathers perceptions and opinions from security personnel, staff, and employees within the selected schools, narrowing the perspective to those directly associated with the Higher Education Institutions. Respondents for the Calendar Year FY 2021 consist only of faculty, staff, and security personnel. Notably, the study lacks insights from key informants in academia or the private sector, potentially limiting the comprehensiveness of gathered information. The total sample size of 68 was randomly selected using purposive sampling.

Despite these limitations, the research adhered to proper procedures, including coordination, personal visits for survey administration, and rigorous documentation and statistical treatment of data. The timeframe of the study spans the academic year of 2021 and beyond.

The operational definitions provided in the study clarify crucial terms, such as Campus Security, Documentary Security, Higher Education Institutions (HEI), Information Security, Koronadal, South Cotabato, Personnel Security, Physical Security, Security Measure, and Security Policy.

The forthcoming literature review will delve into the core concept, evolution, principles, and practices of campus security, segmented into three sections: Personnel Security, Physical Security, and Administration. This comprehensive exploration aims to illuminate existing knowledge and identify potential research avenues.

Additionally, the study delves into the realm of Security Management, defining it as the identification of organizational assets and risks, coupled with the development, documentation, and implementation of policies and procedures to safeguard assets. The review of related literature touches on the prevalence of crimes on college campuses, particularly driven by factors such as experimentation with criminal activity and alcohol consumption.

Drawing from Ontario, Canada, the duties of security guards are outlined, emphasizing their role in protecting people, property, and information. Various responsibilities include ensuring premises are protected, preventing criminal actions, interacting with law enforcement, providing leadership in emergencies, controlling access to sites, restoring order in crowds, and preventing work accidents.

The study also highlights essential duties and responsibilities of security personnel, encompassing monitoring students, reporting incidents, conducting surveillance, and assisting in investigations. The correlation between prior victimization and carrying weapons among students is noted, emphasizing the potential impact on academic achievement and well-being.

A multi-level study's findings underscore the importance of positive relations between students and teachers in fostering a safer school environment. Perimeter Security Measures are outlined, emphasizing the role of fences, gates, and intrusion detection devices. Physical barriers, including natural and structural elements, are discussed, with a focus on fences, gates, and protective lighting. The vulnerability of doors, windows, bars, and steel grills is acknowledged, with recommendations for securing these potential points of entry.

The review extends to considerations for protecting mechanical areas, outdoor air intakes, return air grilles, and building HVAC systems. Security measures involving guards, alarms, and cameras are proposed to protect vulnerable areas. Information on building operations is deemed sensitive and should be strictly controlled.

Fire escapes, building walls, and large facilities in sparsely inhabited areas are also discussed as potential factors influencing security. The importance of a safe and healthy physical environment in schools is emphasized, encompassing location, building safety, noise reduction, natural light, clean air and water, healthy outdoor environments, and safe school-related activities.

The study touches upon school security and surveillance as one of several strategies employed for crime prevention and safety promotion. The prevalence of security activities in U.S. schools is highlighted, with insights from studies on safety measures such as enforcing dress codes, requiring badges, conducting metal detector checks, and using security cameras.

The research acknowledges the role of media reports in emphasizing certain factors contributing to violence, particularly mental illness, and stresses the need for schools to address the mental and emotional well-being of students. The study concludes with a call for schools to adopt measures that respond to both physical safety and mental health needs.

The legal basis for the safety and security measures outlined is the Philippine Disaster Risk Reduction and Management Act of 2010 (R.A. 10121) and Section 28 of CHED Memorandum Order Number 09, Series of 2013. According to these regulations, safety and security encompass the provision of a safe, accessible, and secure environment, compliance with government standards for buildings and facilities, and the employment of licensed and competent security personnel. Disaster risk reduction and management, including the needs of persons with disabilities, are integral components. Additionally, regular earthquake and fire drills, contingency plans, and mechanisms for student involvement in crime prevention are mandated.

Personnel security is emphasized as a critical aspect, ensuring that team members are capable, reliable, trustworthy, loyal, and healthy. The qualifications for security guards are specified in Republic Act No. 5487, as amended by Presidential Decree No. 11. This includes being a Filipino citizen, a high school graduate, physically and mentally fit, within a certain age range, and meeting height requirements. The issuance of firearms to watchmen or security agencies is subject to specific conditions, such as satisfactory compliance with the Chief, Philippine Constabulary's requirements.

Physical security protection is described as safeguarding personnel, hardware, programs, networks, and data from various physical threats, including fire, natural disasters, burglary, theft, vandalism, and terrorism. This protection involves both physical barriers, such as walls and locked doors, and procedural measures, such as access control based on authorized lists. Three types of barriers—natural, structural/manmade, and human—are identified.

The Commission on Higher Education (CHED) has issued directives (CMO-No.09-s2013 section 28) to Higher Education Institutions (HEIs) to ensure a safe and secure environment. Compliance with government standards, disaster risk reduction and management mechanisms, regular drills, contingency plans, and student involvement in safety and security are among the specified requirements.

Crime Prevention through Environmental Design (CPTED) is highlighted as an approach that emphasizes natural surveillance, discourages criminal activity through physical design features, and integrates aesthetics. Concepts such as defensible space, territoriality, surveillance, good lighting, landscaping, and physical security planning are outlined as crucial components of CPTED.

The issue of victimization at schools is acknowledged as a significant concern, impacting students, teachers, administrators, and parents. The fear of crime in schools can affect various aspects of the educational environment, including teaching practices, learning readiness, hiring and retention of staff, and the overall quality of the learning environment.

Security practices in schools, including measures such as ID badges, visitor procedures, metal detectors, and surveillance cameras, are noted as responses to the concerns about school crime and violence. However, there is a call for empirical research to assess the efficacy of these strategies in reducing school violence and student fear.

The study also addresses the influence of student perceptions of campus safety and security on the choice of a college. It recognizes the increasing attention to safety and security on college campuses, driven by media attention and legislative mandates. The culture of safety on campuses is acknowledged as varying, and the study aims to provide insights into how perceptions of safety and security affect the decisions of prospective students and their parents.

In conclusion, the outlined measures and regulations emphasize the importance of creating a safe and secure environment in educational institutions, encompassing disaster risk reduction, personnel security, physical security protection, and crime prevention strategies. The directives from the Commission on Higher Education (CHED) and legal frameworks such as R.A. 10121 provide a comprehensive foundation for ensuring the well-being of the academic community.

2.3. *Relevance of Related Literature and Studies to the conducted of study*

The literature and studies reviewed delved into diverse security protocols and procedures implemented in different organizational contexts, both domestically and internationally. The exploration of security in academic settings highlighted various approaches to addressing threats and disturbances. Although each organization or school campus tailored its security program, there were overarching concepts and principles underpinning the policies governing security implementation. These encompassed the mobilization of personnel, physical security measures, and the safeguarding of documentary and informational assets. Notably, the emphasis in the related studies and literature predominantly centered on the academic sphere, with a particular focus on the significance of students and teachers among other stakeholders.

3. **Research methodology**

This section outlines the methodology employed in the execution of the study. It delineates the research design, research setting, population and sampling methodology, research instruments, instrument validation, data collection procedures, and the statistical treatment of the gathered data.

Table 1. Distribution on the Population and Sample of the Study

Respondents	Population	Sample
HEI A	65	30
HEI B	114	45
HEI C	56	25
Total	240	100

Respondent A, situated in Poblacion, Koronadal City, South Cotabato, obtained registration with the Securities and Exchange Commission (SEC) on January 8, 2008. This educational institution was established with the goal of securing a competitive marketing position by offering quality technical programs at affordable tuition rates. Initially a Technical School, it provided an alternative post-high school education, enabling students to acquire skills in various technical fields. The institution's vision is to produce students who are technically skilled, intellectually proficient, socially aware, and dedicated to transforming society. Committed to providing quality education through continuous program and service improvements, it aims to equip students with the necessary skills to meet global demands, respect the dignity of individuals, and promote Filipino culture and values.

Respondent B is a sectarian institution located in the culturally diverse province of South Cotabato on the island of Mindanao, Philippines. Originating as a secondary level educational institution in 1946, it was founded by the Oblates of Mary Immaculate (OMI) in collaboration with the Religious of Virgin Mary (RVM) Sisters. Over the years, it evolved from being the first high school in South Cotabato and Koronadal Valley into a College. The Marist Brothers of the Schools (FMS) took over the Boys Department in 1950, while the Dominican sisters assumed the direction of the Girls Department. The College Department was established in 1955 to offer professional degrees to secondary education graduates. The institution has expanded its offerings, including a six-year elementary training department for boys and a Graduate School of Education. It envisions itself as a Catholic Marist institution dedicated to the spiritual, moral, and academic formation of individuals who demonstrate competence and social responsibility in the service of God and humanity.

Respondent C, situated in Prk. Spring, Brgy. Morales, Koronadal City, South Cotabato, aspires to be a renowned institution of higher learning in Southern Mindanao. Specializing in maritime education and other fields, it is committed to pursuing excellence in serving its clientele and stakeholders, contributing significantly to the social, political, and economic development of the region.

3.4. Research Instrument

To gather essential information from the study participants, the researcher employed a Survey Questionnaire, as detailed in the Appendices.

After preparing the initial draft, it underwent review by the research adviser for corrections, and an expert Validator was consulted to assess its reliability and validity.

The survey instrument designed for the respondents comprised two main sections. The first part focused on collecting demographic profiles and personal information, encompassing factors such as age, gender, educational attainment, among others. The second part involved evaluating the three Elements of Security Management: Personnel Security, Physical Security, and Information and Document Security.

3.5. Data gathering procedure

In this research, data were collected from various types of respondents, including staff, faculty, administrators, and security personnel. These respondents were sourced from three distinct Higher Education Institutions (HEI) in the City of Koronadal, specifically Marvelous College Foundations (MCF), Notre Dame of Marbel College (NDMU), and Regency Polytechnic College (RPC). The study focused on three variables: Personnel Security, Physical Security, and Information and Document Security.

During the data collection phase, the researcher personally gathered information using an adapted and validated questionnaire employing a four-point scale. Before conducting the survey, a formal letter of request was submitted to the Dean of the College of Criminal Justice Education graduate studies. Subsequently, a letter seeking consent to conduct the study in the selected HEIs was personally delivered by the researcher to the school administrations for approval.

Instructions were provided to the respondents during the data collection process, emphasizing the importance of completing all the given questions to facilitate the research. Additionally, the researcher clarified the study's objectives and directions to the respondents.

To ensure the confidentiality of personal information, the researcher took measures to protect anonymity, preventing misuse and upholding the study's integrity. After data collection, the researcher tabulated, analyzed, and interpreted the gathered data, ultimately drawing conclusions and providing recommendations for the study. The distributed questionnaires were presented in checklist form, utilizing a four-point scale, as illustrated below.

Scale	Range	Descriptive Rating	Meaning
4	3.26 - 4.00	Always	When the assessment of School Campus policies is very good
3	2.51 – 3.25	Sometimes	When the assessment of School Campus policies is good
2	1.76 – 2.50	Rarely	When the assessment of School Campus policies is fair
1	1.00 – 1.75	Never	When the assessment of School Campus policies is poor

3.6. Validation of instruments

The questionnaire underwent a thorough review and evaluation by an adviser before being pre-tested with selected respondents to ensure the inclusion of necessary and vital information. Two groups, namely teachers/employees and security personnel/guards, participated in the pre-test. Their comments and suggestions regarding the questionnaire's length, wording, sentence structure, and clarity of statements were encouraged for improvement. After the pre-test, all observations from the validation were incorporated into the final draft before administration to the actual respondents.

Following the pre-test sessions, the new set of questionnaires was translated into the Tagalog dialect or the local dialect in the City of Koronadal for enhanced comprehension by the respondents. To establish the relevance and appropriateness of the measures developed in the questionnaire, validity and reliability tests were conducted.

Key informants with vast experience and knowledge in the field of school facilities supervision and security were chosen to provide insights, comments, ideas, and suggestions. Their feedback was deemed crucial in finalizing the questionnaire. The survey questionnaire used in this research was adopted, corrected, and verified before distribution to the respondents.

Administered personally by the researcher and assisted by selected individuals, the questionnaire reached a total sample size of 100 respondents from selected HEIs in the City of Koronadal, South Cotabato. The data acquired from the research tools were tabulated and analyzed during the academic year 2021, enabling the analysis and evaluation of respondents' perceptions on a particular scale.

Maintaining research integrity, especially in the confidentiality of assessments, was a priority. A letter of request seeking clearance/approval to conduct research in the schools was sent to target respondents or administrators. Upon approval, the researcher provided a copy of the approved request to the involved respondents. Personal visitation and supervision of the area were conducted to discuss research details and mechanics of the research tools with representatives selected and guided to observe protocol during documentation, interviews, and discussions.

Individual accommodation and availability of target respondents were sought through letters addressed to them, outlining the purpose and objective of the research. Representatives facilitated the request for information and pertinent data, and the researcher supervised the survey to ensure the desired number of respondents within the specified timeframe.

Considering the pandemic, assistance from security personnel, faculty, and staff of the institution was sought to facilitate data gathering due to the skeletal workforce. All information obtained from the respondents was thoroughly analyzed and interpreted accordingly.

3.7. Statistical Treatment of the Data

To facilitate a clearer analysis and interpretation of the data gathered, the researcher employed the following statistical treatments:

- **Frequency:** This method was utilized to ascertain the exact number of respondents in the study.
- **Percentage:** Employed to determine the respondents' profile, the percentage method was valuable in analyzing and evaluating information using the appropriate formula.
- **Weighted Mean:** Used to determine the level of Campus Security Implementation among the Higher Education Institutions (HEIs) in the City of Koronadal, South Cotabato. The weighted mean served as a measure of central tendency, providing insight into the perceived issues and concerns as reported by the respondents.
- **One-Way Analysis of Variance (ANOVA):** This statistical tool aimed to identify significant differences in the assessment among the three groups of respondents. ANOVA compared two or more samples using the F distribution.

The null hypothesis (H_0) tested whether samples from the groups were drawn from populations with the same mean values. The overall null hypothesis for one-way ANOVA with k groups stated that all population means were equal:

$$H_0 : \mu_1 = \mu_2 = \dots = \mu_k$$

The One-Way Analysis of Variance was applied to assess the differences (variability) between and within the groups. The analysis generated the F-ratio, which was then compared with the Critical F or Tabular F. The interpretation of this result either led to the rejection or acceptance of the hypothesis, indicating whether there was a significant difference between the judgments of the various groups of respondents regarding campus security on the variables used in the study.

4. Presentation, analysis and interpretation of data

This chapter presents the outcomes of the data analysis and the findings derived from the study. The collected data was processed to address the problem outlined in Chapter 1, focusing on the evaluation of campus security policies in selected higher education institutions in the city of Koronadal.

Problem 1: What is the respondents' profile concerning age, sex, civil status, educational attainment, tenure/length of service, and training and seminars attended?

Problem 1 Findings: The analysis of the respondents' profile revealed that the majority fell within the age bracket of 31 to 40 years old, considered more assertive and likely to provide extensive responses. Male respondents outnumbered their female counterparts, and the civil status predominantly indicated that respondents were married. Moreover, a significant portion of participants held a college degree, suggesting a better understanding and performance in their roles. The respondents' employment duration within the institution ranged from 4-6 years, representing the largest group in the study. Notably, many respondents had undergone Security Services NCII Training (TESDA) and Basic Security Training, indicating a proactive approach by institutions to safeguard against various threats and enhance the credibility of their security personnel. This emphasis on training reflects the institutions' commitment to having security personnel equipped with fundamental knowledge of security policies.

Table 2. Frequency and percentage distribution of the profile of the respondents in terms of age

Indicators	Frequency	Percentage Distribution
21 to 30 years old	25	25.0
31 to 40	38	38.0
41 to 50	22	22.0
51 and above	15	15.0
Total	100	100.0

Table 2 illustrates the distribution of respondents based on their age, categorized into four groups ranging from 21 to 30 years old to 51 years old and above. The data indicates that the age bracket of 31 to 40 years old had the highest frequency value, accounting for 38% of the respondents. Following closely, the 21 to 30 years old category represented 25.0%, while the 41 to 50 years old category had 22.0%. The age bracket of 51 years and above recorded the lowest number of respondents, constituting 15.0%.

From the data, it can be inferred that the more assertive age group of 31 to 40 years old contributed the highest number of responses. This suggests that the selected schools prioritized the inclusion of stable professionals within this age range in their rank-and-file employees. The significant contribution of respondents aged 21 to 40 indicates their active participation, providing valuable opinions, comments, and feedback crucial to the study. The age distribution highlights the demographic representation of respondents involved in the survey.

Table 3. Frequency and Percentage Distribution of the Profile of the Respondents in terms of Birth Sex

Indicators	Frequency	Percentage Distribution
Female	39	39.0
Male	61	61.0
Total	100	100.0

Table 3 displays the distribution of respondents based on their birth sex. The data discloses that male respondents constitute a higher percentage, accounting for 61.0%, while female respondents make up 39.0% of the total respondents in the study.

concerning birth sex. The table clearly indicates a higher representation of male respondents compared to females, suggesting that, in the context of security concerns, more males are actively involved.

The breakdown of respondents by birth sex is crucial for understanding the perspectives of both male and female respondents regarding campus security in Higher Education Institutions (HEIs). The nearly balanced male-to-female ratio in lived experiences indicates that females are perceived to be as capable as their male counterparts in addressing security matters. These efforts contribute to fostering diverse and inclusive cultures within organizations, extending beyond frontline personnel.

Table 4. Frequency and Percentage Distribution of the Profile of the Respondents in terms of Civil Status

Indicators	Frequency	Percentage Distribution
Single	23	23.0
Married	71	71.0
Separated	6	6.0
Widowed	0	0.0
Total	100	100.0

Table 4 outlines the distribution of respondents based on civil status, providing frequency counts and their corresponding percentage equivalents. The data presented in the table indicates that 71 respondents, constituting 71.0%, are classified as "married," making it the category with the highest number of respondents. Following this, the "single" category accounts for 23 respondents, equivalent to 23.0%, while 6.0% of the respondents are identified as "separated." Notably, none of the respondents fall into the "widowed" category.

In summary, among the 100 respondents, the majority are married. The observed correlation among study variables is influenced, in part, by the relationship between respondents' ages and their marital status. Civil status can impact how individuals respond to a survey, with married individuals potentially prioritizing different aspects of life compared to their single counterparts, such as family responsibilities over personal pursuits.

Table 5. Frequency and Percentage Distribution of the Profile of the Respondents in terms of Educational Attainment

Indicators	Frequency	Percentage Distribution
High School Graduate	9	9.0
College Undergraduate	11	11.0
College Graduate	51	51.0
With Post Graduate Units	20	20.0
MA or PhD Graduate	9	9.0
Total	100	100.0

Table 5 illustrates the distribution of respondents according to their Educational Attainment, categorized into five (5) groups: High School Graduate, College Undergraduate, College Graduate, With Post Graduate, and MA or PhD Graduate. The category "College Graduate" garnered the highest number of responses, comprising 51 respondents or 51.0%. Following this, respondents with post-graduate units accounted for 20.0% with 20 respondents. College undergraduates represented 11.0%, while High School Graduates and those with an MA or PhD each constituted 9.0%.

As an assumption, it can be inferred that respondents, particularly teachers from the three (3) groups, predominantly hold a four-year college degree. Those with higher levels of education, totaling nine (9) respondents with MA or PhD, are likely to exhibit enhanced performance in their roles. Notably, the educational background of college undergraduates is reflected in the "High School Graduate" category, indicating that respondents in this group have achieved higher educational attainment.

Education plays a crucial role, especially for individuals tasked with specific responsibilities in academia or security. The emphasis on having educated and disciplined teachers and staff underscores the importance of implementing comprehensive programs and services, including Campus Security, to ensure the safety and well-being of the organization and the broader public.

Table 6. Frequency and Percentage Distribution of the Profile of the Respondents in terms of Tenure

Indicators	Frequency	Percentage
1 - 3 years	21	21.0
4 - 6	49	49.0
7 - 9	12	12.0
10 and above	18	18.0
total	100	100.0

Table 6 provides an overview of the distribution of respondents based on their tenure. The data reveals that respondents who had been employed in the institution for 4-6 years constituted the largest group, comprising 49 respondents or 49.0%. Following this, those with 1-3 years of employment represented 21.0% with 21 respondents. Respondents with 10 years and above and 7-9 years of tenure had lower frequencies, accounting for 18.0% (18 respondents) and 12.0%, respectively.

Most respondents are relatively young in terms of teaching experience, having less than 10 years of service. It can be inferred that the longer respondents stay in a particular institution, the more familiarity they develop with the campus security policies established by the institution. This increased familiarity is likely to contribute to a heightened awareness among respondents regarding the outcomes resulting from the implementation of campus security policies.

Table 7. Frequency and Percentage Distribution of the Profile of the Respondents in terms of Trainings/Seminars Attended

Indicators	Frequency	Percentage Distribution
Information and Documents Security training/ Seminars	8	8.0
Physical Security Training/Seminars	12	12.0
Personnel Security Training/Seminars	10	10.0
School Campus Security Training/Seminar	8	8.0
Security Services NCII Training (TESDA)	27	27.0
Other Security Related Seminars	26	26.0
Basic Security Training	26	26.0
Security Supervisory Training	12	12.0
SCP, CCP, STTMC, PLTC.	4	4.0
Total	100	100

From this table, it is evident that 27 or 27.0% of the respondents participated in the Security Services NCII Training (TESDA). An equal number, 26 or 26.0%, attended Basic Security Training and Other Security-Related Seminars. The respondents also engaged in Physical Security Training/Seminars and Security Supervisory Training, each accounting for 12.0% of the respondents. The seminars/trainings with the lowest attendance were SCP, CCP, STTMC, and PLTC, each with only 4 or 4.0% of respondents.

The attendance of these training sessions reflects the institutions' commitment to safeguarding themselves from various risks such as disasters, accidents, and maintaining credibility. The respondents' participation in basic security training, conducted by the institutions, demonstrates the shared goal of protecting clients and stakeholders. Conversely, other security-related seminars did not attract as much attendance.

These seminars and training sessions play a crucial role in shaping respondents' perspectives, indicating how individuals may support programs not only as a compliance requirement but also as a personal choice. Therefore, personal opinions and perceptions can significantly influence one's attitude towards a program, offering insights and influencing daily decisions.

Problem 2. What are the respondents' assessments of the campus policies among selected higher education institutions in the city of Koronadal in terms of Personnel Security, Physical Security, and Information and Document Security?

Problem 2. The findings also indicate that in terms of personnel security, respondents can detect suspicious movements among visitors who are obtaining entry permits within the school campus. Regarding physical security, it was revealed that most colleges or universities allocate budgets for the acquisition and maintenance of facilities necessary to ensure the safety and protection of all individuals within their areas of responsibility. Additionally, in the realm of document and information security, the study discloses that schools and universities are taking extra precautions to uphold the security of their constituents.

Table 7. Respondents' Assessment on the Campus Security policies being implemented in the school in terms of Personnel Security

A. Personnel Security	Mean	SD	Description
1. Before an employee is hired, the school conducts a background check of that employee.	3.54	.781	Always
2. There is personnel security protocol in response to covid 19.	3.81	.465	Always
3. There is a policy implemented in wearing of uniforms to all personnel and employees while inside school campus.	3.74	.477	Always

4. There is VIP protection that being implemented inside the HEI campus.	3.06	.944	Sometimes
5. There is a privacy rights of work force member/personnel of the HEI.	3.10	.933	Sometimes
6. There is a recording system in the egress and ingress of vehicles by the personnel/employee and visitors of the HEI.	3.49	.889	Always
7. There is a front disk that control on the ingress of personnel.	3.68	.584	Always
8. There is a presence of security patrol in the school campus.	3.51	.872	Always
9. There is lock down procedures (locking down the school if there is a threat of violence).	3.25	.998	Sometimes
10. There is an instructional sign, employee badge/ID systems, and visitor badge systems.	3.66	.704	Always
Overall Mean and SD	3.48	0.45	Always

Legend: 3.26-4.0 Always, 2.51-3.25 Sometimes, 1.76-2.50 Rarely, 1.00-1.75 Never

Table 7 presents the respondents' assessment of the level of campus security implementation in Higher Education Institutions in the City of Koronadal. The mean value is 3.48, indicating a frequency of "Always." In terms of personnel security indicators, the highest mean is attributed to the presence of personnel security protocols in response to COVID-19, with a weighted mean of 3.81, consistently described as "Always." Following closely is the implementation of a policy requiring uniforms for all personnel and employees within the school campus, with a weighted mean of 3.74, also consistently categorized as "Always." The third-highest response pertains to the existence of a front desk controlling the ingress of personnel, with a weighted mean of 3.68, similarly described as "Always." These results underscore the robust presence of personnel security protocols before individuals enter the school premises, particularly in adhering to COVID-19 guidelines, as indicated by the presence of instructional signs, employee badge/ID systems, and visitor badge systems.

Conversely, the three least-responded indicators are as follows: the existence of lockdown procedures (locking down the school in the event of a threat of violence) with a weighted mean of 3.25, categorized as "Sometimes"; acknowledgment of privacy rights for workforce members/personnel of the HEI with a weighted mean of 3.10, also categorized as "Sometimes"; and implementation of VIP protection within the HEI campus with a weighted mean of 3.06, similarly labeled as "Sometimes." These responses imply that while security personnel are adept at observing untrusted movements among visitors availing entry permits within the campus, respondents believe that there is room for improvement in addressing the privacy rights of workforce members/personnel of the HEI. Establishing trust between security guards and individuals within the campus is pivotal for effective protection.

In Ontario, Canada, the roles, and responsibilities of security guards exhibit variability across different sites. Guards must stay informed about industry changes and understand the expectations and obligations owed to clients, the public, and/or their employers. Emphasized duties encompass protecting people, property, and information within the assigned area, preventing, detecting, and responding to criminal actions, interacting with law enforcement officials, providing leadership and direction in emergencies, controlling access to a site, managing, or restoring order in a crowd, and preventing work accidents by being aware of potential dangers. These duties are fundamental, underscoring the overarching nature and level of work carried out by security guards. The emphasis lies in executing these functions satisfactorily and without compromise, aligning with the constitutional guarantee that no person shall be deprived of life, liberty, and property. This underscores the significant role and responsibilities of individuals entrusted with safeguarding and defending their designated areas, such as security guards.

Table 8. Respondents' Assessment on the Campus Security policies being implemented in the school in terms of Physical Security

B. Physical Security	Mean	SD	Description
1. There are surveillance cameras/CCTV installed in the school campus particularly in the restricted area.	3.81	.496	Always
2. There is proper lighting in surrounding areas that illuminated the building exteriors of the school campus.	3.71	.520	Always
3. There is signage that demonstrates the hazard and risk areas of the HEI.	3.46	.818	Always
4. There is a mounted perimeter fence to prevent unauthorized intruders.	3.74	.536	Always

5. There is technology and control systems that used as part of physical security system to monitor and secure the environment and to detect intrusion.	3.13	1.064	Sometimes
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6. There is a security guard or watchman deployed to control the ingress, egress and the populated area of the HEI.	3.72	.542	Always
7. There is a disaster management in the HEI.	3.40	.794	Always
8. There is an emergency drills conducted by the HEI.	3.44	.761	Always
9. There is availability of resources, both human (counselors) and physical (first-aid kits) to cope with safety challenges.	3.37	.929	Always
10. There is school's emergency response plan, in-case of fire, riots, disasters etc.	3.59	.758	Always
Overall Mean and SD	3.54	0.43	Always

Legend: 3.26-4.0 Always, 2.51-3.25 Sometimes, 1.76-2.50 Rarely, 1.00-1.75 Never

Table 8 presents the respondents' evaluation of the level of campus security implemented in the school, focusing on Physical Security. The overall composite assessment is 3.54, interpreted as "Always." The top three responses include the following: the presence of surveillance cameras/CCTV installed in the school campus, particularly in restricted areas, with a weighted mean of 3.81; the existence of a mounted perimeter fence to prevent unauthorized intruders, with a weighted mean of 3.74; and the deployment of a security guard or watchman to control the ingress, egress, and populated areas of the HEI, with a weighted mean of 3.71. All these indicators are consistently described as "Always." These findings underscore the vigilance of security personnel in the school vicinity, diligently working to ensure the safety of its constituents.

However, the indicator with the lowest mean response pertains to the presence of technology and control systems used as part of the physical security system to monitor and secure the environment and detect intrusion, with a weighted mean of 3.13, categorized as "Sometimes." This suggests that while schools allocate budgets for the procurement and maintenance of facilities necessary to secure and protect all individuals within their area of responsibility, the existing technology and control systems may not be perceived as sufficient.

It implies that most colleges or universities allocate budgets for the procurement and maintenance of facilities needed to secure and protect all individuals within their area of responsibility. For example, the installation of a perimeter fence, the first line of defense, provides physical security for the facility. This can be achieved through various means such as fences, outside lighting, lockable gates, intrusion detectors, or a guard force. Physical security measures encompass walls, lockable doors and windows, bars and grills, and fire escapes. As emphasized, the physical limits of a facility, coupled with controlled access, create a psychological deterrent to unauthorized entry. It also delays intrusion in cases of infiltration, increasing the likelihood of detection and apprehension. In this context, physical security should identify vulnerable areas, especially in schools or campuses, to prevent unauthorized access, which can disrupt the peace and order of the facility.

However, malfunctioning physical security facilities should be promptly replaced. Structural physical barriers, such as fences, walls, floors, roofs, grills, bars, and other structures, act as man-made devices vulnerable to penetration by unfriendly forces. While these concerns are critical for overall facility management and security, it is essential to implement protective measures based on perceived risks, engineering and architectural feasibility, and cost. Security measures may include additional manpower/guards, alarms, and cameras to protect all areas of the facility, especially those vulnerable to penetration.

Table 9. Respondents' Assessment of Campus Security polices being implemented in the school in terms of Information and Document Security

C. Information and Document Security	Mean	SD	Description
1. The top management supports the information and documents security policy.	3.34	.784	Always
2. There is a proper storage facility for essential documents of the school.	3.54	.609	Always
3. There is a privacy agreement between HEI and its employees/ personnel in relation to document and information confidentiality.	3.22	.844	Sometimes
4. There is a safe place in case of fire, floods and other natural phenomena to keep the documents secure.	3.50	.782	Always
5. There is a proper filing of documents in the storage area.	3.41	.758	Always
6. There is a procedure in disposal of used documents.	3.47	.743	Always
7. There is deep security of documents and information against sabotage, espionage and access from unauthorized personnel.	3.46	.818	Always
8. The need-to-know principle is strongly implemented.	3.34	.784	Always

9. There is information security awareness training conducted within the organization.	3.34	.956	Always
10. The identity of the recipient is verified before the transmission of information.	3.35	.943	Always
Overall Mean and SD	3.40	0.52	Always

Legend: 3.26-4.0 Always, 2.51-3.25 Sometimes, 1.76-2.50 Rarely, 1.00-1.75 Never

Table 9 presents the assessment of the level of campus security implemented in the school, focusing on Information and Documentation Security. The overall composite assessment is 3.40, interpreted as "Always." The indicator that there is a proper storage facility for essential school documents has the highest weighted mean of 3.54, described as "Always." Following closely is the indicator that there is a safe place in case of fire, floods, and other natural phenomena to keep documents secure, with a weighted mean of 3.50, also categorized as "Always." The lowest among these indicators is the presence of a privacy agreement between the HEI and its employees/personnel regarding document and information confidentiality, with a weighted mean of 3.22, interpreted as "Sometimes." These findings suggest that schools and universities are taking extra precautions to maintain the security of their constituents.

For campus universities and schools, protecting property information against unauthorized access, inadvertent disclosure, and destruction of documents is essential and a paramount focus of information security management. Safeguarding the confidentiality, integrity, and availability of information or documents from compromise or loss is critical. The elements of a data security policy play a crucial role in managing the information and/or documents of any institution or organization. The evolving threats to data security highlight the need for proactive measures, even rendering the most advanced countries vulnerable to emerging risks. To prevent security incidents, organizations, including schools and public/private agencies, have become sensitive to keeping their information safe and have resorted to specific standards that provide a perfect methodology for data security controls and protections.

Each new technological trend resulting from industrialization brings the potential for data security breaches. The development and implementation of a comprehensive data security policy have become indispensable. However, issues and concerns have arisen regarding budget allocation for document protection. Despite its vulnerability, introducing and implementing standard security measures is crucial to protecting the privacy of information in any organization. In the case of schools and campuses, information or classified documents are essential and should be properly controlled and secured. The Information Security Management System (ISMS) is a comprehensive and practical system that aids in managing the security of an organization's information, safeguarding information assets, and demonstrating to customers and stakeholders how information is secured for organizational development.

Table 10. Summary of the Responses on the assessment of Campus Security policies being implemented in the school

Indicator	Mean	SD	Description
A. Personnel Security	3.48	.452	Always
B. Physical Security	3.54	.437	Always
C. Information and Document Security	3.40	.522	Always
Overall Mean and SD	3.47	0.35	Always

Legend: 3.26-4.0 Always, 2.51-3.25 Sometimes, 1.76-2.50 Rarely, 1.00-1.75 Never

Table 10 provides a summary of the respondents' assessments of campus security policies implemented in the school. The respondents gave the highest weighted mean value to physical security, with a mean of 3.54. This is followed by personnel security with a mean of 3.48, and information and security received the lowest mean of 3.40. All these indicators are described as "Always." These results highlight the respondents' particular focus on the physical security of schools, emphasizing the importance of measures such as surveillance cameras/CCTV installation, especially in restricted areas, and the presence of a mounted perimeter fence to deter unwanted visitors.

The composite average of the respondents' assessment of the level of implementation of campus security in personnel security is 3.48, categorized as "Always." Although the weighted mean values differ slightly, a t-test is used to determine if there is a significant difference between their means at the 5% and 1% levels of significance. The null hypothesis (H_0) is stated as "there is no significant difference between the assessment of teaching personnel, staff, and security personnel on the level of implementation of campus security in the area of personnel security." Using $\mu_1 = 3.50$ and $\mu_2 = 3.73$, standard deviations $\sigma_1 = 0.1509$ and $\sigma_2 = 0.1171$ with $n = 10$, the computed t is equal to 4.205. From the t-test table at the 5% and 1% levels of significance, the tabulated t value is equal to 2.906 at 5% and 3.995 at 1%, using the two-tailed tabulated value. The computed t is greater than the value of the tabulated t at 5% and 1% levels of significance. This result indicates that the null hypothesis (H_0) is rejected, and the alternate hypothesis is accepted. There is a significant difference between the assessments of teaching personnel, staff, and security personnel on the level of implementation of campus security in the area of personnel security.

Problem 3 aims to investigate whether there is a significant difference in the assessment of campus security policy implementation among higher education institutions (HEI) in the City of Koronadal when respondents are grouped according to their profiles.

The findings indicate that, based on the number of years respondents have served as employees in the school, there is no significant difference in the assessments of campus security policy. Irrespective of the duration of their service, the respondents share a similar perspective on campus security policy.

Table 11. Difference in the assessment of the respondents in the implementation of campus security policy among the higher education institutions (HEI) in the City of Koronadal

Indicator	Mean	F-ratio	Remark p-value	
Age				
30 years old and below	3.54			
31-40 years old	3.47			
41-50 years old	3.35	.795	.501	Not Significant
51 years old and above	3.60			
Sex				
Female	3.48			
Male	3.47	.007	.932	Not Significant
Civil Status				
Single	3.56			
Married	3.42	.816	.447	Not Significant
Separated	3.45			
Educational Attainment				
High School Graduate	3.33			
College Undergraduate	3.25			
College Graduate	3.57	1.584	.190	Not Significant
With Post Graduate Units	3.51			
MA or PhD Graduate	3.57			
Tenure				
1-3 years	3.5000			
4-6 years	3.4667			
7-9 years	3.3958	.130	.942	Not Significant
10 years and above	3.4967			

Table 11 illustrates the distinctions in respondents' evaluations of the implementation of campus security policies across higher education institutions (HEI) in the City of Koronadal. The mean responses, categorized by age, demonstrate no significant difference, supported by an F-ratio of .795 and a p-value of .501. This implies uniformity in the assessments of campus security policies across age groups.

Similarly, the mean responses based on gender show no significant difference, with an F-ratio of .007 and a p-value of .932. Regardless of gender, respondents share similar perspectives on campus security policy. Civil status does not yield a significant difference in assessments, supported by an F-ratio of .816 and a p-value of .447.

Educational attainment also does not result in significant differences in assessments, as evidenced by an F-ratio of 1.584 and a p-value of .190. Furthermore, the number of years in service as an employee does not lead to significant differences in assessments.

The study underscores the implementation of various practices in HEIs to enhance security measures, focusing on personnel, security, and information and document security. A survey questionnaire administered to major colleges—Respondent A, Respondent B, and Respondent C—contributed significantly to the study's output.

The research aimed to provide a comprehensive perspective on the assessment of campus security policies among HEIs. Findings highlighted essential demographic variables such as age, birth sex, civil status, educational attainment, and training/seminars among respondents. Notably, the majority of respondents were students, emphasizing the importance of addressing their needs.

The test of significant difference revealed that respondents' assessments of campus security policies remain consistent across various demographic groups. This suggests a uniform perception, with no rejection of the null hypothesis indicating no significant differences. It implies that respondents answered the questionnaire subjectively or objectively, reflecting diverse perspectives.

To address campus security challenges, the study calls for the inclusion of ideal programs and services in HEIs over the next five years. Amid the challenges posed by the COVID-19 pandemic, the importance of robust security measures and strategic policy implementation for HEIs is underscored. Such initiatives should not only protect campuses but also contribute to the overall educational development of students.

5. Summary of findings, conclusions and recommendations

This chapter presents the summary of findings, conclusions and recommendations based on the statement of the problem presented in chapter 1.

5.1. Summary

The primary objective of this study was to assess the implementation of campus security policies in Higher Education Institutions (HEI), particularly in the City of Koronadal. The research aimed to answer specific questions, including the respondents' profile regarding the implementation of campus security (considering age, birth sex, civil status, educational attainment, and related seminars/training) and their assessment of campus security policies, categorized into Personnel Security, Physical Security, and Information and Document Security.

The study adopted a descriptive-correlational research method, employing a quantitative approach. Thematic content analysis was utilized for qualitative data collected through surveys, as well as relevant literature and studies. The research design encompassed description, induction, deduction, analysis, classification, enumeration, and evaluation of the gathered data. This approach aimed to ensure accurate observations and assessments, providing insights into prevailing conditions, practices, and descriptions of subjects, processes, and individuals under investigation.

Slovin's Formula was employed to determine the sample size, resulting in a total of 100 respondents, including security personnel, teaching staff, and employees. Three major colleges, namely Marvelous College Foundations (MCF), Notre Dame of Marbel College (NDMU), and Regency Polytechnic College (RPC), were chosen as the setting due to their significant impact on the study's desired results.

The data collected from the survey underwent tabulation and analysis, utilizing weighted mean as a measure of central tendency to gauge respondents' assessments of the level of campus security implementation in Higher Education Institutions in Koronadal City. The Likert Scale was employed to interpret results for each item, offering five pre-coded responses with a neutral midpoint of neither agreeing nor disagreeing. Additionally, the Analysis of Variance (ANOVA) was applied to assess the test of significant difference.

Overall, the study aimed to provide a comprehensive evaluation of campus security policies, taking into account various demographic factors and respondents' perspectives, ultimately contributing valuable insights to the field of higher education security.

5.2. Findings

The study addressed three key problems through surveys conducted among selected respondents from Higher Education Institutions in the City of Koronadal, South Cotabato. The following highlights summarize the findings:

Problem 1: Respondents' Profile

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1.1 Age Distribution: The study revealed that among the four age brackets (21-30, 31-40, 41-50, and 51 years and above), the age group of 31-40 significantly contributed the highest frequency of responses. This age bracket, characterized as more aggressive, indicated a substantial engagement in the study, suggesting that selected schools prioritized the involvement of stable professionals in their rank-and-file employees.

1.2 Birth and Sex: The analysis of respondents' birth sex showed a higher representation of male respondents compared to females, indicating a greater male involvement in security concerns. Additionally, the study found that more respondents were married than unmarried.

1.3 Educational Attainment: The survey considered the educational attainment of respondents, highlighting that a higher number of respondents held a college degree rather than a post-graduate degree. This finding underscores the importance of education in roles within the Academe or Security Activities.

1.4 Tenure: The study revealed that a majority of respondents had been employed in their respective institutions for 4-6 years. This tenure was considered relatively young in the service to Higher Education Institutions, indicating that most respondents had less than 10 years of experience.

These profile insights provide a comprehensive understanding of the demographics and characteristics of the respondents participating in the study.

Problem 2: Assessment of Campus Security Policies

2.1 Evaluation of Campus Policies: The study unveiled an examination of campus policies through three key indicators—Personnel Security, Physical Security, and Information and Document Security. Notably, the data indicated a predominant emphasis on Physical Security among the respondents, overshadowing the importance placed on the other two indicators.

2.2 Importance of Physical Security: Furthermore, the findings underscored the significance of Physical Security in campus policy evaluation. Specifically, the study revealed that respondents strongly advocate for the installation of surveillance cameras/CCTVs, especially in restricted areas, as a crucial measure to prevent unwanted visitors on school campuses.

Problem 3: Evaluation of Differences in Assessment

3.1 Lack of Significant Difference: The study demonstrated that there is no significant difference when respondents were categorized according to the indicators employed in the research.

5.3 Conclusions:

Demographic Profile Influence: Upon analyzing the findings, it was evident that the demographic profile of the respondents, primarily comprising security personnel, teaching staff, and employees, played a pivotal role. The study primarily resonated with the perspectives and opinions of these key groups, shaping the outcomes related to the implementation of campus security.

Variable Emphasis and Significance:

The respondents' assessments underscored the paramount importance of Variable No. 3, focusing on "Information and Document Security," as it obtained the highest weighted mean value. This variable highlighted the accountability of departmental officers/personnel in scenarios involving information loss, leaks, or espionage. Consequently, the safeguarding of property information against unauthorized access, inadvertent disclosure, and document destruction emerged as a crucial aspect of information security management. The variable also emphasized the significance of Confidentiality, Integrity, and Availability of information in organizational or institutional settings.

Test of Significant Difference Results: The outcomes of the test of significant difference revealed that, concerning "Personnel Security and Information and Document Security," the computed F-value exceeded the critical value, indicating a substantial difference in respondent assessments and leading to the rejection of the null hypothesis. In contrast, for "Physical Security," the computed F-value fell below the critical value, signifying no significant difference in assessments among the three respondent groups, thus accepting the null hypothesis.

5.4. Recommendations

Based on the result of the study, the assessments on the Campus Security policies recommends the following:

1. For Higher Education Institutions (HEIs):

1.1 Holistic Security Measures: Implement comprehensive security measures ensuring the protection and well-being of all individuals within the HEI's jurisdiction, including students, teachers, and security personnel. 135

1.2 VIP Protection: Prioritize VIP protection in personnel security, especially when school authorities or VIPs are present, to mitigate potential risks and threats from unscrupulous elements.

1.3 Technology Integration: Incorporate technology and control systems into the physical security system to enhance monitoring capabilities and effectively detect intrusions.

1.4 Privacy Agreements: Establish privacy agreements between HEIs and their employees/personnel concerning documents and information to prevent unauthorized access and maintain confidentiality, adhering to data privacy laws.

1.5 VIP Security in Curriculum: Include VIP security or protection topics in the curriculum of B.S. Criminology and B.S. Industrial Security Management programs to ensure future security professionals are well-equipped.

2. For School Administration:

2.1 Security Survey: Conduct a security survey led by competent security professionals during the first semester of 2022 and onward to formulate a strategic action plan for Campus Security Policies.

2.2 Technical Working Group/Committee: Establish a technical working group or committee responsible for preparing and overseeing the implementation of security measures, emphasizing community engagement and collaboration.

2.3 Community Relations: Foster positive relationships with the community, ensuring collaboration, cooperation, and support for overall campus security. Good rapport with the community contributes to the development of the educational formation of HEIs.

3. For Future Researchers:

3.1 Further Exploration: Encourage future researchers to delve deeper into the study, expanding its scope and depth. This approach will enhance understanding and emphasize the critical importance of school campus security policies in Higher Education Institutions.

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