

Work Life of Secondary School Principal as Security and Safety Officers in Public Secondary School, Cebu City

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ABSTRACT

This study explored the work life of secondary school principal as security and safety officers in public secondary school. Specifically, this study sought to answer the following: the positive and negative experiences of the informants, addressing the challenges encountered as security and safety officer and the aspiration of the informants. The findings of this study served as supplementary guidelines for appropriate interventions and programs to allocate and item for hiring a security and safety officer to lessen the task of the school heads.

This study is a qualitative type of query using the phenomenological approach. This inquiry utilized (10) informants from the public secondary schools. Using a validated interview guide with open-ended questions prepared by the researcher, the informants were all interviewed individually. Colaizzi's thematic analysis was used to analyze the data collected.

Two themes summarized the positive experiences of the informants. These were: *Gratitude Unity and Support*, and *The Power of Collaboration*. As to the negative experiences, the themes revealed were: External Intruders and Non-Compliance of School Policies. For the addressing the challenges encountered as security and safety officers, three themes were created: Regular Evaluation, Finding Solution and Other Alternatives and Proper Communication. Three emergent theme to express the aspiration of the informants to improve their performance as security and safety officers, to wit: Hiring of Security and Safety Officers, Provisions of Technology and Equipment and Training.

Keywords: Security and Safety Officers, Public Secondary Schools, Criminal Justice, Cebu City.

INTRODUCTION

Rationale of the Study

Security and safety form the centerpiece of any developing community, particularly within educational settings. School administrators, leaders, and principals face a difficult challenge in maintaining school safety and security while simultaneously fostering a warm, encouraging environment for teaching and learning for both students and faculty. Schools must comply with the standards set by Department of Education. As such, aside from providing quality basic education, schools should build the resilience of education by advancing schools safety and security to enable focused effective and strategic implementation of its programs.

The concept of school head as protectors highlights the important role they play in creating and maintaining safe and secure learning environments for teachers, students, and staff. As protectors, school head are responsible for implementing policies and procedures that promote both physical and emotional safety, such as developing emergency response plans and addressing issues like bullying and harassment (Adams et al., 2023). In line with this, Republic Act No. 9155, Section 4, on School Head as a person responsible for the administrative and instructional supervision of a school or a cluster of schools. The school head, shall be both an instructional leader and administrative manager (Cotejo, 2021).

The challenge to keep every school head in route to quality formal education is dependent on several yet interdependent factors. Even with clear vision in mind and achievable goals at heart victory over quality hangs mid-air unless a technical road map is put in place. Therefore, school heads necessarily must adhere to specific professional standards and competencies that will help them manage schools and lead people to realize a common vision and goals. In response to this, the Philippine Professional Standards for School Heads (PPSSH) came into birth as DepEd recognizes the importance of professional standards in the continuing professional development as well as the advancement of school heads based on the principle of career-long learning (Dellomas & Deri, 2022).

The PPSSH depicts the synergy between maximizing school effectiveness and ensuring people effectiveness through a broad sphere of instructional and administrative practices stipulated in the five domains of the PPSSH namely: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections.

School heads, as a stewards of schools, play a crucial role ensuring an enabling and supportive environment for effective teaching and learning. Through their quality leadership and management. When students feel comfortable and safe, they can concentrate on their academic objectives. The foundation for students to achieve academic success in education is safety. Promoting a safe and secure teaching and learning environment is a difficult challenge for principals and school administrators. Safety involves preventing accidents, responding effectively to emergencies, and encourage a culture of preparedness.

In strengthening this leadership role and ensuring alignment with best global practices, the Philippine Professional Standards for School Heads (PPSSH) also aligns with various international models that emphasize school leadership, safety, and community collaboration. While international frameworks highlight global best practices in creating safe and inclusive learning environments, the PPSSH is unique in its focus on local governance structures, policy-based accountability, and contextual challenges faced by Filipino school leaders. This comparison underscores how national standards can reflect global principles while remaining sensitive to the needs of the Philippine education system.

The importance of securing schools cannot be emphasized, considering the vulnerabilities learning institutions. Schools serve as a center within communities, attracting not only students and personnel but also potential risks. To create safe and securing security of the schools.

The Department of Education is one of the government agencies who recognize the need for a child protection policy in collaboration with its partners, and stakeholders shall ensure that all schools are conducive to educating the children. For the best interest of the child shall be the vital contemplation in all-encompassing children (Bayucca, 2020). The Special Protection of Children Against Abuse, Exploitation, and Discrimination Act, and the Philippines' obligations under the Convention on the Rights of the Child, served as the basis of the Department of Education (DepEd) to issued DepEd Order No. 40, s. 2012, titled the DepEd Child Protection Policy. It enumerated preventive and protective measures to address child abuse, exploitation, violence, discrimination and bullying and other acts of abuse. Preventive measures suggest that school personnel, pupils and parents should attend trainings and seminars with topics about dealing with abuse, including positive peer relationships and enhancement of social and emotional competence (Bayucca, 2020).

As security and safety officer, my knowledge and views about security and safety in schools point to a complicated situation, with risks and challenges. Despite the fact that many schools have implemented security procedures and emergency plans, certain risks are still not properly managed. The effectiveness of safety measures is impacted by a number of circumstances, including limited funds, limited equipment, resources and number of student's issues. Furthermore, educators and administrators face additional issues as a result of social media's and technology's impact on student safety where mental health is affected. Therefore, collaborative efforts among principals, teachers, community, stakeholders, and through the education support services system intensifies the resiliency of schools through school safety plan. Identifying vulnerabilities, sharing resources, and implementing effective strategies to enhance school safety.

As an administrative officer of the Department of Education and a criminologist, my competence lies in bridging the realms of education administration and crime prevention imparting my knowledge through the

certain situation. In my administrative role, I bring expertise in policy development, resource allocation, and organizational management to address the complex challenges of school safety. Develop a management plan for schools' safety and security plan, this is to manage the security and safety of the personnel, facilities, properties and documents, and monitor implementation of such plan. I regularly conduct inspection inside the school premises to note and recommend actions against security and safety risk. I work collaboratively with teachers, school districts, principals, stakeholders, and community partners to develop safety plans base on the needs of the school. Simultaneously, my background as a criminologist informs my approach to analyzing crime data, assessing risk factors, and implementing evidence strategies to enhance security measures. By integrating administrative leadership with criminological insights, I always aim to create safe and secure learning environments where students can do well academically and socially. Because everyone believes that schools are light of peace and harmony and should be responsible for providing secure and safe teaching-learning environment and a place of where children can play, learn and grow together.

THEORETICAL BACKGROUND

This study is anchored in Safety Culture Theory by John Bernard (Taylor, 2010). The study is also supported by Self Efficacy by Albert Bandura & Wessels, (1994) and Performance Theory by Sonnentag & Frese, (2002).

According to Taylor (2010), safety culture Theory is a shared safety beliefs are essential to developing a good organizational safety-culture and it is in generating and embedding beliefs where management influence is most valuable. It is how management practiced, the understanding of safety and culture. The theory emphasizes that safety is not just like following rules and regulations, but also preparing the individual mind-set of the workers from preventing harm and ensuring the wellness of well-being.

The lack of a good safety management system, compounded by a poor safety culture, is a charge often laid on organisations. Accidents can take up to thirty percentage points off annual profits and, often, failure to manage safety has a much larger social cost that can involve fatalities or serious injury to members of the workforce and public. Minimizing these risks such facilities require robustly engineered safety systems, effective documented safety management system and a developed organizational safety culture.

Having a safety culture theory leads to a good performance of one individual. Employee performance fundamentally depends on many factors like performance appraisals, employee motivation, employee satisfaction, compensation, training and development, job security, organization structure and other, but the area of research is focused only on employee motivation as this factor highly influence the performance of employees. A motivational employee is responsive of the definite goals and objectives he/she must achieve; therefore he/she directs their effort in that direction (Shahzadi et al., 2014).

The theory suggests that organisational culture arises from shared beliefs. These beliefs driving an organisation's collective behaviors are not always overt but in reality, are buried beneath observable supportive layers of values, attitudes and artefacts. It is suggested that beliefs and hence culture can only be assessed and interpreted indirectly through observing human behaviors. As a combination of the elements; beliefs, values, attitudes and artefacts the culture manifests itself through behaviors or human performance. Although behaviors have strong links to the culture elements, the generic model suggests that an organisation's shared beliefs in particular mold staff behaviors. In addition, if a set of shared beliefs and associated behaviors deliver organisational's success, their validity will be reinforced leading to stable and enduring culture. To understand a culture, the elements or layers have to be peeled back, each layer needs to be analysed to reveal the basic organizational beliefs. Within the context of organizational safety-culture, if the safety-beliefs cannot be revealed then little can be concluded about organisation's safety-culture or the motivation behind its member's safety-behaviours.

Meanwhile, Self-Efficacy a support theory by Bandura & Wessels (1994) highlights that a strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves

challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression. Self-efficacy for security officers, this expresses a higher level of alertness, effective decision-making in emergency situations, and improved conflict resolution skills.

The theory claims that the self-efficacy of safety and security officers is indeed distinct. Understanding that the term safety and security officer self-efficacy includes certain level of confidence in one's knowledge, skills, and abilities, which are associated with the task of leading. This has a great importance with respect to the overall managing of schools. Self-efficacy should not be confused with self-esteem or self-concept since it is a task-specific evaluation.

They acquire a positive attitude and a deep understanding of various situations. They always find courage in every situation, motivated and show perseverance in their performance. To further enhance their self-efficacy, it involves mastery of experience, social modeling, and verbal encouragement all of which contribute to improved performance that may help in addressing situations and improving the environment. A safety and security officer also possesses a good outlook and effective problem-solving skills.

Their goal in managing a school is to maintain peace and enhance the development of the school in order to provide students with a friendly learning environment and to nurture the learners. Moreover, a good relationship with the community and the teachers also plays an important role in progress. Because of this, people with self-efficacy have greater potential to strengthen and sustain their responsibilities.

Furthermore, the theory is a combination of the Performance Theory Sonnentag & Frese (2002) one of the basic ideas of work and organizational psychology. Performance consists of an outcome as well as a behavioral aspect. It is a dynamic notion with multiple dimensions.

Organizations need highly performing individuals in order to meet their goals, to deliver the products and services they specialized or, and finally to achieve competitive advantage. The widespread use of individual performance measures in single studies and meta-analyses that individual performance is key variable in work and organizational psychology. Performance comprises both a behavioral and an outcome aspect. It is a multi-dimensional and dynamic concept. It presents three perspectives on performance: an individual differences perspective with a focus on individual characteristics as sources for variation in performance; a situational perspective with a focus on situational aspects as facilitators and impediments for performance; and a performance regulation perspective with a focus on the performance process (Sonnentag & Frese, 2002).

Performance theory, significantly influences a safety and security officers job by shaping their leadership style. It is the key of achieving the goal of one school one vision. This involves providing intellectual stimulation, and offering individual support. By understanding and applying performance theory, they can create a positive and productive learning environment, support teacher development, and ultimately improve the overall performance of their schools as well as the safety of the learners.

Safety and security of the school are expected to perform as dynamic leaders who shape both the academic and social aspects. They go beyond their usual responsibilities, serving as mentors and capacity builders for those under their care. The role of the school head has undergone a significant transformation in the Philippines, where principals are now expected to take on roles in instructional leadership, mentoring, and community advocacy. According to Estacio & Estacio (2022) school head as the key to a schools successful transition into an institution that will adequately prepare the teachers, students, parents and other stakeholders in combating challenges and drive them into better future equipped with holistic development.

By maximizing the skills and abilities of school heads to improve educational efficiency, in particular the standard of teaching and learning through the practice of instructional supervision, the research study of Narra school district, Narra Palawan, Philippines aims to determine the extent of interpersonal, leadership, and

supervisory skills of 48 school heads using a total enumeration sampling technique. Data were collected through a survey questionnaire and were analyzed using frequency count, percentage, weighted mean, eta correlation, and t-test. Results revealed that school heads' interpersonal, leadership, and supervisory skills were both perceived by the school themselves and their teachers as evident. Findings also showed that there were significant associations between the school head's profile in terms of their present position and their manifested leadership skill in initiating action, school heads' profile in terms of the present position and their manifested supervisory skill in decision making, and school heads' profile in terms of the number of teachers supervised and their manifested supervisory skill in planning and organizing, which all suggests a weak association between these variables. It is recommended that since the school heads' interpersonal, leadership, and supervisory skills were evident, these skills must be intensified for it to achieve a level of very much evident (Panol et al., 2020).

Moreover, understanding the role of the safety and security officer in ensuring the safety and security of the school, the legal framework guiding the responsibilities for maintaining a safe learning environment. The child protection policy gives guidelines and rules to the Child Protection Committee to create a secured and safe environment for learners. It is a tool that protects both learners and school personnel by clearly characterizing the arrangements and measures for child protection and by practicing a reliable behavior toward child-safety (Matulac & Zamora, 2020).

Under the help of Department Order, of Child Protection Policy, the number of cases involving issues or incidents encountered by teachers and students within the school premises can be significantly reduced. Since the order already in place, the main task of school authorities is to properly orient students, parents, and the wider community about its content and importance. This awareness can help prevent unwanted situations from occurring. Because children are expected to feel safe and secure inside the school, they should never feel threatened in any way and parents also expected that their children are safe. Therefore, it is important to maintain and strengthen security measures within the premises. This includes closely monitoring the entry and exit of students, ensuring that all movements are accounted for, and that protocols are strictly followed to protect everyone within the school environment.

A study revealed that despite the implementation of protective policies, peer harassment and aggressive behaviors remain widespread issues within Philippine schools, often referred to as a silent epidemic. The findings emphasize the needs for continuous and comprehensive education programs aimed at students, teachers, and parents to raise awareness about the negative effects. It also highlights that schools with stronger security measures and proactive community involvement reported fewer incidents of such behaviors, reinforcing the importance of consistent monitoring and enforcement of child protection policies to create a safer environment Elemino et al. (2023).

The level of implementation of the Department of Education Child Protection Policy help to educate the school personnel about the strengths and weaknesses of Child Protection Policy within the institution. The policy also acts as a guide to the protection committee ensuring and provide safe and conducive learning environment that support the academic development and overall growth of learners (Matulac & Zamora, 2020).

A study examined how these policies have been integrated into classrooms, focusing on their impact on both students and educators. It emphasizes how the rules efficacy depends on their implementation and the active participation of educators, parents, and students, to create safer environments by lowering instances of abuse, bullying, and violence. The study suggested, teachers and staff are required to join child protection awareness workshops to carry out their student-based duties effectively. Their aims is to ensure the safety procedures to all students whether inside or outside school grounds through adherence to child protection law (Al-Qaysi, 2018).

Mainit & Tuala (2023) conducted a study to assess the levels of job satisfaction and motivation among employees in a City Schools Division in the Philippines. The study utilized a self-made survey questionnaire, which underwent rigorous validity and reliability tests, and purposive sampling to select 65 respondents. It revealed that employees reported very high satisfaction with compensation and benefits, high satisfaction with workload, and high satisfaction with support from management. In terms of motivation, employees were

highly motivated across all three areas: intrinsic rewards, extrinsic rewards, and career growth. Therefore, it provides insights into the factors influencing job satisfaction and motivation among government employees, specifically within the Department of Education. The findings underscore the importance of compensation, workload, management support, and career development opportunities in enhancing employee satisfaction and motivation.

The performance of safety and security office, comes from the desire and motivation of their heart towards their work. They are motivated by opportunity driven by a desire for continuous learning and development. Providing opportunities like training session help them stay current with the best practices and feel energized in their roles. According to Catorce et al. (2025) effective work performance of teachers depends upon the ability of school heads to lead and encourage good behaviors and instructional competence. In order to achieve quality education, school heads need to exhibit appropriate behaviors and leadership skills that would encourage teachers towards high performance. If the school head is friendly and open in exchanging information, teachers will be happy to share feedback.

The study revealed that school heads administrative and instructional leadership skills had a significant impact on school performance, particularly in teacher effectiveness, student achievement, and reading comprehension. The study also indicated that designation and educational attainment of school heads were significantly associated with school outcomes, while age, sex, experience, and family income showed no such relationship (Valmores, 2021).

Security and safety officers always motivate to work, without demanding anything in return, they only intend to do their duties and responsibilities to provide the learners a safe environment. They are very vulnerable on their job performance where demand and competence are instilled, as it is noted out that money cannot be the only motivator for an individual to work. The humanist approaches, compared to earlier theories, emphasize the meaning of recognition and responsibility. These motives can be found both on level four of Maslow (1943) hierarchy and within the motivating factors.

The safety and security of learners greatly depend on the environment in which they are situated. One of the key individuals responsible for ensuring this safety is the safety and security officer, who is tasked with both instructional and administrative leadership within the school. As the primary decision-maker, they play an important role in developing and implementing measures that promote a safe and secure learning environment. However, the responsibility of ensuring student safety does not rest on the safety and security alone. It requires the active collaboration and coordination of all stakeholders, teachers, learners, parents, and the community. Through a shared commitment and cooperative efforts, the school can foster a nurturing environment where students are not only protected from harm but are also supported in their holistic development.

Existing studies highlight the complex dynamics involved in maintaining school safety and security, where school leadership, stakeholder collaboration, and effective policy implementation converge. The role of safety and security officer has expanded beyond traditional administrative functions to include instructional leadership, crisis response, and active engagement with the school community. This ongoing shift emphasizes the need for strategic decision-making and collective action among educators, parents, and local partners. By exploring how these responsibilities are carried out in the educational setting, the study provides meaningful insights into fostering resilient, learner-centered institutions that support both academic success and student well-being.

THE PROBLEM

Statement of the Problem

This study explored the work life of secondary school principal as security and safety officers in public secondary schools, Cebu City, Philippines.

Specifically, the study sought to answer the following questions:

1. What are the experiences of the informants as Security and Safety Officers?

2. How do the informants address the challenges encountered as Security and Safety Officers?
3. What are the aspirations of the informants to improve their performance as Security and Safety Officers?

Significance of the Study

The following entities will be benefited from the study:

Security and Safety Officers. The findings of this study will provide a deeper understanding of the challenges they encounter in ensuring the safety of the students and personnel. It helps to identify the areas where they may require a further support, training, and resources. This can effectively enhance their performance and fulfil their duties and responsibilities to maintain a safer environment to all.

Public Secondary Students. This study may provide insight into how a secure environment impacts both students and staff, in maintaining safety, which influence students' wellbeing, academic focus, and development. This also reveal how school environment affects students' behavior and measure the effectiveness of security measures.

Principals. This study offers, insights into the operational dynamics essential for maintaining a safe and secure learning environment. Understanding the challenges, needs, and contributions of security personnel enables principals to effectively allocate resources, develop comprehensive safety protocols, and cultivate collaborative relationships, ultimately enhancing the overall safety and well-being of students and staff.

Teachers. This study helps to inform them about the support systems in place to ensure the physical and emotional safety of their students, allowing teachers to collaborate with security personnel to create a secure learning environment conducive to student well-being and academic success.

School Administrators. This study helps them enables them to assess and enhance the efficacy of safety protocols, allocate resources effectively, and collaborate with security personnel to create a secure and nurturing environment that prioritizes the well-being and academic success of their students.

Department of Education (DepEd). This study outcome helps to provides valuable insights into the effectiveness of safety measures in public secondary schools. The Department of Education can develop a better policy, and allocate resources more efficiently, and implement strategic interventions to improve over-all safety and well-being of the students and personnel. This will help address the security and safety measures and provide effective educational experiences to the learners.

Local School Board. The outcome of this study help provides insights into the work life of security and safety officer. This may help to understand the challenges, they can make informed decision on improving safety policies, allocating resources, and supporting the well-being of the security and safety officer. This might also lead to more safety measurement, enhance job satisfaction for officer, and a safer environment to the students and to the school personnel.

Parents. This study helps them to understand the importance of collaboration with school authorities, advocate for improved safety measures, and actively engage in creating a secure learning environment that fosters the well-being and academic success of their children.

Local Government Unit (LGU). The findings of this study will serve as the basis for the development and implementation of safety policies and providing infrastructure improvement. This might increase collaboration and help the schools for emergency preparedness during natural disaster and make sure safety measures are properly enforced.

Parent and Teachers Association (PTA). This research will help the Parent-Teacher Association to empower them to advocate for adequate resources, policies, and support systems necessary to ensure a safe and conducive learning environment, aligning with their commitment to the holistic well-being and academic success of all students within the school community.

The Researcher. This study can be used as reference for future researchers relative to safety and security.

Future Researchers. With the result of this study, future researchers will be encouraged to conduct related studies that will further benefit the security and safety officers.

RESEARCH METHODOLOGY

Research Design

This study applied the qualitative research approach utilizing the phenomenological research design. This qualitative research will employ the paradigmatic approach and Colaizzi's phenomenological method Morrow et al. (2015) to explore, document, and analyse the experiences of Security and Safety Officers' Life-work program in the selected Public Secondary Schools in Cebu City.

Phenomenology in research is a qualitative research approach that aims to explore and understand how individuals experience and interpret those experiences. It focuses on the lived experiences of people, emphasizing their perceptions, emotions, and subjective meanings. It is a study that attempts to understand people's perceptions, perspectives, and understanding of a particular situation occurrence.

This phenomenological research seeks reality from Security and safety officers' narratives of their experiences and feelings, and to produce in-depth descriptions of the phenomenon. This phenomenological study explores what security and safety officers experienced and focuses on their experience of the phenomena being studied. Specifically, the work-life experiences of the security and safety officers in Cebu City, will be the phenomenon to be processed and analyzed.

Phenomenology is a qualitative research approach that seeks to understand the subjective experiences and meanings that individuals attach to their lived experiences. It is a philosophical method that emphasizes the study of human consciousness and the ways in which individuals interpret and give meaning to their experiences. In phenomenological research, researchers use techniques such as interviews, field observations, and analysis of artifacts to explore the work life experiences of participants with the aim of identifying common themes and patterns.

Phenomenology is concerned with the study of experiences from the perspective of the individual, and a process of "bracketing" which refers to the researcher's effort to set aside their own preconceptions, biases, and assumptions about the phenomenon. This is done to ensure that the researcher can approach the participant's experiences and understand their work life as security and safety officers. The primary goal of phenomenology is to uncover the essential nature of a phenomenon and the meanings that individuals ascribe to it.

The researcher believed that phenomenological research is the most applicable approach for understanding the work life of security and safety officers while performing their duties. Phenomenology allows the researcher to gain an in depth understanding on how security and safety officers identify their roles, challenges they encountered, and to gain a deeper understanding of their motivation, aspiration, and the value of their work.

Research Environment

The Department of Education Cebu City is one of the more prominent divisions nationwide shaping the educational system in Region VII with several accomplishment in the field of education nurturing and preparing students to become a dependable and productive member of the society. The Department of Education Cebu City Division office is a modern five story building located along New Imus Avenue within Zapatera Elementary School complex in Barangay Day-as Cebu City, Cebu. The building design emphasizes both functionality and aesthetics. The facility also designs to provide dedicate space for division personnel to serve, aiming to be a model for educational infrastructure in the region. It also stands as a landmark project reflecting the city's commitment to prioritizing education. It is headed by our Schools Division Superintendent Dr. Nimfa D. Bongo, CESO V, and to our active Assistant Schools Division Superintendent Dr. Adolf P. Aguilar. Department of Education Division of Cebu City has forty-one (41) public secondary schools within

the jurisdiction of Cebu City, and the researcher believes that these ten (10) chosen schools will effectively address the research objectives and contribute to the overall balance of the study. By choosing schools that represent a diverse range of characteristics, the researcher ensure that the findings are comprehensive and relevant, meeting the needs of the research. Among these Public Secondary Schools, the study will be conducted in the selected Schools namely: Apas National High School, Bonbon National High School, Barrio Luz National High School, Carreta National High School, Gothong National High School, Lahug National High School, Mabolo National High School, Ramon Duterte National High School, Talamban National High School and Tejero National High School.

Apas National High School, located at Omega St, Apas, Cebu City, has one hundred two (102), Teaching Personnel and three (6) Non-Teaching Personnel. Produce two thousand one hundred forty (2,140), students divided into Junior High School with total of one thousand four hundred forty-one (1,441) students and Senior High School of six hundred ninety-nine (699) students. Supported with CCTVs cameras installed around the campus and two shifting security guards to ensure the learners safe.

Bonbon National High School, is located in the mountain part in Cebu City, it is a school dedicated to nurturing the potential of its students. With thirty-five (35) committed Teachers and two (2) supportive Non-teaching Personnel, they strive to create a welcoming environment where all nine hundred forty-three (943) students. They have Junior High School with six hundred fifty-eight (658) students and a Senior High School with two hundred eighty-five (285) students. Bonbon National High School, offer a good learning environment equipped with all the essential facilities for our students' growth.

Barrio Luz National High School, located in the heart of dynamic Cebu City at 481 Archbishop Reyes Ave, it is a more than simply a school it's a thriving community of forty-two (43) Passionate Teachers and three (4) helpful Non-Teaching Staff who are all invested in the development and success of our eight hundred forty-six (846) students. Of them, one hundred thirty-seven five (137) are Senior High School, while eight hundred forty-six (846) are Junior High School. Students find more than simply classrooms here; they find a sanctuary furnished with all the amenities necessary to make their educational journey both accessible and enriching. In addition, we have CCTV cameras installed and two (2) watchful security guard, not only to keep an eye on the school itself but, more crucially, to guarantee the safety and wellbeing of each and every kid entrusted to our care.

Carreta Night High School located at the General Maxilom Avenue Extension, is more than simply a school for our junior high school students, it is a beacon of knowledge and support, being a smaller school community, and they place a higher value on quality than quantity. Our committed team of sixteen (16) Teaching Personnel and one (1) Non-Teaching Personnel makes sure that every one of our two hundred ninety (290) junior high school students gets good quality education. Carreta Night High School, enlisted the help of two (2) committed security guards to assist students as they come and go, ensuring their safety and well-being at all times.

Don Carlos A. Gothong Memorial National High School, situated on the welcoming Candido Padilla St in Cebu City, isn't just a school it's a nurturing community dedicated to the growth and success of its students. With a team of one hundred ninety-three (193) passionate Teachers and ten (10) supportive non-teaching staff, we strive to provide a supportive environment where all four thousand seven hundred forty-seven (4,747) students can flourish that divided into Junior High School with three thousand two hundred seventy-nine (3,279) students and Senior High School with one thousand four hundred sixty-eight (1,468) students. Don Carlos A. Gothong Memorial National High School, strive to provide our students with more than just an education. We do this by offering a welcoming, inclusive environment that is furnished with all the amenities needed to promote their overall growth. We make sure that every student has easy access to the resources they need to succeed, from well-equipped classrooms to easily accessible amenities. In addition, we have four committed security guards and CCTV cameras deployed across the campus to prioritize the safety and security of our students.

Lahug National High School, nestled in the heart of Cebu City along Gorordo Ave, isn't just a school; it's a vibrant community dedicated to nurturing the minds and spirits of its students. With a team of one hundred

(100) passionate Teachers and four (4) active non-teaching Personnel, we're committed to providing the best possible learning environment for our diverse student body of 2,895. Among them, 2,355 are students of Junior High School, while 540 are embarking on the exciting journey of Senior High School. At Lahug National High School, we take pride in providing more than simply classrooms; we offer a caring environment with all the amenities required to make sure that our students have easy access to everything they require for their education. We place a high priority on our students' safety and wellbeing in addition to our dedication to academic excellence. For this reason, in order to support students and guarantee their safety as they enter and exit our school, we have placed CCTV cameras throughout the campus and enlisted the aid of committed volunteer fire-fighters and barangay officials.

Mabolo National High School, is a school committed to influencing its students' futures. It is tucked away along the picturesque Pope John Paul II Avenue in Cebu City. Together with nine (9) non-teaching personnel, one hundred twenty (120) enthusiastic teachers are dedicated to creating a supportive environment where each of the three thousand four hundred fifty-five (3,455) pupils can flourish. Whether they're navigating the challenges of Junior High School with 2,223 students or embarking on the exciting journey of Senior High School with 1,232 students, every individual is valued and supported. Mabolo National High School places a high value on creating a warm environment with all the amenities needed to promote the development of its pupils. We make sure that all students have easy access to the resources they require for their education, including readily available utilities and well-equipped classrooms. We have also deployed CCTV cameras across the campus and hired two security guards to help assure the safety and security of our students. These guards ensure that everyone in our school community is in a safe and supportive environment by helping children when they arrive and go in addition to keeping an eye on things.

Ramon Duterte Memorial National High School is a supportive learning environment committed to the development and success of its students. It is situated in the center of Cebu City along the bustling Englis V Rama Ave. We work hard to establish a nurturing environment where all three thousand six hundred sixty-nine (3,669) pupils can thrive, with one hundred (165) dedicated teachers and eight (8) non-teaching staff. They have two thousand six hundred eighty-five (2,685) junior high school pupils and nine hundred eighty-four (984) senior high school students. Ramon Duterte Memorial National High School provides a welcoming environment with all the amenities needed to promote the overall growth of our pupils. In addition, we have CCTV cameras placed all throughout the campus in order to prioritize the safety and security of our students. Their job is to keep an eye on and help children as they arrive and depart, making sure that everyone in our school community is in a secure and encouraging atmosphere.

Talamban National High School is more than simply a school, it's a thriving community of learning and development, tucked away along the lovely Gov. M. Cuenco Ave in Cebu City. It comprises one hundred thirty (130) passionate teachers, four (4) helpful non-teaching personnel, six (6) utilities workers, and four (4) diligent guards. Our goal is to create a loving environment where all four thousand five hundred (4,500) learners can flourish. They have junior high school with three thousand (3,000) students and a journey to senior high school with one thousand five hundred (1,500) students. At Talamban National High School, they consider it as a mission to provide the students with more than simply a classroom; instead, they provide a cozy, friendly environment that is furnished with all the necessities to aid in their academic endeavours. They guarantee that every student has easy access to the resources they require for success, from well-equipped classrooms to easily accessible amenities. In order to give our students' safety and security top priority, they have also deployed four devoted security officers and placed CCTV cameras across the campus. In addition to providing security, these guards help kids as they enter and exit the building, making our school a secure and encouraging places for all.

Tejero National High School, nestled in the heart of Tejero along M. J. Cuenco Ave in vibrant Cebu City, is more than just a school, it's a home to a dedicated sixty-two (62) Teachers and (4) supportive Non-Teaching Personnel, all united in nurturing the growth and potential of our 1,589 students. Among them, 1,315 are Junior High School, while 274 are embarking on their journey through Senior High School. Here, students not only find classrooms but also a warm and welcoming environment equipped with all the essential facilities, ensuring their educational experience is both enriching and accessible. Moreover, to safeguard the well-being

of our students, we've installed CCTV cameras throughout the campus and stationed two vigilant security guards to ensure a safe and secure learning environment for all.

Research Informants

The researcher carefully and circumspectly chose ten (10) informants who could share their individual experiences as Security and Safety Officer. In addition to professional experience the researcher was aware that factors such as the informants, dedication and genuine interest were important during the selection process. These qualities were deemed essential for ensuring active participation and meaningful contributions during the data collection process.

The research informants of this study consist of ten (10) Security and Safety Officers assigned in public secondary schools namely: Apas National High School, Bonbon National High School, Barrio Luz National High School, Carreta National High School, Gothong National High School, Lahug National High School, Mabolo National High School, Ramon Duterte National High School, Talamban National High School and Tejero National High School. Furthermore, these ten individuals were subjected to in-depth interviews, they were all security and safety officer, and they are willing to cooperate during the conduct of interview. The informants were carefully chosen based on specific criteria to ensure that they acquired relevant experience and expertise. To be eligible, each informant needed to have two (2) years of experience as Security and Safety Officers in their current assigned station, and had a substantial amount of practical knowledge in the field ensuring that they could provide valuable insights into the security and safety practices within the school environment.

Research Instrument

The researcher designed and used an interview guide for the in-depth interview to enable the researcher to identify the work life of security and safety officer. The interview guide was carefully reviewed and validated by a panel, which included the researcher adviser an expert in the field, and the dean of the graduate school, ensuring its clarity and relevance. The interview guide has informed consent to formally invite the subjects and for them to voluntarily and freely provide the information needed to attain the objectives of this research. The first part of the questionnaire focused on the positive and negative experiences of the informants in their roles as security and safety officers. The second part of the questionnaire sought to address the challenges encountered as security and safety officer. The third part sought to understand the aspiration of the informants to improve their performance as security and safety officer.

Research Procedures

Data Collection. After the approval of themselves-constructed interview guide, the researcher will seek permission from the office of the Schools Division Superintendent of Cebu City DepEd Officials to allow for the involvement of the Department of Education Personnel in the study. The selected participants were provided with an informed consent and a consent form written in the language or dialect understood or spoken by them. When the Security and Safety Officers volunteered to participate in the study as manifested by their signatures affixed on the consent form, the researcher began asking questions using the interview guide. An orientation was conducted and each informant decided to participate in this study. Initiated strategies were applied to develop rapport between them because this is needed in the collection of genuine information asking of preliminary questions. This interview was an in-depth, open-ended, and face-to-face that lasted for less or more than one (1) hour depending on the participation of the informants. The conversation was audio-recorded upon the consent of the subject, then it was transcribed to allow the voices of research participants/informants to speak.

The scheduled date of the interview was directed by the School Head or Principal of public secondary schools in Cebu City. The School Head or Principal was also informed ahead of time about the interview. The researcher scheduled the interview during the daytime to ensure the comfort, privacy, safety and security of the informants.

Data Analysis. The information that was provided by the informants during the in-depth interview will be organized and thematically analyzed. The audio-recorded interview was transcribed, and listened, and read for five or more times. Their responses were coded and significant statements were identified. Formulated meanings were developed from the significant statements. Cluster themes were also determined by the researcher and from these, emergent themes were created. The emergent themes answered the sub problems.

Ethical Considerations.

In a qualitative study, ethical considerations have a particular resonance due to the in-depth nature of the study process. The concern of ethical issues becomes more salient when conducting face to face interview with vulnerable group of participants (Arifin, 2018). Therefore, to ensure the protection of the research participants, the researcher applied the following beneficence, non-maleficence, justice and autonomy. Applying these four ethical principles in the study, can be assured that the research is conducted with respect, fairness, and a commitment to the participants.

Beneficence, by prioritizing beneficence, the researcher is committed to ensuring that the research has tangible benefits for participants, such as identifying areas for improved work-life balance or offering recommendations for better job satisfaction and safety measures.

Non-Maleficence, applying these principles it can assure that the participants can prevent from destruction either it is physical or psychological harm. The researcher makes sure that the participants should feel comfortable in sharing their experiences without discomfort, involving potentially sensitive topics.

Justice, it ensures that the research process is fair and equitable. The researcher ensures that all voices from the participants are presented and heard. All participants will be treated with respect and fairness, ensuring equal opportunities to contribute to the research.

Autonomy, respecting autonomy considered as a fundamental of the study, this means, to participate in a research study, participants need to be adequately informed about the research, comprehend the information and have a power of freedom of choice to allow them to decide, whether to participate or decline. This ethical consideration is fundamental to upholding the integrity of the research process and ensuring that participant's feel respected and valued throughout the study.

Trustworthiness of Research.

For the validity and reliability of the research (Creswell & Poth, 2016) identified important aspect in conducting qualitative research these are: credibility, transferability, dependability, and confirmability, of the study. In addition bracketing and reflexivity are also essential in qualitative research to ensure the trustworthiness of the study (Dörfler & Stierand, 2021).

Credibility. It is the first aspect that must be established. It is seen as the most important aspect of measure, in order to make the research findings more valuable its result must reflect the true meaning and realities of the participants.

Transferability. It was also transferable in the sense that the study was based on the actual experiences of the informants. The researcher made explicit connections to the cultural and social contexts that surround data collection. This means involve about where interviews occurred, the overall set up of the environment, and other elements of data collection that contribute to deeper understanding of the research setting.

Dependability. It is also the also important to trustworthiness because it establishes the research study findings as consistent and readily. The researcher aimed to verify that their findings are in line with the raw data they collected, ensuring that other researchers were to look over the data, they would arrive at similar findings, interpretations, and conclusions about the data.

Confirmability. The researcher established transparency about how data was collected and analyzed, and seeking feedback from participants. Their willingness to participate in this project is further demonstrated by

their signatures on the consent forms. The interview guide was thoroughly explained, especially those questions that needed further emphasis and explanation. The participants were also provided with a copy of the interview guide to use as a guide throughout the interview process.

Bracketing. Is also important concept in qualitative research. It allows researchers set aside their own biases, values, assumptions on data collection and analysis. This ensure that the findings are based on participant's opinion rather than the researchers' interpretations.

Reflexivity. Is considered just as important as bracketing in qualitative research. This help encourage the researcher to be aware of how their personal experiences, values, and beliefs influenced every part of the study. And it also enhances the credibility of the study by allowing the researcher to assess and communicate their potential biases, leading to truthful findings.

Definition Of Terms

To simplify the technical terms that were being used in this study, a definition is provided.

Addressing the Challenges Encountered by the Informants as Security and Safety Officers. This refers to the problems of the Security and Safety Officers in the selected public secondary schools in Cebu City, and how they address these challenges.

Aspirations of the Informants to Improve their Performance as Security and Safety Officers. Refers to a strong desire of the security and safety officers, to achieve high level of performance and excellence in the execution of their duties and responsibilities being security and safety officers of public secondary schools. These are the pleasant and unpleasant encounters with people and situations among the security and safety officers in the selected public secondary schools in Cebu City, Phil.

Experiences of Informants as Security and Safety Officers. These are the various events and incidents that Security and Safety Officers in the selected public secondary schools Cebu City Phil. undergo in the practice of their profession.

Presentation And Analysis Of Data

This chapter presented the work life of security and safety officer of public secondary schools. It also discussed the thematic descriptions of the data, which categorized the common responses, shared decision, feelings and thoughts derived from the informants. This chapter also presented the data analysis using Colaizzis methodology.

Presentation of Data

This study utilized qualitative phenomenological research using Colaizzis methodology that utilized the seven steps of data analysis. The informants were encouraged to narrate their experiences in their vernacular language Cebuano to clearly express their thoughts for the purpose of capturing the whole insight of the phenomenon of this study. The informants' responses were transcribed and translated for readability. The interview transcriptions were assigned into line numbers and coded systematically from which significant statements were extracted. The core meanings were formulated from the selected significant statements of the informants. The formulated meanings categorized into cluster themes from which emergent themes were created.

The following are the emergent themes:

Experiences of Informants as Security and Safety Officers

A. Positive Experiences

1. Gratitude, Unity and Support

2. The Power of Collaboration

B. Negative Experiences

1. External Intruders
2. Non-Compliance of School Policies

II. Addressing the Challenges Encountered by the Informants as Security and Safety Officers

1. Regular Evaluation
2. Finding Solutions and Other Alternatives
3. Proper Communication

III. Aspirations of the Informants to Improve their Performance as Security and Safety Officers

1. Hiring of Security and Safety Officers
2. Provisions of Technology and Equipment
3. Training

The above-mentioned emergent themes were conscientiously and thoroughly created to describe the work life of security and safety officer of public secondary schools. The explanations are presented below.

Experiences of Informants as Security and Safety Officers

A. Positive Experiences. Safety and security officer of the school often encounter difficulties yet. It is deeply meaningful role. They always ensure the safety and well-being of the learners, teaching, non-teaching personnel and the entire school premises. They always show resilience, during emergencies and conflict situations. Despite the hardships, they faced as a result they always look for a positive side, they said serving is a sense of purpose, a feeling of deep pride in fostering a safe environment where learning can develop. Based on the interview that I have conducted with these security and safety officer, there are two (2) emergent themes describe their positive experiences as security and safety officer. The following themes are:

Gratitude, Unity and Support. The first theme highlights the pleasant experiences, of the informants, the strength and determination to fight the hardships in providing a safe learning environment to the learners. They became strong in facing the dilemma because of the support they received from the community, and stakeholders. Helping together, providing support and receiving help from them during those difficult times lighten the burden that they were experiencing. The invaluable support from the community, stakeholders and teachers will demonstrate the power of unity in creating a safe environment through implementing security measures. Their involvement is important in making safety measures not just rules, but shared values. Informant 3 recalled that:

Ang usa ka positibong kasinatian isip usa ka security ug safety officer mao ang makabatyag og kalampanan. Malipayon ko nga tungod sa tabang sa mga stakeholders, na-ayo ang mga dagkong kadaut bagyog Odette (IDI3:SS1). (A positive experience as a security and safety officer is being able to fill a sense of accomplishment. I am happy that, with the help of the stakeholders, the significant damages caused by typhoon Odette were repaired).

Another informant stated that he also received support from the community, Local Government Unit (LGU) and from the teachers in order to alleviate the difficulties they were experiencing. Informant 6 said:

Mahitungod sa pagpasabot sa positibong kasinatian, usa na ang tabang nga gikan sa komunidad ug sa lokal nga gobyerno. Ang usa pa, sa mga magtutudlo nga gihatagan og mga katungdanan, kami nag-assign sa matag grado, ug ang uban mas gusto magdisiplina samtang nag-aktibo usab isip mga safety officer (IDI6:SS1). (Regarding the elaboration of positive experience, one is the help coming from the community and coming from the local government unit. Another is, among the teachers also were assigned as, safety officers).

With the help of community, stakeholders and parents give profound impact on the security and safety officers. Because in difficult times they learned to be a helping hand for the well-being of the learners. Informant 5 narrated:

Adunay mga eksternal nga personnel, sama sa mga Barangay, ang Local Government Unit nga andam morespondar sa panahon sa emerhensya (IDI5:SS1). (There are external personnel, we have the barangays, and the Local Government Unit (LGU) in case of emergency, and they were very responsive).

Informant 8 shared the unity and support they received. She shared that:

Ang positibong suporta nga nadawat gikan sa mga magtutudlo, ginikanan, ug komunidad, ang mga ginikanan nagkauyon atol sa pagdumala sa general assembly sa mga ginikanan ug magtutudlo bahin sa mga plano ug lakang sa seguridad ug kaluwasan nga ipatuman sa eskwelahan. Ang mga magtutudlo usab nag-awhag sa mga estudyante nga magsunod sa tanang polisiya ug mga panudlo sa eskwelahan (IDI8:SS2). (Positive support received from the teachers, parents and the community, parents who agreed during the conduct of parents, teachers, general assembly, to implement the security and safety measures and plans. Teachers also encourage the adherence of students in all school policies and guidelines).

The support begins from within, and actions contribute to a stronger commitment to supporting the implementation of security and safety measures. Informant 3 said:

Gikan sa mga magtutudlo, ang suporta nga ilang gihatag kanako mao ang ilang kolaborasyon, busa ang ilang kooperasyon sa administrasyon sa eskwelahan sa epektibong pagpatuman sa mga pamaagi sa kaluwasan importante kaayo sa pag-implementar sa mga seguridad ug safety measures sa eskwelahan. Gihunahuna usab nako kini nga positibong suporta gikan sa mga magtutudlo nga sila naggiya pinaagi sa mga panig-ingnan, pinaagi sa pagsunod sa mga safety protocols ug pagpakita og komitment sa kaluwasan (IDI3:SS2). (From the teachers the support that they had given me is through their collaboration, so their cooperation with the school administration in implementing safety procedures effectively is very important in implementation of the security and safety measures in the school, also I consider it a positive support on the teachers that they lead by examples, by following safety protocols and demonstrating a commitment to safety).

The success of educational safety, is possible when everyone involved works together toward the common goal. Informant 1 expressed positive response:

Adunay tibuok nga suporta gikan sa mga magtutudlo, mga estudyante, mga opisyaales sa barangay, ug ang komunidad usab (IDI1:SS2). (There is a full

support from the teachers, students, barangay officials and the community as well).

2. The Power of Collaboration. This theme emphasized the importance of collaboration. Because the school cannot be called a school without the involvement of the parents, community, stakeholders and students. Their collaboration allows to meet the needs of the students both at school and at home. It also contributes to the success of their activities in school. When the school, parents, community, stakeholders cooperate, they can create positive environment that help in shapes students future. When parents feel confidence in the security and safety measure of their children, they are encourage to send them to school leading to an increase of the enrollment. Informant 10, gladly shared:

Number one, there are support from the parents gyud. A cooperation from the students and teachers. for the parents also, everytime na magpatawag me ug assembly or session, they have been cooperative (IDI10:SS6). (Number one, there is support from the parents, there is also cooperation from the students and teachers. For the parents as well, every time we call for an assembly or session, they have been cooperative).

Informants 2, mentioned that collaboration is the key. She cited:

Kinahanglan nga adunay kolaborasyon ug kooperasyon tali sa mga ginikanan ug mga estudyante (IDI2:SS6). (There should be collaboration, cooperation among the parents, and the students).

On the other hand Informant 1, expressed her real life experienced on how implementation of security and safety measures affect. She expressed:

Ang kolaborasyon tali sa mga magtutudlo, ginikanan, estudyante, ug komunidad kay kinahanglanon tungod kay ang eskwelahan mismo dili makabuhay niini nga mag-usa sa pagpatuman sa seguridad ug kaluwasan sa eskwelahan (IDI1:SS6). (Collaboration among teacher, parents, students and the community are necessary because the school itself cannot do it alone in the implementation of the security and safety of the school).

B. Negative Experiences. The two (2) themes stated below illustrate the negative experiences that security and safety officer have while performing thier duties.

1. External Intruders. The informants difficulties experience of the informants are described under this theme. While performing duties as security and safety officer may encounter numerous hurdles and difficulties. Securing school properties from the intruders and the important of parental responsibility are challenging issues of the security and safety officer. Because of these situation, they are not only focusing on the security measures but also they give attention to the well-being of their students. Schools are experiencing threats against the intruders. Informant 2 described how this happend. He stated that:

Ang mga negatibong kasinatian nga among nasinati, ang among kasinatian sa among senior high department, ang mga wire sa among TVL room gikawat sa mga kawatan gikan sa gawas, ug ang mga wire usab nakuha (IDI2:SS4). (The negative experiences we encounter, are our experience in our senior high department. In our TVL room, wire got chopped by the outsiders, and the wires also were stolen).

Aside from stolen incident, Informant 7 revealed also a same situation she deals with the intruders. Informant 7 she said:

Oo, labi na katong nalungkaban mi, nahitabo kini sa gabii, ang among TV Nawala (IDI7:SS4) (Yes, especially when we were robbed, it happened during the night, and our TV was stolen).

2. Non-Compliance of School Policies. This theme highlighted the informants concern regarding the challenges encountered while implementing security measures inside the school. It is addressed in the adaptation of new policies inside the school. Because sometimes, intimidation may arise from the learners. To make the implementation effective, adjustment of the policy must be in place, until it is eventually embraced. Informant 1 expressed her challenges. She stated:

Usahay, adunay mga ginikanan/guardian nga dili makasunod sa mga polisiya o regulasyon sa eskwelahan (naa silay kaugalingong polisiya) (IDI1:SS5). (Sometimes, there are parents/guardians who cannot follow the school policies or regulations(they have their on policy).

Informant 2, shared same challenges in implementing security and safety measures. She shared:

Adunay mga estudyante nga dili magsunod sa mga instruksyon, tungod kay dili tanan magsunod (IDI2:SS5). (There are some students are not following instructions).

Given the challenges of implementing security measures, Informant 10 come up to this idea. He disclosed that:

Ang hagit sa pagpatuman mao ang pagtabang nila sa pagsabot sa usa ka polisiya, sama sa kung naay mo-react nganong ipatuman kini. Inig madungog nako ana, dali ra ko magpatawag ug miting uban kanila. Sa ingon ana, mangayo pud ko sa ilang mga sugyot. Unsay posible, aron magtagbo ta sa tunga-tunga ug makit-an kung unsaon nato pagpahapsay sa pagpatuman sa programa (IDI10:SS5). (The challenge in implementing is helping them understand a policy, like when someone reacts to why it is being implemented. Once I hear that, I immediately call a meeting with them. In that way, I also ask for their suggestions. We can meet halfway and figure out how we can make the program better to implement).

A part from stolen of property cause by outsiders, Informant 8 recalled the common health issue of the students. He recalled that:

Sa negatibong bahin, ang ubang mga ginikanan nagtugot sa ilang mga estudyante nga mag-eskwela bisan pa sa ilang masakiton nga kahimtang, mao kini ang among problema, bisan pa nga kahibalo sila nga ang ilang mga estudyante nag-antos o adunay hilanat. Nagpadayon gihapon sila sa pagtugot sa ilang mga anak nga mag-report sa eskwelahan. Ang mga ginikanan kinahanglan mag-coordinate bahin sa kahimtang sa ilang anak kung sila masakiton (IDI8:SS4). (On the negative side, some parents let their learners report to school even in ill condition, this is our problem. When they knew their students are undergoing or having fever, they still let the learners report to school. The parents should coordinate on the status of their learners if they are in good condition).

II. Addressing the Challenges Encountered by the Informants as Security and Safety Officers

I have analyzed the responses, of the informants regarding the challenges encountered as security and safety officers, and I have formulated three themes.

1. Regular Evaluation. The challenge in assessing the areas to understand the implementation ineffective is highlighted on this theme. The importance of security measures inside the school is necessary. If there is a case where implementation is not effective, security and safety officer must do corrective measures and provide adequate support. As in Informant 3, explained the assessment she usually does. She has spoken that:

Kung adunay epektibong pagpatuman, ang mga espesipikong lugar nga diin dili epektibo ang pagpatuman kinahanglan nga matabangan og husto, aron kini ma-

evaluate ug ang angay nga interbensyon mahimong mapahimuslan aron matubag (IDI3:SS1). (In case there is in effective implementation the specific areas where the implementation is in effective should be properly assist, so it should be evaluated so that the proper intervention could be grateful to address).

Informant 2, likewise supports this statement by uttering this:

Kinahanglan nato nga tabangan una ang polisiya kung epektibo ba o dili, kinahanglan nato i-adjust ang polisiya aron masiguro nga kini epektibo (IDI2:SS1). (We have to assess first the policy weather the policy is effective or not. We have to adjust the policy to make sure it is effective).

Informant 5 shows proactive in taking responsibility in addressing the challenges and improving outcomes. She added that:

Isulti ang gipasabot, kinahanglan nimo kini i-classify ug buhaton ang mga corrective measures (IDI5:SS1). (You identified what was implied, it is necessary to classify the data and apply appropriate corrective measures).

2. Finding Solutions and Other Alternatives. The positive mindset of the informants is to describe under this theme. In their everyday lives, numerous difficulties are encountered as security and safety officer; however, the informants manage with equanimity, and consider the negative experiences as new opportunities to grow rather than setbacks. Informant 9 demonstrated a strong mindset and ability to overcome challenges. She said:

Take it as a challenge, at the same time open minded lang gyud ka dili lang jud ka magpadala sa imuhang emotion. Kung magpadala ka sa imuhang emotion, outright emotion mao nga maka estorya kag bati. Mao ra gyud nak alma, then after that magpatawag lang pod kag meeting para matagaan ug sulbad dayun atleast ma address siya (IDI9:SS2). (Take it as a challenge, at the same time, be open-minded and don't just let your emotions set in. If you let your emotions control you, you'll speak out of frustration. That's the only thing you'll express, and then after that, you can call for a meeting to find a solution and address the issue right away).

Informant 3 also added her idea of resolution and strategies.

Magpabilin lang nga positibo, kay kanunay adunay solusyon ug mga maayong estratehiya aron mahimong epektibong safety and security officer. Ug usab, nagtuo ko nga ang kasinatian mao ang labing maayo nga magtutudlo, sa akong mga kasinatian, adunay oportunidad alang sa pagkat-on ug pagtubo (IDI3:SS2). (Just be positive, there are always a resolution and good strategies for me to become an effective safety and security officer. Also, I believe that experience is the best teacher, with the experience I had, there is an opportunity for learning and growth).

Informant 1 also responded the same thought. She stated:

Simple ra, dawata ang uban nga kaluyahon o kapakyasan alang sa pagtubo ug pagpaayo (IDI1:SS2). (Simply accept weaknesses or failures for growth and improvement).

3. Proper Communication. The theme highlighted the importance of effective communication. When there is an active communication, informants can easily address the need of security measures. Majority of them is engaged in communication, it is the key of maintaining the positive collaboration among school and the community. Informants have regular and open communication enable teachers, parents, and stakeholders to

stay updated, work together efficiently and contribute a positive, productive school environment. Informant 10 consider this statement. She said:

To maintain collaboration among teachers, I always believe that communication is must be there, communication gyod ang importante sa akoo, kung ma activates nato ang communication makabalo man gyod ka kung unsay feedback. Kay for me feedback is important in maintaining the security and safety but not only security and safety but leading and making the school more productive (IDI10:SS3). (To maintain collaboration among teachers, I always believe that communication must be there. Communication is really important to me; once we activate communication, we will know the feedback. For me, feedback is important in maintaining security and safety, but not only security and safety, but also in leading and making the school more productive).

Informant 5 expressed her strategies to maintain a positive collaboration and a healthy school environment:

Ang komunikasyon ang numero uno, mao nga naa kami'y radio communication, ug naa sab mi'y group chat para sa monitoring (IDI5:SS3). (Communication is number one that is why we have radio communication; we have the group chat for monitoring).

Informant 3 likewise affirms this statement by uttering this:

Una, kinahanglan isali ang mga stakeholders sa paghimo sa desisyon, labi na bahin sa mga safety ug security measures, aron sila mahimong adunay mga maayo nga ideya nga makapauswag sa pagpatuman sa mga safety ug security measures. Ikaduha, ang komunikasyon ug transparency nga ginahimo pinaagi sa mga miting ug pagpadala og mga sulat sa komunikasyon (IDI3:SS3). (First is to include stakeholders in decision making especially about safety and security measures, so they might have good ideas in mind which could improve the implementation of the safety and security measures. Second is the communication and transparency which is done through meetings and sending communications letter).

III. Aspirations of the Informants to Improve their Performance as Security and Safety Officers

I have dealt with the responses of the informants to the aspirations of the informants to improve their performance as security and safety officers. Based on the answers of the security and safety officer, I have formulated three themes.

1. Hiring of Security and Safety Officers. The theme described to maintain the standard of security and safety measures inside the campus ensuring the existing practices are continually improved and strengthened overtime. They believed they could do this, by valuing discipline enable to foster more secure environment. Informant 1, aims what she want to continue to aspire. According to her:

Palig-on, padayon ug sustain ang seguridad ug kaluwasan sa eskwelahan (IDI1:SS1). (Strengthen, maintain and sustain the safety and security of the school).

Informant 4 claimed the importance of multi-layer approach. He stated:

Ang akong pangandoy mao ang pagkakaroon og multi-layer nga pamaagi sa mga safety ug security measures, nga magpasig-uli sa kahandaan ug kolaborasyon (IDI4:SS1). (My aspiration is to have a multi-layer approach of safety and security measures, promotes preparedness and collaboration).

Informant 7 added the consistency and discipline in strengthening security measure. She said.

Ang akong pangandoy mao nga magmalampuson ang tanan, kanunay ko nga sultian ang akong mga tawo, kabalo mo sa psychology, kung maghimo ka og estrikto nga pagpatuman sa usa ka tawo, mahimong mahimoo na kini nga Batasan (IDI7:SS1). (I aspire for everything to proceed smoothly. I often tell my team that, according to psychological principles, strict and consistent implementation leads to the development of lasting habits).

2. Provisions of Technology and Equipment. A theme describes the desire to enhance their effectiveness of the informants to improve their performance. It involves various goals, and aspire to have updated latest security technology as well the importance of manpower if there is intervention if necessary. Informant 5 expressed the resources he aspires to have. She mentioned that:

Mga ekipo sama sa CCTV, teknolohiya, ug Digital Paging System alang sa mga emerhensya (IDI5:SS2). (Equipment like CCTV, technology, digital paging system in case of emergency and others are needed).

Informant 6 explained, in addition of resources she also aspires additional human resources. He said:

Ang akong gisulti, ang CCTV cameras usa, ingon nga human resource ug manager usab sa samang higayon, paedogamy sa ihap sa mga security o mga tawo nga responsable sa kaluwasan ug seguridad, makatabang usab kini sa pagkontrolar sa sitwasyon kung adunay problema nga mogawas (IDI6:SS2). (What I have said, the CCTV cameras is one, as a human resource and a manager also at the same time, increase the number of security or people in charge of safety and security, it may also help to control the situation if there is a problem).

Informant 8 also hoping that some stakeholders will donate. He stated:

CCTV cameras, kung adunay mga pribadong entidad nga magdonar (IDI8:SS2). (CCTV cameras, if there will be private entities who will donate).

3. Training. The theme describes the aspiration to improve their expertise in the field of security and safety. It highlights the importance of acquiring skills and knowledge through trainings programs to enhance performance. The aspiration of the informants shows commitment to professional development, enhanced preparedness and more responsive to the possible emergencies. Informant 8 revealed the important trainings. He stated:

Mga programa sa pagbansay nga magpalig-on sa among kapasidad isip school security ug safety officers (IDI8:SS3). (Training programs that enhance our capacity as school security and safety officers are very much needed).

Informant 4 added to have specialized trainings that focus on security and safety. He said:

Mga programa sa pagbansay nga nagpunting sa pagdumala sa seguridad (IDI3:SS3). (Training programs that focus on security management).

Informant 2 also confirm that even teachers must be eager to aspire the same programs.

Mga programa sa pagbansay nga nag-focus sa pagdumala sa seguridad (IDI2:SS3). (Programs of security and safety, trainings, teacher must be train on how to maintain the security and safety of the school).

Analysis of Data

This study used a qualitative method with a phenomenological approach. The data was carefully studied and evaluated several times in order to get important information for the description of the informant's experiences. The study employed phenomenological method to analyzed the data. Then the researcher identified significant statements in each description that pertained to meaningful statements related to the work life of the informants. Formulated meanings were then derived from these statements, considering the latent meaning within the context. These formulated meanings were then organized into themes and clusters and describe the phenomenon under study. The fundamental structure of the phenomenon as identified, and the study was validated by receiving feedback from the informants

The Safety Culture Theory of Taylor (2010) argues that, effective safety management requires both technical measures and strong safety culture, shared attitudes, beliefs, and behaviors within organization that prioritize safety workers and the public. According to (Reason, 1998), safety culture theory has three theoretical and one practical. The first unsafe culture is more likely to be involved in the causation of organizational rather than individual accidents. Second, pathological adaptations, and discusses two examples: the Royal Navy of the mid-nineteenth century and the Chernobyl reactor complex. Third deals with recurrent accident pattern and considers the role of cultural drivers in creating typical accidents. However, (Taylor, 2010) to maintain safety culture shared belief are one of the fundamental to developing good organisational and it is in generating and embedding beliefs where managements influence is most valuable. Since organisations have different business objectives, have management skills and different levels of safety commitment.

In support theory, Self-Efficacy of Bandura & Wessels (1994), this theory implied the individuals beliefs of their own capabilities on their own behavior and well-being. It explains, people with a strong sense of self efficacy reach challenges with confidence. This nurture motivation to set the goals, hard work to achieve. They believe that failure is part of success, and a temporary situation that can overcome with more effort and knowledge. Performance theory of Sonnentag & Frese (2002) has three perspectives on performance: an individual differences perspective with a focus on individual characteristics as sources for variation in performance; a situational perspective with a focus on situational aspects as facilitators and impediments for performance; and a performance regulation perspective with a focus on the performance process. It also highlights how changes in work like continuous learning and proactivity, increase in team work, improved technology, and trends toward globalization are reshaping the concept of performance and its future study

Experiences of Informants as Security and Safety Officers

The following themes have been formulated to better describe the Experiences of security and safety officer.

Positive Experiences

Gratitude, Unity and Support. This theme enfolds the positive experience of the security and safety officer in times of difficulties. The cooperation, help them enable to thrive. I had gone to observe how the informants gratefully described and narrated their experiences received from the community. During the interview the informants mentioned that, a positive they experienced is able to fill the sense of accomplishment as a security and safety officer, this is not only referring to the positive support they received but also to the satisfaction, dedication that shows a deep sense of duty and commitment toward their role. They often describe their work, as not always glamorous but it is really incredibly rewarding, when you reflect on how you have made a tangible difference in your life, how opportunity contribute your every routine to serve. This theme speaks the unwavering support the informants received. Despite the difficulties they faced during the implementation of security measures, these informants can receive full support from the community. The enforcing security measures can be overwhelming, especially when met with the uncertainty. The support and unity allowed them to push difficult moments, with the understanding that their work was not only important but valued by the community around them. As a results, the informant describes that when the community comes together implementation of the security measures can be easily done and implemented. Especially when the parents understandably, have the strongest desire for their children's safety.

This emergent theme finds support on the Self Determination theory (Deci & Ryan, 1985). This theory explains that individual is naturally driven to engage in activities that meet their fundamental psychological requirements for relatedness, autonomy and competence. In the case of security and safety officer, their commitment to serve and protect the learning environment aligns with the need for relatedness, as they feel competent and connected in their role, which creates impact to their motivation. Additionally, the fulfillment of their duties provides a sense of accomplishment and competence, as they are equipped with knowledge, skills, and resources necessary to be effective to their duties. Furthermore, their voluntary engagement reflects their autonomy in responding safety concern, without understanding their purpose is a profession that serve whole heartedly to the public.

The informant told me that security and safety of the school is their main priority. They claimed that, it is gratifying to contribute a secure and safer environment to the learners, teaching and non-teaching personnel. The involvement of community, stakeholders give them a courage to face the challenges with confidence. Their desire to serve, is invaluable as security and safety officer.

Having positive experience of Hlava & Elfers (2014), engaging in meaningful work can have profound contribution to the wellbeing as a security and safety officer. Such experiences, gives them with a strong sense of purpose as a public servant and a sense of connection to the people they protect and collaborate with. Participants descriptions of gratitude revealed consisted both thematic patterns in their somatic experiences as well as a range of emotional appraisals that included joy, love, awakening, release, awe, and a profound sense of being blessed.

One notable theory that will explain this emergent theme is the social support theory by Vaux (1988). In this theory, emphasizes a transactional process, it is not about helping each other but how this support affects the well-being. When security and safety officer ask the support in community, parents, stakeholders everyone is full force and visibly respond. This support, can lead to successful implementation of security measures, as they more inclined to collaborate by following safety protocols and demonstrating a commitment to safety.

From the learners, they have contributed in the compliance the safety protocols and procedures at by the schools and the respect they show to us. The involvement and suggestions of the parents for improving security measures is also commendable.

According to Cohen & Wills (1985), the appropriateness of a specific kind of social support may be dependent on a match between the type of support offered and the type of problem encountered. In the context of implementing the security and safety measures, this means that the informants received the desired support they need they embrace what the school has plan for safety and security concerned.

The Power of Collaboration. This theme emphasizes how practices give an advantage by creating trust over the time. The informants always receive positive collaboration between the teachers, students, parents and the community, when they needed. Particular on the implementation of security measures, whenever they need helps, they are always there ready to be a backbone. Because the informants believe the implementation of security measures cannot be done without the collaboration of the community. However, installation of surveillance camera inside the school are very useful to the implementation of safety measures, and the same time, wearing of IDs of the students, can be also a great help to in monitoring the safety of the learners. It sounds like a basic security measure but it has a big impact to the security and safety officer to provide a safety environment to all.

This emergent theme explains how the implementation of security and safety measures affects collaboration. During the interview, informants describe that collaboration is the key for success of the schools. If both internal and external stakeholders are involved, they would feel secure and are more likely to collaborate because transparency and communication are present and effective. They believe there always be a collaboration because the school itself cannot manage alone in the implementation of the security and safety of the school. However, the success of the schools in all activities are the pride of the parents, teachers, students, community and stakeholders.

This Social Interdependence theory and cooperative learning by Johnson & Johnson (2009) revolves around to the situation when the outcomes of individuals are affected by their own and the actions of others. There are two types of social interdependence: positive, when the actions of individuals promote the achievement of joint goals; and negative, when the actions of individuals obstruct the achievement of each other's goals. As it cores, security and safety officer do not receive any negative feedback or complaints from the community, because they understand the situation, in maintaining a safer environment.

Professional collaboration is an alternative to individualism. The study of Hargreaves (2018) demonstrates the positive impact of professional collaboration on student learning and achievement. Moreover, by working together, security and safety officer can create more innovative and effective solution in every certain situation. Adapt to diverse learning needs and enhance the overall quality of education. In the other hand, there are some forms of professional's collaboration are found to weak on their overreliance on talk rather than action, which is not actually applied in schools.

This theme is supported by safety culture theory, which combination of the attitude, values and perception. The ID monitoring in school and installing surveillance camera inside the campus, seen as part of building a strong safety culture. The positive collaboration on the security measures implemented help bridge a potential gap in the safety concern, ensuring all are involved create and maintain safety (Taylor, 2010). The informants narrated that keeping security measures have to consider a strict implementation to gain a positive outcome.

Negative Experiences

External Intruders. During the interview, I observed the informants were disappointed as they narrated their difficulties encountered. Some of them experienced having their properties stolen by the outsiders. Expressing also the difficulties of and emotional aspects of the security and safety officer in the unique and pressure environment of public secondary schools, while performing their duties are very challenging to them. However, despite these challenges, they continue to balance their work.

The theme is anchored on Conservation of Resources (COR) theory of Holmgreen et al. (2017) which offers a framework within which to understand responses to stress and suggests that stress results from circumstances involving threatened or actual loss of valued resources. Furthermore, it is the desire to defend, conserve, and acquire these valued resources which motivates human behavior in the face of stress. According to COR theory, loss is more salient than gain, and loss begets loss. The theory has received much empirical support and is particularly helpful in understanding relationships between stress and physical health.

As security and safety officer faces various difficulties in school settings, which can lead to emotional stress if not properly managed. Like some resources of the school has been stolen, from the outsiders, this can cause additional stress to the security and safety officer. Furthermore, securing the well-being of the learners when parents let their learners report to school even in ill condition, this creates a negative experience as security and safety officer in maintain the health and safety of the students and personnel.

A study conducted by Littlecott et al. (2018) explores the important role that both teaching and non-teaching staff play in supporting the health and well-being of secondary school students. The collaborative efforts needed from various staff members to ensure a holistic approach to student well-being, especially in the context of academic settings where mental, emotional, and physical health challenges can arise. He claims that students' wellbeing can help improved academic outcomes of the learners.

Non-Compliance to School Policies. This theme emphasizes the difficulties experience by safety and security officer of the public secondary schools on understanding the implementing policies given to the students. The informants said during the interview that it is hard to understand at first when imposing school policies, especially when the policies are new. They would be able to expect possible reaction from the parents, teachers and students. However, eventually they were able to follow the security measures, for their own safety. Hence, without the cooperation of the students, parents, stakeholders and community, implementation may seem difficult to the safety and security officer to effectively carry out their performance of duties and the success of implementation.

With the Social Cognitive Theory of Bandura (1989), this explains how human behavior influenced by three interacting factors as: first the personal factors (such as, cognitive process, beliefs and emotions). This includes the adaptation, of school policies, not all learners, parents are following instructions, because sometimes they have their own policies. Second, are behavioral factors, as security and safety officer where they tend to understand the policy, and able to assist if there is possible adjustment to be made. Third, is the environmental factors where security and safety officer aim to provide a better environment, and maintaining relationship to the parents, students for the effectiveness of duties.

Another theory support this like, Social Learning theory of Cundill & Harvey (2019) which holds potential to accelerate collective understanding and action around common problems, and a cornerstone to confronting complex problems.

As to the study, consistent implementation, as well as regular monitoring will be helpful for ensuring the security measures remained effective. The continuous assessment would help to identify the gaps in safety practices (Robson et al., 2007).

Addressing the Challenges Encountered as Security and Safety Officers

Regular Evaluation. I created this theme to reveal how the informants overcome the challenges during the ineffective implementation of security measures. Every security and safety officer have different technique or strategies on how they overcome difficulties. Sometimes, those difficulties can affect emotional and personal decision in life. Following these challenges, maintaining their own sense of balance and emotional disability, they still firm in giving instructions and do corrective measures in relation to security and safety of the school.

The informants of this study expressed firm decision to enhance the effectiveness of the performance of duties. Despite of the challenges, they choose to look for a solution and a bright side, enabling them to fulfill their responsibilities.

This theme is anchored on Social Cognitive Theory, which human behavior is shaped by interaction of three factors: the personal, behavioral and environmental. In the personal factors, it reflects the importance of cognitive process and belief in assessing the effectiveness of policy. The ability of the informants to assist the policy is rooted from their knowledge and experience. Second, the behavioral factors which where action decision, such as policy adjustment are influenced by the ongoing interaction with the situation and outcomes. Informants demonstrate adaptive behavior aimed at improving outcomes. The last one, environmental factors which implies the adjustment of policies if needed, where needs of the schools, students, parents are matters (Bandura, 1989).

According to Higgs & Rowland (2000), implementing change which will lead to a real understanding of the critical competencies required and of a means of building change capability with an organisation.

The informants described as a security and safety officer of the schools at the same time a leader you must evaluate the effectiveness of a change process and adjust your strategies accordingly, you must continuously assess the impact of security measures and make necessary adjustments to ensure their success.

2. Finding Solutions and Other Alternatives. This theme emphasizes the emotional and professional growth as security and safety officer. Informants believe that experience is the best teachers, with the experience they had, an opportunity for learning will open.

Acceptance of the negative inquiry can contribute them to be effective, and accept new challenges. By constantly learning, and using the challenges as an opportunity for growth, safety and security officer can continue maintain their well-being and continue to serve effectively to their duties and responsibilities.

The emergent themes theory of this is Kolb et al. (2014) in his experiential learning theory. The theory define learning is a method by which experience is transformed into knowledge. The first stage, concrete experience involves direct involvement in a learning activity or situation. For security and safety officer, this could mean

learning from their experience in a real life on how they address the challenges encountered. As a results, they use challenges, into learning development, and simply accept some failures for grow and improvement.

There are two common strategies for down-regulating emotions (Gross, 2002). The first, reappraisal, comes early in the emotion-generative process. It consists of changing the way a situation is construed so as to decrease its emotional impact. The second, suppression, comes later in the emotion-generative process. It consists of inhibiting the outward signs of inner feelings.

However, informants narrated during interview that maintaining a positive mindset to look for a resolution of the certain issues is their better way to resolve the problems, where a quality to become an effective security and officer is applied.

Proper Communication. I created this theme to describe the strategies to maintain positive collaboration among teachers, parents, students and the community. This theme highlighting the importance of collaboration, and shared commitment to foster a safe learning environment to everyone. Informants, believe that maintaining collaboration, communication and transparency and include stakeholder in decision making, especially about security and safety measures as they may have valuable ideas which could improve the implementation of security and safety measures.

This idea shows that working together and foster positive relationships among teachers, students, parents, community and stakeholders can achieve a common goal in an effective and efficient way. Therefore, open communication and transparency is a big part for success of the school in addressing security measures.

The emergent theory of this is the Maslow Hierarchy of Needs of Maslow (1943) theory, suggests that individuals are motivated to fulfill a hierarchical set of needs, ranging from basic physiological needs to higher-level needs such as self-actualization. The most fundamental needs include self-actualization, like collaboration in learning environment, teacher guidance, commitment and shared responsibilities in creating strategies to carry out a safe and secure space, which must be satisfied before higher level needs can be addressed. If we relate this to the life of security and safety officer, the theory reflects a sense of fulfillment of this basic self-actualization, through their employment as security and safety officer, thereby enabling them to support their performance.

Open communication, collaboration is at the heart of productive schools. Security and safety officer need to have open communication of the stakeholders in their school community, if they are to be successful. They need to understand how communication, is built. Getting smarter about communication will help school foster more successful schools' community.

Transparency communication can earn trust, the study of Tschannen-Moran & Hoy (2001), fostering open communication can give schools strategic advantage. If the communication flows freely, problems can be disclosed, diagnosed and corrected before they are compounded.

Aspirations of the Informants to Improve their Performance as Security and Safety Officers

Hiring of Security and Safety Officers. The emergent theme captures aspiration of the informants to strengthen the safety and security measures inside the school premises. Informants stated that they just driven to strengthen, maintain and have a multi-layer approach of safety measures and promote preparedness. To effectively strengthen security measures to achieve safety goals inside the school community it is essential for the members of the school to adopt innovative security measures. This includes staying prepared for unexpected risk and working collaboratively to ensure student safety. While the presence of safety and security officer is vital, reliance solely on surveillance camera is not guarantee. Instead, there is a focus on continuous improvement through regular risk evaluation, strict implementation, and enhance surveillance systems. This effort reflect a commitment to flexible and responsive security measures that adapt to the changing needs of the school environment.

The emergent theory of this is the General System Theory of Bertalanffy (1969), which emphasizes the interconnectedness of different components within the organization and community. It suggests that the

effectiveness depends on the interaction such as physical security, policies and trainings rather than relying on any single measure alone. This theory recognizes that the coordinated approach is essential to achieving the desired outcomes.

However, informants believe that a strict implementation for a man, will eventually turn to a habit.

According to Lally et al. (2010), performing an action for the first time requires planning, even if plans are formed only moments before the action is performed, and attention. As behaviors are repeated in consistent settings they then begin to proceed more efficiently and with less thought as control of the behavior transfers to cues in the environment that activate an automatic response.

Therefore, consistent behavior does not require a policy. It is a matter of discipline. Repetition and consistency are transforming behavior into a habit. And this would help to strengthen the security measures inside the school premises.

Provisions of Technology and Equipment. The emergent theme reveal aspiration of security and safety officer who desire not just only a necessary resources like additional CCTV, digital paging system, radio communication, but also they need additional human resources aside from the updated technology.

Security and safety officer face challenging issues inside the school premises, where they put lives on the lives to protect the learners and the property of the school. To prevent this, they need support and the resources that will enable the security and safety officer to be more efficient in fulfilling their duties and responsibilities.

The emergent theory applied is the Hierarchy of Needs of Maslow (1943), which suggests that individuals are motivated to fulfill a hierarchical set of needs. The most fundamental needs include, physiological needs like having basic resources such as digital paging system, upgrade CCTV and radios, it satisfy the physiological needs and safety needs by ensuring the security and safety officer to have enough tools to secure the environment and communicate effectively. The theory suggests that their role as security and safety officer complete these fundamental physiological and safety needs, which supports their performance.

The aspirations of the informants aims to have innovation, as they aimed to continuously improve their security system. By integrating advanced technologies with human resources, they can more effectively monitor and achieve improved safety outcomes.

The study of Salahshour Rad et al. (2018) showed that adopting advanced technology is key to improving safety system. However, the process must be managed carefully, taking into account organizational needs, the availability of resources and the personnel readiness to embrace and effectively use the technology.

Training. This theme emphasizes the continuous professional development to enhance the performance of duties. Security and safety officer aspire to have a training that focuses to safety and security measures, mental health intervention of the students, and encourage students to educate about security and safety measures. This may help to the security and safety officer to respond quickly to security issues from natural disaster to behavioral incidents.

The theory that can be applied in Goal Setting theory by Locke & Latham (1990). In this theory, setting specific and challenging goals leads to higher performance compared to vague or easy goals. Security and safety officer delve by the desire to improve their skills and abilities, goal setting provides them with a structured approach to achieving their objectives. By setting specific goals related to skill enhancement, such as providing specialized training of security and safety or program for mental health intervention for the students.

Security and safety officer are motivated by passion for mastering the skills needed for their demanding and high-pressure work. The emergent theme gives importance to providing opportunities for ongoing training and professional development to support security and safety officer in their field for specialized skills enrichment and enhancing their effectiveness and performance in critical situation.

The study of Shahzadi et al. (2014) reveal that the only way to get people to like working hard is to motivate them. Today, people must understand why they're working hard. Every individual in an organization is motivated by some different way. When talking in term of employee motivation, it can be simply defined as a reflection of the level of energy, commitment, and creativity that a company's workers bring to their jobs. Goals can be achieved if co-ordination and co-operation takes place simultaneously which can be effectively done through motivation. Stability of workforce is very important from the point of view of reputation and goodwill of a concern. The employees can remain loyal to the enterprise only when they have a feeling of participation in the management

SUMMARY, FINDINGS, AND IMPLICATIONS

This chapter presents the summary, findings and the implications of the study.

Summary

This study explored the work life of school principal as security and safety officers in public secondary school in Cebu City.

Specifically, it sought to answer the following problems:

1. What are the experiences of the informants as security and safety officers?
2. How do the informants address the challenges encountered as security and safety officers?
3. What are the aspirations of the informants to improve their performance as security and safety officers?

This study utilized the qualitative research method and employed the phenomenological approach through in-depth interviews. The interview guide containing open-ended questions was constructed and validated by the panel of experts prior to the conduct of the interview. The study was conducted in Cebu City. The security and safety officer of selected public secondary schools in Cebu City were the informants of this study. Ten (10) informants were all interviewed individually. Field notes and an audio recording device were also used in the interview process to supplement the data collection and to accurately transcribe the informants' responses.

The collected data were transcribed and analyzed using Colaizzi's method of data analysis Morrow et al. (2015). Initially, the interviews were read multiple times to extract significant statements, which were used as the foundation for creating cluster themes. These themes were further regrouped to formulate emergent themes.

Findings

Through data gathering and from the recorded responses of the ten (10) informants, the study developed twelve (10) emergent themes. The themes are the following:

For the experiences of the informants, six (4) emergent themes described the positive and negative experiences of the informants as security and safety officer. The themes formulated for the positive experiences were Gratitude Unity and Support and The Power of Collaboration. For the negative experiences, the following themes were created: External Intruders, and Non-Compliance of School Policies.

For the addressing the challenges encountered as security and safety officers three (3) themes were: Regular Evaluation, Finding Solution and Other Alternatives and Proper Communication

Finally, three (3) themes were created to express the aspirations of the informants to improve their performance as security and safety officers, to wit: Hiring of Security and Safety Officers, Provisions of Technology and Equipment, and Trainings

Implications

Implications for Practice

Security and safety officer must be aware that they have various responsibilities to keep the school secure from incidents. They must instill in their minds the importance of preparedness making essential to proactively manage risk such as violence, bullying, natural disaster, threats, and health emergencies. The inquiry's findings have led to the formulation of the following recommendations, suggestions, and implementation. By implementing and maintaining comprehensive safety policies, conducting regular drills, and monitoring potential threats, it helps prevent incident before they occur. Despite the vulnerable task they have, they continue to uphold the safety of the school with dedication without expecting in return.

Seminars, trainings, updated technology resources will enable them to realize the importance of their role as security and safety officer, it also helps in boosting their confidence in their field and continuous professional development.

The Department of Education must invest a modern security technology, like CCTV cameras, real-time alert system, emergency communication platform, and trainings for security and safety officer should be mandatory. This motivates the security and safety officer to perform their duties effectively without hesitation. In addition, Department of Education should allocate an item, which a person responsible for developing and implementing policies, procedures, providing regular trainings for teachers on emergency response and threat assessment, conducting regular facility inspections, collaborating with law enforcement agencies, and implementing safety educational programs awareness to the students. This would help lessen the work of the school heads and to create a safer environment to the learners.

The Local Government Unit (LGU) should allocate funds for the formulation of the programs, resources such as installation of surveillance cameras, alarm alert system, and facilitate regular safety trainings, focusing on emergency response. This also includes resolving conflict resolution and mental health awareness. This helps enhance their skills and capabilities as security and safety officer. They should also organize community programs to involve parents and local organizations in safety initiatives to ensure the safety environment for the learners.

The Parents and Teacher Association (PTA) must maintain active partnership where both teachers and parents collaborate in safety initiatives. By involving parents in these initiatives, schools can create healthy community that focus on student well-being. This will help gain the trust of the parents and increase student's enrollment. This also strengthen the relationship between teachers and parents, demonstrating love and shared responsibilities.

Provide them a specialized trainings of security and safety to increase their skills and capabilities. This will give a full confidence in performing their duties and responsibilities, enabling them to be efficient and effective.

Furthermore, school safety today must also address mental health, digital safety, and community-based risk management. These aspects ensure not only the physical protection of learners but also their emotional well-being and responsible use of technology, while encouraging stronger collaboration between schools and local communities. Integrating these dimensions into school safety programs will strengthen preparedness, promote positive behavior among learners, and foster a culture of collective responsibility for a safer and more resilient school environment.

The school must have continuous collaborating with parents, stakeholders, and community to strengthen security measures and to improve plans, programs even to support ongoing activities inside the school. Because they believe that the school cannot do itself without the help of the community.

Implications for Future Studies

The researcher recommended the following important topic for future research:

Exploring the work-life balance on the performance of security and safety officers in public secondary schools.

The perspectives of students on school security and safety officer to investigate experiences and their perception of safety and well-being in public secondary schools.

Growing up with a parent of security and safety officer, children experiences to delve into the experiences and challenges of children living with parents who serve as security officer in public secondary schools.

Serving with dedication and passion, security and safety officer experiences and challenges in acquiring training professional development needs in public secondary schools.

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DEDICATION

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APPENDIX

Appendix A

Transmittal Letter



University of Cebu Research Office
(032) 255 – 7777 local 183



February 29, 2024

DR. NIMFA D. BONGO, CESO V
SCHOOLS DIVISION SUPERINTENDENT
DEPARTMENT OF EDUCATION CEBU CITY DIVISION

Dear Ma'am;

Warmest Greetings!

I **Michael P. Loquias**, recently working as Administrative Officer II assigned at Dep-Ed Cebu Province Division, and a student of the graduate school pursuing a degree in **Master of Science in Criminal Justice with specialization in criminology** at the **University of Cebu**. I am writing to formally request your permission to conduct a research study as part of my thesis.

Title of the Approved Study: **"WORK LIFE OF SECURITY AND SAFETY OFFICERS OF PUBLIC SECONDARY SCHOOLS"**

Course Enrolled: **Master of Science in Criminal Justice with specialization in Criminology**

As part of my research, I aim to conduct in-person interviews with the School Heads/Principals of various secondary schools. The specific locations where the study will be conducted include:

Apas National High School
BonBon National High School
Barrio Luz National High School
Carreta Night High School
Gothong Memorial National High School

Lahug Night High School
Mabolo National High School
Ramon Duterte Memorial National High School
Talamban National High School
Tejero National High School (Night)

The primary method of data collection for this research will be in-person interviews. I believe that gathering information directly from the School Heads/Principals will provide valuable insights into the work life of Security and Safety Officers in public secondary schools.

I assure you that all necessary ethical considerations will be taken into account, and the confidentiality of the information collected will be strictly maintained. The data collected will be used solely for academic research purposes.

I kindly request your approval to proceed with this research study. If necessary, I am open to any guidelines or requirements set forth by the school administration to ensure the smooth and ethical conduct of the research.

You can contact me at 0967-118-1034 or via email at mikeloquil39@gmail.com if you have any questions or require further information regarding the proposed study.


Thank you for considering my request. I appreciate your time and attention to this matter.

Respectfully yours,


Michael R. Loquias
Researcher


DR. PAULINO V. PIOQUINTO
Adviser

Noted by:


YOLANDA C. SAYSON, Ed.D
Dean Graduate School
University of Cebu



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Schools Division of Cebu City

March 8, 2024

MICHAEL P. LOQUIAS

Researcher
University of Cebu
Cebu City

Dear Mr. Loquias,

This has reference to your request for permission to conduct a study titled **"Work Life of Security and Safety Officers of Public Secondary Schools"**, received at our end last March 6, 2024.

Anent this, please be informed that this Office interposes no objection to your request under the following conditions:

- 1) that prior coordination with the school principal/s of the school/s where you will conduct your study must be sought;
- 2) that no classes or official functions will be disrupted on the conduct of the study;
- 3) that participation of the proposed respondents will be strictly voluntary;
- 4) that any information gathered during the study must be treated with utmost confidentiality; and
- 5) that this Office will be furnished with the completed manuscript to this Office as reference material for future researchers in the Department with similar research agenda.

Please be guided accordingly.

Very truly yours,


NIMFA D. BONGO EdD, CESO V
Schools Division Superintendent

RECEIVED



New Imus Ave., Barangay Day-as,
cebu.city@deped.gov.ph

DepEd Tayo Cebu City
depedcebucity.com

Appendix B

Informed Consent Form

[Informed Consent for the Study on Work Life of School Principal as Security and Safety Officers in Public Secondary School]

[Name of Principal Investigator: Michael P. Loquias]

[Name of Organization: University of Cebu]

[Name of Proposal: Work Life of School Principal as Security and Safety Officers in Public Secondary School]

This Informed Consent Form has two parts:

- **Information Sheet (to share information about the research with you)**
- **Certificate of Consent (for signatures if you agree to take part)**

You will be given a copy of the full Informed Consent Form

PART I: Information Sheet

INTRODUCTION

In the field of education, the role of the Safety and Security Officers are crucial. They are not performing the role of educators but they also the officers in maintaining the safety and security of the school. This research looks into the Life Work of School Principal as Security and Safety Officers in Public Secondary Schools in Cebu City, Philippines. The title, “Work Life of School Principal as Security and Safety Officers in Public Secondary School,” enfold the essence of this study. It signifies it’s a commitment to the safety and security and well-being of every child who walks through your school's doors. It's about embodying leadership with empathy, making tough decisions with compassion, and creating an environment where students can thrive, knowing that they are safe and supported. Department of Education of Cebu City, nestled in the heart of the Visayas, serves as being the primer Division of Region VII, has made multifarious contributions in the area of education. In line with this, we are inviting you to be an interviewee of this investigation and request you to provide a few minutes of your time for an individual discussion/interview at your convenient time and place. However, you do not have to decide immediately whether or not you will participate in this investigation since you are allowed to ask permission from colleagues or consult anyone in which you are comfortable with about the research. If there are contents in the interview guide that you do not understand and find ambiguous then feel free to contact and inform the researcher. Rest assured that all the answers that you will provide will be treated with utmost confidentiality.

Purpose of the research

The purpose of this research is to explore into the Work Life of School Principal as Security and Safety Officers in Public Secondary School, in Cebu City, Philippines, with a focus on understanding their experiences, challenges, and aspirations throughout the years of serving. Through qualitative inquiry, the study aims to illuminate the lived experiences, providing insight into their daily routine, on how they maintain and ensure the safety of students within their premises. By identifying the challenges faced by the Safety and Security Officers of Public Secondary School in Cebu City, the research seeks to highlight areas where support, resources and programs may be needed to enhance their effectiveness to perform their duty. Additionally, the study endeavours to explore the aspirations to improve their performance as security and safety officers to strengthen the safety and security measures inside the school premises. Through its findings,

the research aims to provide additional insight and knowledge on the present conditions and experiences of Security and Safety Officers. Additionally, appropriate interventions will also be recommended in order to address the issue.

Type of Research Intervention

This research adopts a face-to-face individual discussion/interview approach to gather rich and nuanced insights into the Work Life of School Principal as Security and Safety Officers in Public Secondary School in Cebu City. By convening participants in person, the study aims to create a dynamic and interactive environment conducive to open dialogue and deeper exploration of the participants' experiences, challenges, and aspirations throughout the years of serving.

Informant selection

This invitation extends to all Safety and Security Officers of Public Secondary School at least two years of experiences. Your insights and experiences are invaluable to this research, as I aim to explore regarding the real-life experiences of Security and Safety Officers.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate, it is fine with us.

Procedures and Protocol

In this investigation you will be asked to answer the questions during the individual discussion/interview to be conducted by the field interviewer during your free and convenient time. The questions in the interview guide will be read aloud by the interviewer and you can give the answer on those items that you like to answer. Furthermore, there will be follow-up questions to be asked if necessary. If you do not wish to answer any of the questions during the interview, you may say so and the interviewer will move on to the next question. The information recorded is confidential, and no one else will access to the information documented during your interview. The entire interview will be audio-recorded, but no one will be identified by name on the tape. The tape will be kept in the Research Office of the University of Cebu.

To ensure that you will be able to have full understanding of the purpose of the study, the researcher will first explain the objectives of the study and the intended benefits in participating in this investigation.

Duration

The research will take 12 months in total depending on the availability and mood of the subjects. During that time, I will be regularly visiting your office or anywhere you wish and/or comfortable in order to conduct a one-on-one interview on the subject of this study. The interview will last for 15-minutes to one (1) hour.

Risks

If the discussion is on sensitive and personal issues, and you may feel uncomfortable talking about some of the topics, you do not have to answer any questions or take part in the interview. If you don't wish to do so, it is fine with me. You do not have to give me any reasons for not responding to any questions, or for refusing to take part in the interview.

Benefits

There will be no direct benefit to you, but your participation is likely to help in building scientific knowledge regarding Work Life of School Principal as Security and Safety Officers in Public Secondary School and help the public in understanding the experiences and challenges encountered by the Security and Safety Officers.

Reimbursements

You will not be provided with any payment or monetary remuneration if you will take part in this research.

Confidentiality

All the data and responses that you will provide in this investigation will not be shared to other people and will be kept confidential. We will not be sharing information about you to anyone outside of the research team. The information that we collect from this research project will be kept private. Any information about you will have a number on it instead of your name. Only the researchers will know what your number is and we will lock that information up with a lock and key. It will not be shared with or given to anyone.

Sharing the Results

After the investigation has been completed, the findings will be presented and discussed at a research conference that will take place on the main campus of the University of Cebu. Everyone who participated in the research defense will receive a copy of the research paper that contains the findings of the study, including the research instructor, the research adviser, and the people who served on the research defense panel. It will be published on an as-needed basis in order to make it accessible to the academic community and the school itself so that they can gain knowledge from it.

In cases when it is important to do so, you are welcome to also discuss the results, and the researcher will give you a copy of the report. Please mention the timeline and the rationale for providing the information, as well as the specifics, if you have a plan to do so and if you intend to do so.

Right to Refuse or Withdraw

You may choose not to participate in this study. It is also of primordial importance that you must know that you may stop from participating in the focus group discussion/interview at any time.

Who to Contact

You can ask them any questions you have. You may also submit questions after the study has begun. If you desire to submit questions at a later date, please contact specified below:

Michael P. Loquias- Principal Investigator - 0946-740-1741

This research project has been reviewed and scrutinized by the technical panel of the University of Cebu as part of the completion requirement in Master of Science in Criminal Justice with Specialization in Criminology. If you have any questions, please contact Dr. Juanito N. Zuasula, Jr. - MD - 233-5503 UCAREC.

PART II: Certificate of Consent

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily to participate in this research.

Print Name of Participant _____

Signature of Participant _____

Date _____

Day/Month/Year

If Illiterate:

A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb-print as well.

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print Name of Witness _____ AND Thumb Print of the Participant

Signature of Witness _____

Date _____

Day/Month/Year

Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:

1. focus group discussion/interview
2. record the proceeding of the interview
3. manually record other responses/ answers during the interview

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participant.

Print Name of Researcher/Person Taking the Consent _____

Signature of Researcher /Person Taking the Consent _____

Date _____

Day/Month/Year

Appendix C

Interview Guide



Instruction:

The purpose of this study is to explore the **Work Life of School Principal as Security and Safety Officers in Public Secondary School**. This will be accomplished through an in-depth interview within 1 hour or more. The information you provide will be kept private and confidential.

Part I. Informant's Background

Name (Optional): _____

Address (Optional): _____

Age: _____

Sex: _____

Interview Guide

I. Experiences of informants as security and safety officers?

(Positive)

1.1 Can you please elaborate a positive experience as Security and Safety Officer?

(Mahimo ba nimong edetalye ang positibong kasinatian isip usa ka Security and Safety Officer?)

1.2 What positive support did you received from teachers, students, and parents during the implementation of security and safety measures?

(Unsa nga positibo nga suporta ang imong nadawat gikan sa mga magtutudlo, estudyante, ug mga ginikanan sa panahon sa pagpatuman sa mga lakang sa security and safety officer?)

1.3 What particular security and safety measures have been implemented that have received positive collaboration among teachers, students, parents and the community?

(Unsang partikular nga mga lakang sa security and safety officer ang gipatuman nga nakadawat ka ug positibo nga kolaborasyon sa mga magtutudlo, estudyante, ginikanan ug sa komunidad?)

(Negative)

2.1 Can you share negative experiences as security and safety officer?

(Mahimo ba nimong ipaambit ang negatibo nga mga kasinatian isip security and safety officer?)

2.2 As a Security and Safety Officer, what challenges you encounter while implementing the security measures?

(Isip usa ka security and safety officer, unsa nga mga hagit ang imong nasugatan samtang gipatuman ang mga lakang sa seguridad?)

2.3 How can the implementation of security and safety measures affect the collaboration among teachers, parents, students, and the community?

(Sa unsang paagi ang pagpatuman sa mga lakang sa seguridad ug kaluwasan makaapekto sa kolaborasyon sa mga magtutudlo, ginikanan, estudyante, ug komunidad?)

II. Addressing the Challenges encountered as security and safety officers.

1.1 As Safety and Security officer how did you overcome the challenges during the ineffective implementation of the security and safety measures?

(Isip safety and security officer giunsa nimo pagbuntog ang mga hagit sa panahon sa dili epektibo nga pagpatuman sa mga lakang sa kaluwasan ug seguridad?)

1.2 How do you address the negative experiences you encountered as security and safety officer?

(Giunsa nimo pagtubag ang negatibo nga kasinatian nga imong nasugatan isip usa ka security and safety officer?)

1.3 In addressing security measures, what strategies do you employ to maintain a positive collaboration among teachers, parents, students and the community?

(Sa pagtubag sa mga lakang sa seguridad, unsa nga mga estratehiya ang imong gigamit aron mapadayon ang positibo nga kolaborasyon sa mga magtutudlo, ginikanan, estudyante ug komunidad?)

III. Aspirations of the informants to improve their performance as security and safety officers.

1.1 What are your aspirations to strengthen the safety and security measures inside the school premises?

(Unsa ang imong mga pangandoy aron mapalig-on ang mga lakang sa kaluwasan ug seguridad sa sulod sa eskuylahan?)

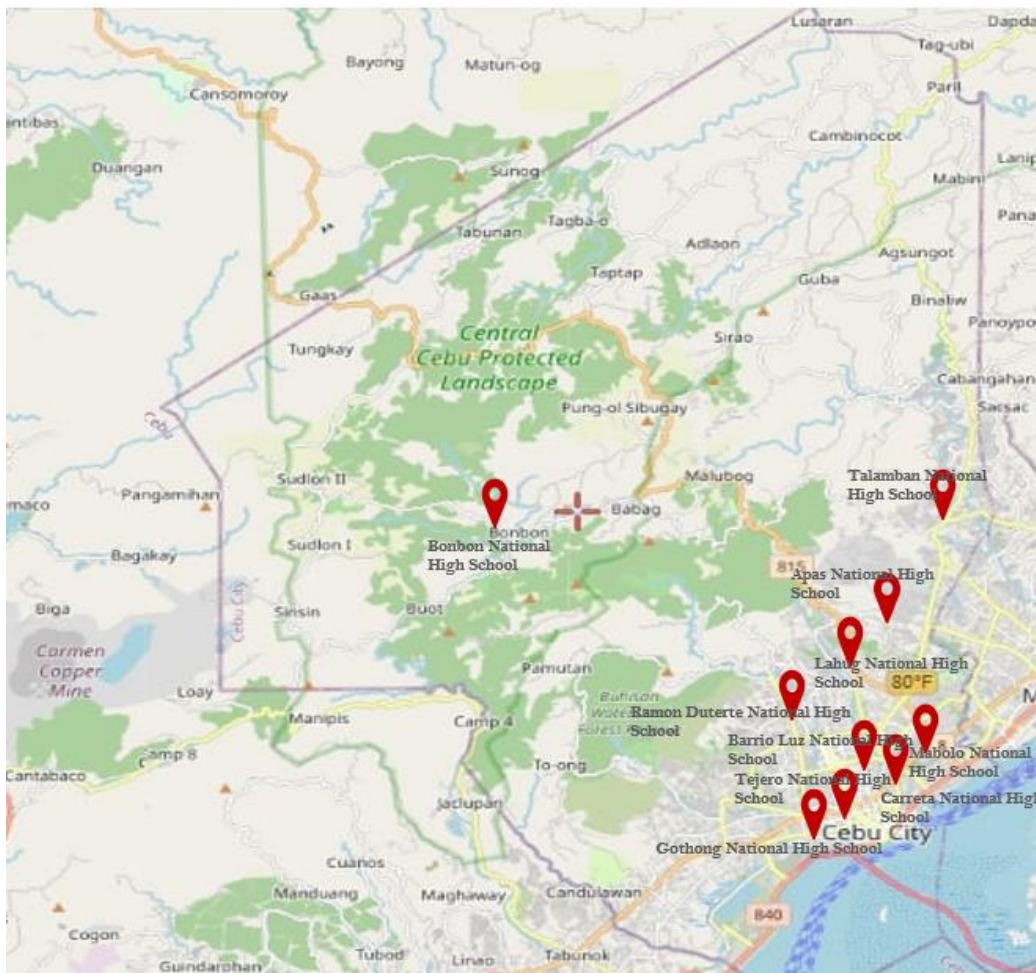
1.2 As a security and safety officer, what resources do you aspire to acquire to enhance the effectiveness of your duties?

(Isip usa ka security and safety officer, unsa nga mga kangha ang imong gitinguha nga makuha aron mapauswag ang pagkapektibo sa imong mga katungdanan?)

1.3 What programs do you need to enhance your role as a safety and security officer?

(Unsa nga mga programa ang imong gikinahanglan aron mapalambo ang imong tahas isip usa ka security and safety officer?)

APPENDIX D



Location

Cebu City Map

APPENDIX E

SAMPLE VERIFICATION FORM OF TRANSCRIPTION

TRANSCRIPT OF INTERVIEW

Informant IDI 1

Session Number 1

Date/s November 11, 2024

Time Started 09:35AM

Time Ended 10:00AM

Duration 00:25:01

Location Cebu City Cebu

Interviewed by Michael P. Loquias

Transcribed by Michael P. Loquias

Reviewed by PAULINO V. PIOQUINTO, Ph.D.

Line Number	Responses	Code
1.	Safety and Security of our school is the main priority to me as a leader. So far, experienced wise that was good enough and it helps me grow professionally and physically not just giving instructions to our school guards but I myself do simple thing just to make sure that the school is secure and safe.	IDI1
2.	There was a full support from the teachers, students, barangay officials and the community as well.	IDI1
3.	Time in schedule or opening and closing of the school gate.	IDI1
4.	When outsiders come in, in the school campus while the guard on duty is busy doing something.	IDI1
5.	Sometimes, there are parents/ guardians can't follow the school policies/regulations (they have their own policy)	IDI1
6.	Collaboration among teacher, parents, students and the community are necessary because the school itself can't do it alone in the implementation of the security and safety of the school.	IDI1
7.	Being a leader, I should be firm in giving instructions and decisions in relation to safety and security of the school.	IDI1
8.	Simply accept some weaknesses or failures for grow and improvement.	IDI1
9.	Collaboration is very much important in all any organization. To attain the simply have a constant communication or coordination meeting (monthly meeting)	IDI1
10.	Strengthen, maintain and sustain the safety and security of the school	IDI1
11.	Human Resources is really needed aside from the financial resources.	IDI1
12.	DRR and guidance programs may be helpful in enhancing the safety and security of the school.	IDI1

APPENDIX F

SAMPLE CODED SIGNIFICANT STATEMENTS

Significant Statement Number	SIGNIFICANT STATEMENTS	Participant Number	Line Number
1	<p>Regarding the elaboration of positive experience of course one is the help coming from the community and coming from the local government.</p> <p><i>(Regarding the elaboration of positive experience of course one is the help coming from the community and coming from the local government.)</i></p> <p>IDI6.SS1</p>	1	1
2	<p>For the teachers each, teacher including especially the advisers they are also in charge the students inside the classroom, so our implementing whoever, for example there are some parents or anybody nga moadto sa mga classrooms for some purpose or maybe some concerns they cannot get in to, or they cannot actually directly go the teacher or the students unless they have to go through the certain process, so they have to ask permission here to the office or the guidance counselor for that matter, for the students of course there are some certain officer in the classroom, they also have given authority or responsibility to take part also regarding security of the school, then for the parents of course, our parents here are very supportive during dismissal there are some parents that they fix their kids during dismissal.</p> <p><i>(For the teachers, each teacher, especially the advisers, are also in charge of the students inside the classroom. So, our implementation is such that, for example, if there are parents or anyone who wants to enter the classrooms for some purpose or concerns, they cannot just go in directly to see the teacher or the students unless they go through a certain process.)</i></p> <p>IDI6.SS2</p>	1	2
3	<p>Recently one of the very commendable in security measures that we implement here in school we try to tap the stakeholders to install a closer in cameras here or CCTV in fact one of our stakeholders give the positive signal that they will install. It is one of a security measure here we try to collaborate, not only the teachers, students, parents, community but also the stakeholders.</p> <p><i>(Recently one of the very commendable in security measures that we implement here in school we try to tap the stakeholders to install a closer in cameras here or CCTV in fact one of our stakeholders give the positive signal that they will install. It is one of a security measure here we try to collaborate, not only the teachers, students, parents, community but also the stakeholders.)</i></p> <p>ID6.SS3</p>	1	3
4	<p>So far there is no such thing as negative but we treat that one and opportunity for improvement.</p>	1	4

	<p><i>(So far there is no such thing as negative but we treat that one and opportunity for improvement.)</i></p> <p>ID6.SS4</p>		
5	<p>The only challenge here especially in the night session is the visibility of those people but so far there are no intruders so far kalooy sa ginoo walay intruders diri nga mga negative nga mga experiences and then if there where instances of unknown persons going in into the school premises, or the campus the campus.</p> <p><i>(The only challenge here, especially in the night session, is the visibility of those people, but so far, there have been no intruders, thank God. There have been no negative experiences with intruders. However, if there were instances of unknown persons entering the school premises or the campus.)</i></p> <p>IDI6.SS5</p>	1	5
6	<p>Maybe it will have negative effect, if will example if you will not involve the teachers, or the community, regarding the safety security measures, if these people in the community, the students or the parents are not well informed they will not collaborate, so there will be a proper coordination and dissemination.</p> <p><i>(Maybe it will have negative effect, if will example if you will not involve the teachers, or the community, regarding the safety security measures, if these people in the community, the students or the parents are not well informed they will not collaborate, so there will be a proper coordination and dissemination.)</i></p> <p>IDI6.SS6</p>	1	6
7	<p>There are those, or I'm not saying in effective but there are some certain, because we are dealing with humans, that our security guard sometimes like for instance magkasakit but we have to supply some other people to augment.</p> <p><i>(There are those, or I'm not saying it's ineffective, but there are certain situations, because we are dealing with humans, where our security guard might, for instance, get sick. In such cases, we have to bring in other people to help augment the security.)</i></p> <p>IDI6.SS7</p>	1	7
8	<p>Negative experiences can be handled when you collaborate also with some or most of a time the people in the school, for example the head teachers or the master teachers.</p> <p><i>(Negative experiences can be handled when you collaborate also with some or most of a time the people in the school, for example the head teachers or the master teachers.)</i></p> <p>IDI6.SS8</p>	1	8
9	<p>I myself I really have to give importance to the emotional aspect and the physical and the mental aspect of the people behind the security measure.</p>	1	9

	<p><i>(I myself I really have to give importance to the emotional aspect and the physical and the mental aspect of the people behind the security measure.)</i></p> <p>IDI6.SS9</p>		
10	<p>That is very important you know all the vicinity of the school not only depending on the CCTVs. As a school head as a security officer you also have thorough maglibot man gyud ko ana, actually from the vicinity of the school from the surrounding until the different classrooms until fourth floor and ground floor.</p> <p><i>(That is very important, you know, to monitor the entire vicinity of the school, not just relying on the CCTVs. As a school head and security officer, I also make sure to regularly patrol. In fact, I go around the entire school area, from the surrounding grounds to the different classrooms, all the way up to the fourth floor and down to the ground floor.)</i></p> <p>IDI6.SS10</p>	1	10
11	<p>What I have said, the CCTV cameras is one, as a human resource and a manager also at the same time, increase the number of security or people in charge of safety and security, it may also help to control the situation if there is a problem may arise.</p> <p><i>(What I have said, the CCTV cameras is one, as a human resource and a manager also at the same time, increase the number of security or people in charge of safety and security, it may also help to control the situation if there is a problem may arise.)</i></p> <p>IDI6.SS11</p>	1	11
12	<p>Time to time is upgrading of trainings or maybe immersion or whatever enhance your capability to run and to make the students secure inside the classroom.</p> <p><i>(Time to time is upgrading of trainings or maybe immersion or whatever enhance your capability to run and to make the students secure inside the classroom.)</i></p> <p>IDI6.SS12</p>	1	12

APPENDIX F1

SAMPLE FORMULATION OF CORE MEANINGS

SIGNIFICANT STATEMENTS	FORMULATED MEANINGS
<p>Regarding the elaboration of positive experience of course one is the help coming from the community and coming from the local government.</p> <p><i>(Regarding the elaboration of positive experience of course one is the help coming from the community and coming from the local government.)</i></p> <p>IDI6.SS1</p>	<p>The informant appreciates the Community and Local Government Support</p> <p>FM62</p>

<p>For the teachers each, teacher including especially the advisers they are also in charge the students inside the classroom, so our implementing whoever, for example there are some parents or anybody nga moadto sa mga classrooms for some purpose or maybe some concerns they cannot get in to, or they cannot actually directly go the teacher or the students unless they have to go through the certain process.</p> <p><i>(For the teachers, each teacher, especially the advisers, are also in charge of the students inside the classroom. So, our implementation is such that, for example, if there are parents or anyone who wants to enter the classrooms for some purpose or concerns, they cannot just go in directly to see the teacher or the students unless they go through a certain process.)</i></p> <p>IDI6.SS2</p>	<p>The informant highlights the collaborative approach among parents, students, and teachers.</p> <p>FM63</p>
<p>Recently one of the very commendable in security measures that we implement here in school we try to tap the stakeholders to install a closer in cameras here or CCTV in fact one of our stakeholders give the positive signal that they will install. It is one of a security measure here we try to collaborate, not only the teachers, students, parents, community but also the stakeholders.</p> <p><i>(Recently one of the very commendable in security measures that we implement here in school we try to tap the stakeholders to install a closer in cameras here or CCTV in fact one of our stakeholders give the positive signal that they will install. It is one of a security measure here we try to collaborate, not only the teachers, students, parents, community but also the stakeholders.)</i></p> <p>ID6.SS3</p>	<p>The informant emphasizes the school's effort to collaborate with a variety of groups including stakeholders for the initiative of security measures.</p> <p>FM64</p>
<p>So far there is no such thing as negative but we treat that one and opportunity for improvement.</p> <p><i>(So far there is no such thing as negative but we treat that one and opportunity for improvement.)</i></p> <p>ID6.SS4</p>	<p>The informant notes that, despite zero casualties, some residents initially resisted evacuation orders. Their experiences during the storm have since highlighted the importance of early evacuation, leading to greater compliance in future responses.</p> <p>FM65</p>
<p>The only challenge here especially in the night session is the visibility of those people but so far there are no intruders so far kalooy sa ginoo walay intruders diri nga mga negative nga mga experiences and then if there where instances of unknown persons going in into the school premises, or the campus the campus.</p> <p><i>(The only challenge here, especially in the night session, is the visibility of those people, but so far, there have been no intruders, thank God. There have been no negative experiences with intruders. However, if there were instances of unknown persons entering the school premises or the campus.)</i></p> <p>IDI6.SS5</p>	<p>The informant conveys positive mindset, instead of viewing challenges as setbacks they use it as an opportunity for improvement and growth.</p> <p>FM66</p>
<p>Maybe it will have negative effect, if will example if you will not involve the teachers, or the community, regarding the safety security measures, if these people in the community, the students or the parents are not well</p>	<p>The informant points out that if individuals are not properly informed, they may not</p>

<p>informed they will not collaborate, so there will be a proper coordination and dissemination.</p> <p><i>(Maybe it will have negative effect, if will example if you will not involve the teachers, or the community, regarding the safety security measures, if these people in the community, the students or the parents are not well informed they will not collaborate, so there will be a proper coordination and dissemination.)</i></p> <p>IDI6.SS6</p>	<p>cooperate or collaborate effectively.</p> <p>FM67</p>
<p>There are those, or I'm not saying in effective but there are some certain, because we are dealing with humans, that our security guard sometimes like for instance magkasakit but we have to supply some other people to augment.</p> <p><i>(There are those, or I'm not saying it's ineffective, but there are certain situations, because we are dealing with humans, where our security guard might, for instance, get sick. In such cases, we have to bring in other people to help augment the security.)</i></p> <p>IDI6.SS7</p>	<p>The informant highlights the need for flexibility and preparedness in managing security.</p> <p>FM68</p>
<p>Negative experiences can be handled when you collaborate also with some or most of a time the people in the school, for example the head teachers or the master teachers.</p> <p><i>(Negative experiences can be handled when you collaborate also with some or most of a time the people in the school, for example the head teachers or the master teachers.)</i></p> <p>IDI6.SS8</p>	<p>The informant emphasizes the importance of teamwork in overcoming difficulties.</p> <p>FM69</p>
<p>I myself I really have to give importance to the emotional aspect and the physical and the mental aspect of the people behind the security measure.</p> <p><i>(I myself I really have to give importance to the emotional aspect and the physical and the mental aspect of the people behind the security measure.)</i></p> <p>IDI6.SS9</p>	<p>The informant emphasizes the importance of considering the emotional, physical, and mental well-being of those involved in implementing security measures.</p> <p>FM70</p>
<p>That is very important you know all the vicinity of the school not only depending on the CCTVs. As a school head as a security officer you also have thorough maglibot man gyud ko ana, actually from the vicinity of the school from the surrounding until the different classrooms until fourth floor and ground floor.</p> <p><i>(That is very important, you know, to monitor the entire vicinity of the school, not just relying on the CCTVs. As a school head and security officer, I also make sure to regularly patrol. In fact, I go around the entire school area, from the surrounding grounds to the different classrooms, all the way up to the fourth floor and down to the ground floor.)</i></p> <p>IDI6.SS10</p>	<p>The informant ensures a hands-on approach by regularly patrolling the schools.</p> <p>FM71</p>
<p>What I have said, the CCTV cameras is one, as a human resource and a manager also at the same time, increase the number of security or people in charge of safety and security, it may also help to control the situation if</p>	<p>The informant emphasizes the importance of CCTV cameras in ensuring security measures.</p>

there is a problem may arise. <i>(What I have said, the CCTV cameras is one, as a human resource and a manager also at the same time, increase the number of security or people in charge of safety and security, it may also help to control the situation if there is a problem may arise.)</i>	
IDI6.SS11	FM72
Time to time is upgrading of trainings or maybe immersion or whatever enhance your capability to run and to make the students secure inside the classroom. <i>(Time to time is upgrading of trainings or maybe immersion or whatever enhance your capability to run and to make the students secure inside the classroom.)</i>	The informant highlights the importance of regular updating and enhancing of training programs.
IDI6.SS12	FM73

APPENDIX F2

SAMPLE DEVELOPMENT OF CLUSTER THEMES

FORMULATED MEANINGS	CLUSTER THEMES
FM62: The informant appreciates the support from the Community and Local Government Unit. FM50: The informants received support from external personnel, Brgys, and Local Government Unit. FM13: The informant grateful the positive aspect of having a security guard at the school. FM48: The informant highlights the help received from the stakeholders. FM87: Informant highlights the positive support from teachers, parents, and the community regarding the school's security and safety measures. FM27: Informant emphasizes that the support from teachers is important to the successful implementation of safety and security measures in the school. FM2: The informant explains that there is a strong and complete support from teachers, students, Brgy. Officials and the community.	Offering support, by showing gratitude for each other's contributions and standing by one another in times of need.
FM116: The informant highlights the strong collaboration from parents, and students especially when the school calls for assemblies. FM18: The informant states the importance of collaboration and cooperation between parents and students. FM6: The informant emphasizes that the school cannot do it alone in the implementation of the security and safety of the school without collaboration among teachers, parents, students and community.	Working together and combining strengths leads to a better outcomes.

FM16: The informant recalled the incident where wires cut and stolen by outsiders, illustrating a security breach and challenge the school faced in maintaining the safety of its property.	Consequences of outside forces
FM39: The informant shared the incident happened where the school was robbed during night. The incident highlights a security lapse	
FM5: The informant highlights the challenges in ensuring consistent compliance with school guidelines due to different perspective.	The challenges of non-compliance and the broader effects in the school environment.
FM12: The informant expressed that not all students will follow the school instructions.	
FM114: The informant shared the challenges to help the students to understand the reason behind the implementation of the policies.	
FM32: The informant emphasizes the importance of evaluating the situation to determine where improvement is needed to resolve the issues effectively.	Regular evaluation helps track progress, and ensure that goals are being met effectively.
FM19: The informant highlights to evaluate the effectiveness of a policy. To continuous assessment and improvement of policies to ensure they achieve the needed goals.	
FM56: The informant suggests, that it is important to classify or identify the issue and then take corrective measures to address it.	
FM105: The informant encourages approaching challenges with open mind, taking calm and thoughtful approach to address the issue and work toward finding a solution.	Flexibility and open-mindedness can lead to more effective and diverse outcomes.
FM33: The informant highlights the importance of maintaining positive attitude, as challenges can always be resolved with effective strategies.	
FM8: The informant encourages embracing weaknesses or failures as opportunity for personal growth and improvement.	
FM119: The informant believes that effective communication is essential for receiving feedback, ensuring security and safety, leadership, and fostering a more productive school environment.	Communication a key elements that contribute to success
FM59: The informant highlights the important role of communication in maintaining effective monitoring and addressing issues promptly.	
FM90: The informants applied the communication and transparency to the community to help ensure the security and safety of the school.	
FM10: The informant describes the importance of continually reinforcing, preserving and ensuring the long-term effectiveness of the school's safety and securing measures.	Regular reinforcement and establish a security officer that focuses on security and safety.
FM47: The informant expresses his goal of implementing a multi-layered approach to safety and security.	
FM83: The informant aspires for things to go smoothly and emphasizes the importance of consistent and strict implementation of rules and measures.	

FM60: The informant aspires to have various technological tools such as CCTV, digital paging system and other equipment to enhance safety and security.	Acquiring upgraded technology and equipment enhances efficiency, innovation and productivity.
FM96: The informant aspires a CCTV, which could help enhance security measures in the school or school properties.	
FM72: The informant emphasizes the importance of both technology such as CCTV cameras and human resources in ensuring safety and security.	
FM97: The informant aspires to have trainings and programs for security and safety.	Value of Training
FM37: The informant expresses to have trainings for security and safety.	
FM24: The informant aspires to have trainings for security and safety for the teachers.	

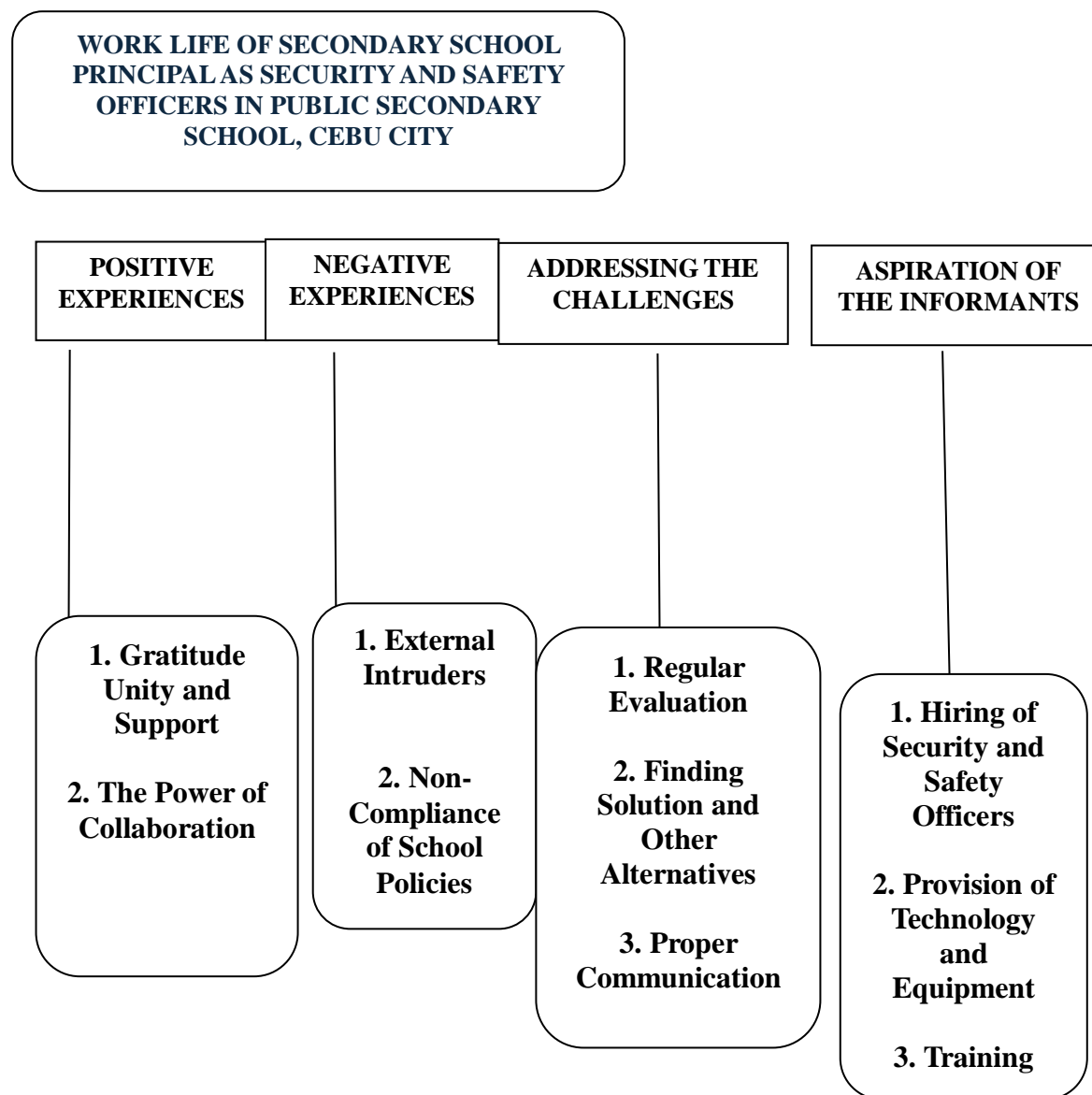
APPENDIX F3

SAMPLE DEVELOPMENT OF EMERGENT THEMES

CLUSTERED THEMES	EMERGENT THEMES
Offering support, by showing gratitude for each other's contributions and standing by one another in times of need.	Gratitude Unity and Support
Working together and combining strengths leads to a better outcome	The Power of Collaboration
Consequences of outside forces	External Intruders
The challenges of non-compliance and the broader effects in the school environment.	Non-Compliance of School Policies
Regular evaluation helps track progress, and ensure that goals are being met effectively.	Regular Evaluation
Flexibility and open-mindedness can lead to more effective and diverse outcomes	Finding Solution and Other Alternatives
Communication a key element that contribute to success	Proper Communication
Regular reinforcement and establish a security officer that focuses on security and safety.	Hiring of Security and Safety Officers
Acquiring upgraded technology and equipment enhances efficiency, innovation and productivity.	Provision of Technology and Equipment
Value of Training	Training

APPENDIX G

DIAGRAM OF COMMON THEMES



CURRICULUM VITAE



MICHAEL P. LOQUIAS

PERSONAL INFORMATION:

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