

## Level of Preparedness of the School Security Personnel and Their Qualifications Towards Institutional Security

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### ABSTRACT

School security is one of the prime concerns. It involves students, staff, and every other individual who is present at the premises. Hence, the duty of a school security guard is full of tough challenges. The guard must always stay alert and on his toes. This study determined the level of preparedness of the school security personnel and their qualifications towards institutional security. The respondents of the study include all thirteen (13) security guards in Misamis University Ozamiz City, Misamis Occidental, Philippines that serve as the respondents. The respondents are purposively chosen by the researchers because they are fit to answer the questionnaires provided by the researchers in determining the level of preparedness of the school security personnel and their qualifications towards institutional security. The security guard possessed very good qualifications in relation to their skills, knowledge, and work style, which resulted in a relatively high mean value. The security guard's level of preparedness in terms of operating school practices and programs garnered a moderate level of mean value, indicating that it still needs to be improved. It is evident that the relationship between the qualifications of school security personnel and their level of preparedness is statistically significant. Having a good qualification may positively contribute to a high-level preparedness among the school's security personnel. Most security guards were very efficient in fulfilling their duties due largely to their qualifications, which encompassed their skills, knowledge, and work style. They were able to maintain effective control over the conditions and individuals in their immediate vicinity. On the other hand, security guards thrived in the sector of level of preparedness. This is because they were highly prepared to respond with countermeasures and preventative actions in the case of a crime. It is essential that the performance of school security guards be constantly monitored and evaluated to determine the various strengths and weaknesses of everyone for future training and improvement. In dealing with the school's various problems, security guards are encouraged to maintain their high level of preparedness and qualification. It's also crucial to keep students from bringing weapons onto campus that may threaten other students or instructors, and to conduct random sweeps of students to look for contraband like as drugs and firearms.

**Keywords:** Preparedness, Qualifications, Skills, Training, Work style.

### 1. Introduction

Over the last few years, there is a growing number of attacks which are caused by individuals or groups (Mekaj & Aliaj, 2018). These individuals or groups are often labelled as terrorists (Townshend, 2018). Twenty years ago, September 11, 2001, stunned the world. It was defining moment with chilling links to Southeast Asia.

Philippines served as a staging ground and test runs for 9/11 (Chitadze, 2022). The Islamist extremists smashed two jetliners into New York's World Trade Center, killing 2,753 people. A third commercial jet hit the Pentagon, killing 184, and 40 more died after a fourth plane crashed into a field in Shanksville, Pennsylvania after a passenger revolt sourced from (Mayo, 2021). and the adverse implications of these problems was 9/11 certainly psychologically empowering and emboldened for the Abu Sayyaf Group. As a result, in early 2004, they mounted the worst maritime terrorist attack, certainly in the Philippines, when they bombed the passenger ferry Super Ferry 14 in Manila Bay. It took 116 lives, and it was a very major attack. Another example of terrorist attack is in May 2017, Marawi the deadliest battle in the Philippines since World War 2 (Reilly, 2022). An entire city in southern Philippines was under siege and the adverse implication of this attack is that it attracted fighters from around the world and cause security concerns for the rest of the neighboring countries (Williams et al., 2022). The Philippines has been on heightened alert since extremists took siege of the southern city of Marawi in 2017, noted Malacañang spokesman Harry Roque.

According to Security Tx, (2021), school security is one of the prime concerns. It involves students, staff, and every other individual who is present at the premises. Hence, the duty of a school security guard is full of tough challenges (Shpeizer, 2021). The guard must always stay alert and on his toes. Even after the school hours come to an end. An empty school building needs to be guarded to protect the assets and ensure no illegal activity goes. Whether it's an elementary or high school or a university, safety is an utmost priority (Thomas, 2016). The guards at the school building need proper training as they are mostly without arms. However, it depends on the school's needs. Many don't prefer having armed guards in front of children all the time it is entirely your choice (Anyon, 2017). No matter whoever stands for Security, the personnel should be well trained and ready to use physical force if the necessity arises. Moreover, the security forces should deal with pressures and always stay calm with children. Omer (2021), if parents become aggressive in any situation, the guard should tackle the problem calmly. So, he should know what action to take and when to take to guard the place and create a safe environment (Shamsuddin, et al 2017).

The researchers, in the context discuss the "the Level of Preparedness of the School Security Personnel and their Qualifications towards institutional security." It is observed that there are limited studies related to this research topic. Thus ignites the interest of the researcher to conduct this study. In addition, researchers would like to emphasize the importance of security personnel preparedness and their qualifications. To support the study, we examined various studies and literatures that are related to ours. One of which is the Teachers' perception towards security measures following the terrorist attack on bacha khan university, charsadda conducted by Jehanzeb & Bangash, (2018). This research aimed to learn about the perceptions of faculty members at the university on post-attack security measures. It highlights the significance of security measures in educational systems in the face of unprecedented threats, particularly terrorist attacks. In contrast, our research focuses on the level of preparedness of school security personnel and their qualifications towards institutional security. Especially when the News agency Associated Press reported recently that Japan's Foreign Ministry had advised its citizens to avoid "religious facilities and crowds" in six Southeast Asian countries, including the Philippines, due to possible attacks (Nahdohdin, et al., 2019). This information also alarms the schools which might be a vulnerable target for terrorist's attack. In relation to the studies, it be able to give recommendations to strengthen the security of the schools.

## **2. Research Methods**

### **2.1. Design**

The quantitative approach was employed in this study. Specifically, the descriptive research design was followed in achieving its objectives. Descriptive research involves collection of data to either test a hypothesis or describe the variables mentioned in the data. This design was utilized in this study to describe the level of preparedness of the school security personnel and their qualifications towards institutional security.

### **2.2. Settings**

The quantitative approach was employed in this study. Specifically, the descriptive research design was followed in achieving its objectives. Descriptive research involves collection of data to either test a hypothesis or describe

the variables mentioned in the data (Bloomfield & Fisher, 2019). The descriptive-correlational design was used in this study. The goal of descriptive-correlational research is to characterize associations between variables without inferring causal relationship (Urban, Jennings, & Ciper, 2022). Correlational research examines the interrelationships between variables of interest without the researcher intervening. This design was utilized in this study to describe the level of preparedness of the school security personnel and their qualifications towards institutional security.

### ***2.3. Respondents of the Study***

The respondents of the study include 13 security guards in Misamis University Ozamiz City, Misamis Occidental, Philippines that serve as the respondents. The respondents are purposively chosen by the researchers because they are fit to answer the questionnaires provided by the researchers in determining the level of preparedness of the school security personnel and their qualifications towards institutional security.

### ***2.4. Instrument***

A questionnaire used adapted from my majors and from the school survey on crime and safety national center for education statistics (NCES,2019) to gather all the need data in the study for data analysis. The questionnaire is composed of the respondent's profile including age, educational attainment, and length of service. In determining the level of preparedness of the school security personnel and their qualifications towards institutional security, questions include schools' practices and programs and crime prevention. Qualifications of the school security personnel includes skills, knowledge, and their work styles.

### ***2.5. Data Collection***

Before the conduct of the survey, the researcher sought permission from the Dean of the College of Criminology through a formal letter, as noted by the subject adviser. After gaining permission from the Dean, the researchers also sought permission from the Acting Chief Security of Misamis University. After obtaining permission from the Acting Chief Security, the researchers personally distributed the questionnaire to the identified respondents of the study with the adherence of the basic health and safety protocols, such as the wearing of facemasks and observing physical distancing. Furthermore, the researcher personally retrieved all the fully completed questionnaires from the respondents. The data gathering process was expected to take place in one to two weeks. After all, the instruments were retrieved, and the responses were tallied using MS Excel for statistical manipulation and analysis using the SPSS software.

### ***2.6. Ethical Consideration***

The researchers observed ethical procedure in the conduct of this study. Permission was sought from the Dean of the College of Criminology, Dr. Jose F. Cuevas Jr. to allow the researchers to administer the survey-questionnaire to the security guards of Misamis University school in Ozamiz City, Misamis Occidental, Philippines. The names of the respondents was kept confidential unless disclosure is required by law. There are no known or anticipated risks associated with participation in this study. They receive no reimbursement for their participation, and it is voluntary. They were given a chance to refuse to participation or discontinue their participation at any time and

there was no penalty for doing so. Some details of this project may not be made known for them until the session is completed. The decision whether to participate does not affect the current of future relations with Misamis University. Thus, no harm was brought to the respondents mentally, emotionally, and physically, regarding the conduct of the study.

In the entire process of the study, the welfare of the respondents was the priority of the researcher. Privacy and confidentiality were always be observed, particularly name of the respondents and other information unnecessary to the study. The researcher adhere the guidelines set by the Republic Act No. 10173 known as the “Data Privacy Act of 2012”. Through these, the researcher can assure the privacy and confidentiality of the qualitative research.

### 2.7. Data Analysis

The study utilized frequency, percentage, mean, weighted mean statistical tool for data analysis.

T-test to determine if there is a significant difference between the means of two groups.

## 3. Results and Discussions

### 3.1. Profile of the Respondents

First, the researchers grouped the respondents age with an interval of five (5). Table 1.1 shows the result that most of the respondents are between the ages of 41 and 45, with a frequency of 5 and a percentage of 25.33 percent, while others have a frequency of 2 and a percentage of 15.38 percent. Following that in table 1.2, the respondents' educational attainment was divided into three categories: high school graduate, college level, and college graduate. According to the findings, most of the respondents were high school graduates, with an average of 8 and a percentage of 61.54 percent, while there are just two college graduates work in the security service at Misamis University, with a percentage of 15.38 percent.

Finally in table 1.3, most school security guards served for 15 years or more, with a frequency of 3 and a percentage of 23.08 percent, and the same with the 4-5 years term of service and 1-3 years term of service garnered only 1 with 7.69 percent, 6 to 8 years garnered only one (1) with 7.69 percent, and the 9 to 10 years term of service garnered only one (1) with 7.69 percent.

**Table 1.** Profile of the Respondents

Status	Frequency	Percentage
<b>1.1. Age</b>		
25-30 years old	2	15.38
31-35 years old	2	15.38
36-40 years old	2	15.38
41-45 years old	5	38.46
46 <	2	15.38
Total	13	100

Status	Frequency	Percentage
<b>1.2. Educational Attainment</b>		
High School Graduate	8	61.54
College Level	3	23.08
College Graduate	2	15.38
Total	13	100
<b>1.3. Length of Service</b>		
1-3 years	1	07.69
4- 5 years	3	23.08
6 to 8 years	1	07.69
9-10 years	1	07.69
11-12 years	2	15.38
13-14 years	2	15.38
15 years above	3	23.08
Total	13	100

### 3.2. Skills qualifications of the security personnel towards institutional security

Skill is an ability or proficiency acquired through training and practice. A special ability or technique acquired by special training in either an intellectual or physical area. Skills can include listening, communicating, organization, design, and programming. Skills allow the individual to select the most appropriate behavior or action to suit task requirements (Bakhshi, Downing, Osborne, & Schneider, 2017).

Table 2 presents the results of the higher education institution's security guard, the highest skills with a mean value of 4.62 are Active Listening, Active Learning, and Service Orientation. Active Listening is a security guard's highest skill because it plays such an important role in their job. Security guards cannot do their job well if they do not pay full attention to people and their surroundings. Active Learning is also a valuable quality for a security guard to have because it allows them to address problems based on their knowledge. and lastly, service orientation received the highest mean value as well because security guards cannot be considered as security guards if they are not in the service of people. On the other hand, the results of the higher education institution's security guard, the skills that got the lowest mean value include Speaking and Critical Thinking. Security guards often have a hard time speaking because they do not know when and how to do so. However, this area should be further enhanced because speaking and efficiently transmitting information is an important aspect of the job of a security guard. Critical thinking should also be given more attention and be improved for security guards to be able to handle situations more readily.

This implies that a security guard's top skill is active listening and that if security guards do not pay close attention to individuals and their surroundings, they will not be able to accomplish their jobs effectively. Active Learning is also an important skill for a security guard to have since it helps them to handle situations based on their knowledge (Dejene, 2019). Another implication to keep of note is that security guards cannot be deemed security guards unless they are of service to people, but this status is impeded due to the difficulty of communication (Keshta & Odeh, (2021).

**Table 2.** The responses of the respondents involving their qualifications towards institutional security

<b>Skills</b>	<b>Mean</b>	<b>Interpretation</b>
Active Listening- Giving full attention what other people are saying, taking time to understand the points being made asking questions as appropriate, and not interrupting at inappropriate times.	4.62	Very High
Monitoring – Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.	4.46	Very High
Speaking – talking to others to convey information effectively.	3.92	High
Critical Thinking- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.	3.92	High
Coordination- Adjusting actions in relation to other actions.	4.46	Very High
Reading Comprehension- Understanding written sentences and paragraphs in work related documents	4.38	Very High
Active Learning- Understanding the implications of new information for both current and future problem solving and decision making.	4.62	Very High
Social Perceptiveness- Being aware of others’ reactions and understanding why they react as they do.	4.46	Very High
Writing- Communicating effectively in writing as appropriate for the	4.46	Very High
Judgment and Decision Making- Considering the relative cause and benefits of potential actions to choose the most appropriate one.	4.23	Very High
Persuasion – Persuading MU students, staff, and faculty to follow rules and regulations.	4.31	Very High
Service Orientation- Actively looking for ways to help people.	4.62	Very High
Complex Problem Solving- Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.	4.46	Very High
Negotiation- Bringing students together and trying to reconcile differences.	4.31	Very High
Learning Strategies- Selecting and using training/seminars/instructional methods and procedures appropriate for the situation when learning or teaching new things.	4.54	Very High
<b>Total</b>	<b>4.38</b>	<b>High</b>

(Note: Excellent – 4.20-5.00, Very Satisfactory – 3.40-4.19, Satisfactory - 2.60-3.39, Fair - 1.80-2.59, Poor - 1.00-1.79).

### 3.3. Knowledge qualifications of the Security personnel towards institutional security

Knowledge refers to the fact or condition of knowing something with familiarity gained through experience or association, acquaintance with or understanding of a science, art, or technique, the fact or condition of being aware of something (Lynd, 2015).

As shown in table 3, security guards have the highest knowledge of public safety and security with a mean value of 4.62. It is fundamental sense for security guards to be aware of this because it is what they are hired to do. They are in place to ensure the safety and security of the public.

On the other hand, the results of our survey, security guards' knowledge of law and government has the lowest mean with a value of 3.92, which is odd since a security guard's duty is to protect innocent lives from the criminals that dare to endanger the establishment they're assigned to.

This implies that although security personnel are proficient in terms of knowledge regarding public safety and security, they are somewhat illiterate in the aspect of law and governance which is ambivalent to their nature of work. This contrasting gap in knowledge is detrimental to their success and progression to their profession as security personnel, as being well-versed in both aspects (Public safety and Law) is and should be imperative to their line of work (Kennedy, Sood, Chakraborty, & Chitta, 2019).

**Table 3.** Knowledge qualifications of the Security personnel towards institutional security

<b>Statement Knowledge</b>	<b>Mean</b>	<b>Interpretation</b>
Public Safety and Security- Knowledge of relevant equipment, policies, procedures, and strategies to promote effective Misamis University security operations for the protection of students, staff, faculty, data, property, and institutions.	4.62	Very High
Psychology- Knowledge of human behavior and performance, individual differences in ability, personality, and interests; learning and motivation.	4.54	Very High
Law and Government – Knowledge of laws and other rules.	3.92	High
<b>Total</b>	<b>4.36</b>	<b>Very High</b>

(Note: Excellent – 4.20-5.00, Very Satisfactory – 3.40-4.19, Satisfactory - 2.60-3.39, Fair - 1.80-2.59, Poor - 1.00-1.79)

### 3.4. Work styles qualifications of the Security personnel towards institutional security

Work styles are how you prefer to plan your work tasks, communicate professionally with others, and like to get tasks done. Different workers have different work styles—for example, someone who likes to ponder things may spend a lot of time thinking and gathering inspiration for new ideas (Bayl-Smith & Griffin, 2015).

As shown in table 4, work styles that have the highest mean with a value of 4.77 include integrity, dependability, self-control, cooperation, attention to detail, and concern for others. These qualities are all ethical aspects of being a security guard. Firstly, Integrity is what builds trustworthiness within the environment and people rely for their safety on security guards that have dependability. Plus, Self-control is crucial since it allows security guards to maintain proper discipline. Another work style is the cooperation, which leads to a faster and more efficient way of ensuring overall security. It goes without saying that attention to detail is also a vital work style because it is an act of being mindful at work. Finally, Concern for others is essential as security guards would not be driven to continue their work without it.

On the other hand, the results of our survey, analytical thinking has the lowest mean with a value of 4.08. This work style should not be overlooked, but rather strengthened, as it is essential in the job of a security guard because it entails processing information analytically, which allows one to make concrete decisions and action plans to solve complex problems.

This study implies that the security personnel of the institution are reliable, and it is a good indicator that the work styles of the security personnel are efficient and effective in providing security on the campus. This type of work should be done so that the students and other school personnel will have confidence and assurance that they are safe inside the institution. And it can attract other students to enroll and teachers to come to the institution to work because their safety is a top priority (Yaacoub, Noura, Salman, & Chehab, 2020).

**Table 4.** Work styles qualifications of the Security personnel towards institutional Security

<b>Statement</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Work styles</b>		
Integrity- Security job requires being honest and ethical.	4.77	Very High
Dependability- Security job requires being reliable, responsible, and dependable and fulfilling obligations.	4.77	Very High
Self-Control- Security job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in every difficult situation.	4.77	Very High
Cooperation- Security job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.	4.77	Very High
Attention to Detail- Security job requires being careful about detail and thorough in completing work tasks.	4.77	Very High
Adaptability/Flexibility- Security job requires being open to change (positive or negative) and to considerable variety in the	4.62	Very High



<b>Statement</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Work styles</b>		
workplace.		
Stress Tolerance- Security job requires criticism and dealing calmly and effectively with high stress situations.	4.46	Very High
Leadership- Security job requires a willingness to lead, take charge, and offer opinions and direction.	4.54	Very High
Concern for Others- Security job requires being sensitive to others' needs and feelings and being understanding and helpful on the job.	4.77	Very High
Initiative- Security job requires a willingness to take on responsibilities and challenges.	4.62	Very High
Persistence- Security job requires persistence in the face of obstacles.	4.54	Very High
Independence- Security job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.	4.23	Very High
Social orientation- Security job requires preferring to work with others rather than alone and being personally connected with others on the job.	4.31	Very High
Achievement/effort- Security job requires establishing and maintaining personally challenging achievement goals and exerting effort towards tasks.	4.38	Very High
Analytical thinking- Security job requires analyzing information and using logic to address work related issues and problems.	4.08	High
<b>Total</b>	<b>4.38</b>	<b>High</b>

(Note: Excellent – 4.20-5.00, Very Satisfactory – 3.40-4.19, Satisfactory - 2.60-3.39, Fair - 1.80-2.59, Poor - 1.00-1.79)

### ***3.5. Level of preparedness of Security Personnel regarding Schools Practices and Programs***

School Practices and programs – means any school sponsored or approved activity, event, or function, on or off school premises where students are under the jurisdiction of the district; or during any period students are supervised by school employees. means any school sponsored or approved activity, event, or function, on or off

school premises where students are under the jurisdiction of the district; or during any period students are supervised by school employees (Quin, Deris, Bischoff, & Johnson, 2015).

As shown in table 5, schools' practices and programs that have the highest mean with a value of 4.92 require visitors to sign in or check in before entering the campus, which is a very good indicator of schools' practices performed by the security personnel. The same with the use of one or more security cameras to monitor the school, which has the same mean with a value of 4.92, which is also a good indicator for the institution to have enough security cameras to monitor the events and happenings inside the campus. CCTV cameras also serve as a deterrent for the possible perpetrator or violator that will eliminate the opportunity to commit the crime, or any act prohibited by the institution.

On the other hand, the schools' practices, and programs with the lowest mean value, which is to provide school lockers to students, have a mean value of 1.08. It is not necessary to provide students with school lockers, but in other areas with a low mean value, such as having "panic button(s)" or silent alarm(s) that directly connect to law enforcement in the event of an incident, it is important and must be implemented for parents to have a high level of assurance that their child is in good hands and is protected by the institution.

This implies that the preparedness of the school security guard is highly observed based on their daily job and during programs, and this aspect should be maintained for the benefits of the institution and to increase the trust and confidence of the people inside the premises. They conducted security checks on every person that would enter the institution by looking for identification and requiring them to sign in the logbook for them to have records of those people that would enter the school premises. The security personnel have their own monitoring through CCTV. These practices of the security personnel will prevent any form of violence inside the institution. And it gives assurance to every member of the public that they are secure (Rittinghouse & Ransom, 2017).

**Table 5.** The responses of respondents regarding the level of preparedness of among Security Guards of Misamis University

<b>Statements</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Schools Practices and Programs</b>		
Require visitors to sign or check in.	4.92	Highly Prepared
Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks).	4.54	Highly Prepared
Control access to school grounds during school hours (e.g., locked or monitored gates).	4.46	Highly Prepared
Equip classrooms with locks so that doors can be locked from the inside.	2.00	Somewhat Prepared
Close the campus for most or all students during lunch.	1.69	Unprepared

<b>Statements</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Schools Practices and Programs</b>		
Provide school lockers to students.	1.08	Unprepared
Have “panic button(s)” or silent alarm(s) that directly connect to law enforcement in the event of an incident.	1.23	Unprepared
Provide an electronic notification system that automatically notifies parents in case of a school-wide emergency.	1.62	Unprepared
Require faculty and staff to wear school ID.	4.62	Highly Prepared
Use one or more security cameras to monitor the school.	4.92	Highly Prepared
Provide two-way radios to any staff.	3.85	Prepared
Require metal detector checks on students every day.	1.69	Unprepared
Perform one or more random metal detector checks on students.	1.69	Unprepared
Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons)	1.92	Somewhat Prepared
Require students to wear uniforms.	4.85	Highly Prepared
Enforce a strict dress code.	4.77	Highly Prepared
Provide a structured anonymous threat reporting system (e.g., online submission, telephone hotline, or written submission via drop box).	4.00	Prepared
Require students and employees to always wear school ID.	4.54	Highly Prepared
<b>Total</b>	<b>3.24</b>	<b>Moderately Prepared</b>

(Note: Always - 4.20-5.00, Often - 3.40-4.19, Sometimes - 2.60-3.39, Seldom - 1.80-2.59, Never - 1.00-1.79)

### **3.6. Level of preparedness of Security Personnel regarding Crime Prevention**

Crime prevention - Crime prevention is the attempt to reduce and determine crime and criminals. It is applied specifically to efforts made by governments to reduce crime, enforce the law, and maintain criminal justice (Jeffery, 2021).

Table 6 illustrates that the highest mean achieved by the security personnel is preventing crime and other grievances, which is considered the top priority by all security personnel, and the security guards inculcate in their minds that school is considered a zone of peace with a mean value of 4.85, and this serves as a very good indicator for the institution that they provide this kind of service to the students, staff, and personnel inside the campus that will make them feel safe.

On the other hand, the lowest mean is 1.62, indicating that security guards are not completely reliable when called upon. This component must be improved because security guards are the first responders to the institution in times of emergency, so it is essential to act in this field to get the confidence of the students, parents, and staff that they are safe.

This study implies that the prevention of any form of crime inside the camp is the top priority of the security personnel. They are responsible and accountable for the safety of every person in the institution, and this aspect is a good indicator that the security personnel are reliable in terms of preventing crime and other grievances because they consider it their top priority. The security personnel are efficient and effective in preventing violence and crime inside the school premises, and they always entertain any complaints coming from the parents, students, guardians, and others in order to address the problems and provide solutions to make the school safe for everyone. Although they are good at preventing crime, they are somewhat low in school practices and programs. In this aspect, they must be good as well to achieve the highest level of preparedness in operating school practices and programs.

**Table 6.** Level of preparedness of Security Personnel regarding Crime Prevention

<b>Statements</b>	<b>Mean</b>	<b>Interpretation</b>
<b>Crime Prevention</b>		
Preventing crime and other grievances are consider and on the top priority by all security personnel.	4.85	Always
Inadequate alternative placement or programs for disruptive students, employees, and other member of security force.	3.92	Often
Considers complaints from parents, guardians, and other relatives regarding the security guards' performance.	4.49	Always
Lack of managerial/administrative support for school policies and the like with considerations also on the needs of security force.	4.38	Always
Lenient application of school policies for the students, and employees.	4.38	Always
Security guards inculcated in their mind that school is consider as zone of peace.	4.85	Always
Petty crimes are controlled like theft and the like.	4.69	Always
Security guards are dependable when called upon.	1.62	Never
<b>Total</b>	<b>4.53</b>	<b>Always</b>

(Note: Always - 4.20-5.00, Often - 3.40-4.19, Sometimes - 2.60-3.39, Seldom - 1.80-2.59, Never - 1.00-1.79)

### **3.7. Significant Relationship between the Qualifications of the School Security Personnel and their Level of Preparedness**

Table 7 presents the significant relationship between the qualifications of the school security personnel and the level of preparedness among the school security guards in protecting the school's properties. It is evident that the result is very statistically significant in terms of the relationship between the qualifications of the school security personnel and the level of preparedness of the security personnel having t value of 2.844 and 31 degrees of freedom and a standard error of difference to 0.401.

Result signifies that the qualifications of the school security personnel affect their level of preparedness in terms of protecting the properties, lives of the staffs, and students and ensuring the security of the institution. Having a good qualification may positively contribute to a high level of preparedness among the school's security personnel. Furthermore, A security personnel's qualification is important for them to do their job better because it is one of the foundations for how they can enforce their job properly and in accordance with the benefits of a school to maintain order and give confidence to the students, staff, and every other individual who are present at the premises that they are protected by a school security personnel. It is also a standard for determining a security professional's readiness once their qualification is known.

**Table 7.** Significant Relationship between the Qualifications of the School Security Personnel and their Level of Preparedness

<b>Variables</b>	<b>Df</b>	<b>t</b>	<b>Standard Error of Difference</b>	<b>Decision</b>
Qualifications Level of Preparedness	31	2.844	0.401	Very Statistically Significant

### **4. Conclusions**

Based on the study's findings, most security guards were very efficient in fulfilling their duties due largely to their qualifications, which encompassed their skills, knowledge, and work style. The security guards observed professionalism as they implemented and enforced the rules and regulations of the school. They were able to maintain effective control over the conditions and individuals in their immediate vicinity. On the other hand, security guards thrived in the sector of level of preparedness. They were highly prepared to respond with countermeasures and preventative actions in the case of a crime. Though their level of preparedness in terms of the school's practices and programs is still moderate and must be further enhanced for the school to develop and attain a better atmosphere. The study results indicate that the level of preparedness and qualifications of the school security personnel do have a very statistically significant relationship.

### **5. Recommendations**

It is recommended to have constant monitoring and evaluation of the school security guards' performance to identify the different strengths and weaknesses of every individual for future training and enhancement.

Furthermore, security guards are encouraged to maintain their high level of preparation and qualification in dealing with the school's numerous concerns. The security guards are encouraged to improve in this area, including having panic buttons or silent alarms that directly connect to law enforcement in the event of an incident. Require metal detector checks on students every day. In addition, provide an electronic notification system that automatically notifies parents in case of a school-wide emergency for parents to be aware that their children are safe, and they can contact them from time to time. These are highly recommended for school security personnel to perform and develop for them to effectively perform their duties and functions as security personnel in securing the lives and properties of the institution's students and faculty.

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*The authors declare no competing financial, professional and personal interests.*

#### ***Consent for publication***

*Authors declare that they consented for the publication of this research work.*

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