

# Risk Factors Affecting Students' Safety In Cebu Technological University- Daanbantayan, Tabogon Extension Campus A.Y. 2022-2023

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## ABSTRACT

This study aimed to assess the impact of risk factors on student safety at Cebu Technological University - Daanbantayan Campus, Tabogon Extension. The research, conducted during the Academic Year 2022-2023, holds significance for students, parents, and instructors as it sheds light on how these risk factors influence student safety. The study involved two key variables: the independent variable, which represents the risk factors, and the dependent variable, denoting student safety. The respondents comprised randomly selected students enrolled during the specified academic year, and data were collected using questionnaires. Upon analysis, the study revealed a strong negative correlation ( $r = -1.8551$ ) between risk factors and students' safety, signifying that risk factors have a substantial adverse impact on safety. Consequently, the null hypothesis ( $H_0$ ) asserting no significant correlation between risk factors and student safety was rejected in favor of the alternative hypothesis ( $H_a$ ). In conclusion, this research established that risk factors do indeed affect student safety at CTU - Daanbantayan Campus, Tabogon Extension. To address these issues, it is recommended to conduct seminars aimed at mitigating safety risks within educational institutions.

**Keywords:** risk factors, student risk factors, school risk factors, student safety

## CHAPTER 1

### THE PROBLEM AND ITS SCOPE

#### Introduction

#### Rationale of the Study

As defined in Meriam Webster Dictionary, risk is “someone or something that creates or suggests a hazard”. In day-to-day basis we may encounter different risks that could possibly harm if we are not able to identify the factors and effects, also not equipped with knowledge to determine if someone or something is a threat to our safety. Risk factors play a fundamental role in anticipating and avoiding things that might cause problems to one's safety, (Offord DR & Kraemer HC, 2000). It is very important to identify the

risk factors to predict the possible things that might happen and formulate risk management to lessen the negative impact of an outcome. Furthermore, knowledge about risk factors could prevent unpleasant experiences which could possibly affect our safety.

Risk factors' specific outcome varies on the environment, this may result in dynamic effect, (Offord DR & Kraemer HC, 2000). The risks that we have in school is different from working places (e.g., manufacturing company, business company, restaurants, etc.), however, the effect of these risks differ from each other, so, it is fundamental to determine and assess the types of risks in their appropriate places. In some circumstances, if we misclassify the risk factors in school as not a risk because of the lack of understanding, there will be an absence of risk management that will endanger the safety of the students. De Florio F., 2016 in his article entitled, "Continuing

Airworthiness and Air Operator's Certification" states that, "the objective of safety risk management is to assess the risks associated with identified hazards and to develop and implement effective and appropriate mitigations.", this argument entails that mitigating risk factors outcome comes after identifying the risk itself.

Wikipedia, the free encyclopedia, defines safety as "a state of being "safe", the condition of being protected from harm or other danger. Safety can also refer to the control of recognized hazards to achieve an acceptable level of risk." Safety is very important to one's well-being. It is essential because it could save lives.

The frontline of the students' safety are the school leaders (which includes the faculty and staffs), they can anticipate and resolve safety problems or risks in school; they have the full capability to mitigate and prevent problems from happening, (Jones M, 2002). In school, full authority is on the faculty and staff; they are the ones who can formulate rules and regulations and assess risks. The safety of the students is in their hands, that's the reason why they should know the risk factors affecting the students. Having knowledge about the school-related risk factors and student-related risk factors is putting one step ahead in mitigating the risk and safety problems of the students.

Managing risks is in fact considering the skepticism's effect (whether positive or negative effects) in school. Indeed, risks are everywhere and could affect us daily, so let us equip ourselves with proper knowledge and skills. Managing risks is everyone's responsibility.

The purpose of this study is to determine if the risks factors in school affect the student's safety and to formulate an intervention plan based on the findings of the study.

## **Theoretical Background**

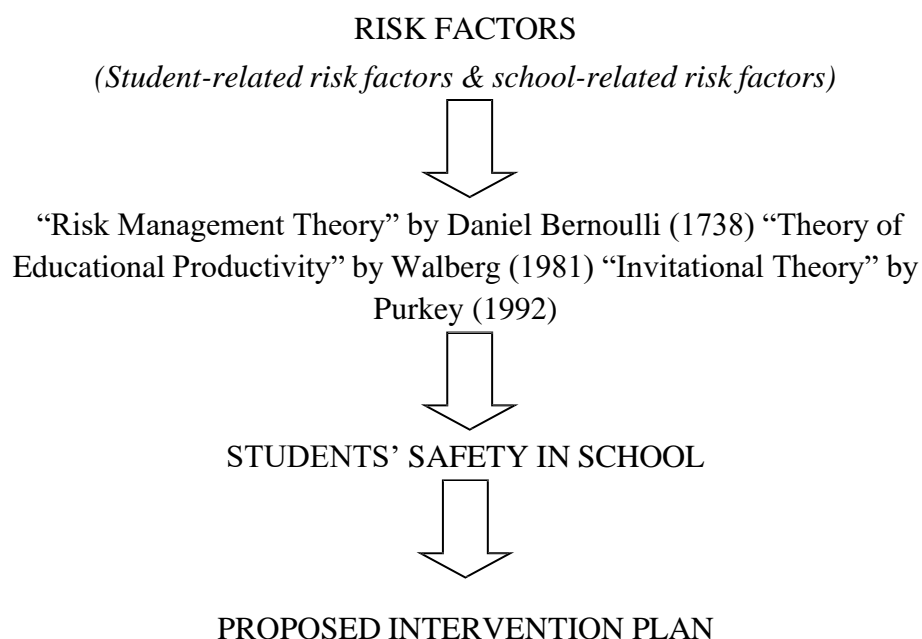
This study anchors the "Risk Management Theory" by Daniel Bernoulli (1738), "Theory of Educational Productivity" by Walberg (1981) and "Invitational Theory" by Purkey (1992).

The Risk Management Theory by Bernouli (1738), states that a person can obtain risk not only focuses on the possible losses or gains, but also, risk happens upon doing risky action itself. People should always take into consideration the possible effects of the outcomes based on the decision- making process that they will do (Bulmer M. & Galton F.). Analyzing Bernouli's hypothesis, it was said that every action that people do always have a consequence in the end, regardless of what decision you've taken. Risky action itself could be a reason for the risk to occur. According to Spikin I.C.(2013), in his article entitled "Risk Management theory: the integrated perspective and its application in the public sector", he pointed out that "the word 'risk' has become a common and widely used part of today's vocabulary, considering personal circumstances (health, pensions, insurance, investments, etc.), society (terrorism, economic

performance, food safety, etc.) and also business (corporate governance, strategy, business continuity, etc.)”. In line with this argument, risk management theory strengthens the hypothesis that every risky action corresponds with risk in the outcomes, so it is very important to have a well-organized decision making.

Theory of Educational Productivity by Walberg (1981) talks about the different influences in learning that may affect the performance of the students academically - in line with their safety in school. Walberg’s desire to explore learning and academic achievement, he then proposes and came up with different methods identifying the different factors affecting the academic performance of the students. From this argument, it will be assumed that there are lots of factors affecting students in school, it is either academically, emotionally, physically or safety. In his theory, Walberg pointed out the influential domains of variables, specifically the social-emotional influences which includes classroom management, parental support, student-teacher interactions, social-behavioral attributes, motivational-effective attributes, peer-relationship etc. These factors affecting students in school can be considered as risk factors affecting their safety in school, especially when we are going to talk about the social-emotional influences.

Invitational Theory by Purkey (1992), he describes an educational framework of learning/teaching relationships based on human value, responsibility, and capabilities. According to Purkey (1992), “In invitational theory, everybody and everything adds to, or subtracts from, human existence. Ideally, the factors of people, places, policies, programs, and processes should be so intentionally inviting as to create a world where everyone is cordially summoned to develop physically, intellectually, and emotionally”, this argument presented the student-school relationship, student goes to school and school needs students. The foundation of invitational theory is the belief that one person can be of benefit to others; in the educational context, this benefit usually accumulates through an invitation to participate in the learning environment (Purkey & Novak, 1996). However, it is always the choice of the individual (the student) to accept or reject the invitation (Riner, 2010). Everything lies between your decision; you must be wise when making decisions because the consequences is also yours to handle.



**Figure 1.** Conceptual Framework of the schematic diagram of Risk Factors Affecting Students Safety in Cebu Technological University - Daanbantayan, Tabogon Extension Campus A.Y. 2022-2023

## **The Problem**

### **Statement of the Problem**

This research entitled “Risk Factors Affecting Student Safety in Cebu Technological University - Daanbantayan, Tabogon Extension Campus A.Y. 2022-2023” will be conducted to determine the correlation between Risk factors and students’ safety in Cebu Technological University-Daanbantayan, Tabogon Extension Campus

Specifically, it answers the following questions:

1. What is the respondent’s profile as to:
  - 1.1 Gender.
    - 1.1.1. Female
    - 1.1.2. Male
  - 1.2. Course
    - 1.2.1. BSIE
    - 1.2.2. BSIT
    - 1.2.3. BTLED-HE
    - 1.2.4. BEED
    - 1.2.5. BSHM
  - 1.3. Degree Program
    - 1.3.1. Day Program
    - 1.3.2. Night Program
2. What is the level of risk factors affecting student safety in terms of:
  - 2.1 Student - Related Risk Factors.
    - 2.1.1. Behavior/Discipline problems,
    - 2.1.2. Poor-peer relationships,
    - 2.1.3. Transportation,
    - 2.1.4. Class Schedule,
    - 2.1.5. Weather Temperature.
  - 2.2 School-related Risk Factors.
    - 2.2.1. Under-construction rooms,
    - 2.2.2. Water Scarcity,
    - 2.2.3. Classroom sizes and lack of facilities,
    - 2.2.4. Wasted fence,
    - 2.2.5. Limited space,

3. At what level do students feel safe in School?
4. Is there a significant relationship between the risk factors and to the student's safety in the Cebu Technological University - Daanbantayan, Tabogon Extension Campus for the Academic Year 2022-2023?
5. Based on the findings of the study, what intervention program could be proposed?

### Statement of Hypothesis

It was the common knowledge that risk factors in school had nothing to do with the safety of the students at Cebu Technological University - Daanbantayan, Tabogon Extension Campus. However, the group 2 team of researchers from Bachelor of Science in Industrial Engineering, have this mental reservation that the risk factors in school somehow affect the student's safety. Hence, the assumption of this research entitled: "Risk Factors Affecting Student Safety in Cebu Technological University-Daanbantayan, Tabogon Extension Campus A.Y. 2022-2023" is that risk factors affect the safety of the students.

In the light of this assumption this null hypothesis is presented and shall be tested at a significant level of 0.05.

H<sub>0</sub>: There is no significant correlation between risk factors and safety of the students at Cebu Technological University - Daanbantayan Campus, Tabogon Extension.

H<sub>a</sub>: There is a significant correlation between risk factors and safety of the students at Cebu Technological University - Daanbantayan Campus, Tabogon Extension.

### Significance of the Study

The present research on "Risk Factors Affecting Student Safety in Cebu Technological University - Daanbantayan, Tabogon Extension Campus A.Y. 2022-2023" aim to provide crucial information and awareness of Risk factors towards students. In the same manner, the proposed intervention plan of the researcher will be used by the instructors and professors as a learning guide material in providing safety awareness in different kinds of risk factors. This research is viewed as significant and beneficial to the following related persons:

**Students.** They will be aware of risk factors in the school environment and prevent crucial scenarios. They will be cautious with the risk factors and mitigate negative results. There will be a safety between the school environment and students.

**Instructors and Professors.** This study will be very beneficial to the instructors and professors of CTU-Tabogon Extension. Through this research, instructors and professors may purposefully discover and be aware of the school related risk factors and discuss the matter regarding this problem.

**Parents.** The research benefits the parents of the children. As parents enroll their children in this state University, comes with self-assurance that their children are given more education and a safer environment.

**Researchers.** This study will be beneficial to the researchers because through this research they can be able to propose an intervention plan to mitigate the risk factors in school and assures the safety the

safety of the students in Cebu Technological University - Daanbantayan, Tabogon Extension Campus.

**Future Researchers.** The findings of this study will serve as a good source of accurate and useful information for them about the different risk factors affecting the student's safety.

## Research Methodology

### Research Design

The research design adopted in this study is descriptive design. The research selected descriptive survey since it describes the relationship in which one thing affected or more variable (Oxford, 2001).

Random sampling method will be used for the sample selection. Through randomized sampling technique, the researcher will be able to choose the respondents of the study by assigning each student a random number. The formula is used to calculate the sample since its slovin's formula. By using slovin's formula, sample size with an error of 5% and with a confidence level of 95% the calculation from the 1013 population of all tertiary students taking up the courses Bachelor of Science in Industrial Engineering (BSIE), Bachelor of Science in Hospitality Management (BSHM), Bachelor of Science in Information Technology (BSIT), Bachelor of Elementary Education (BEED), Bachelor of Technological Livelihood Education - Major in Home Economics (BTLEd) in Cebu Technological University - Daanbantayan, Tabogon Extension Campus (came up with 287 sample students).

FORMULA in getting the sample size (slovin's formula).

$$\frac{n}{N} = \frac{1}{(1 + e^2)}$$

Where:

N= Total population size e= Margin of Error

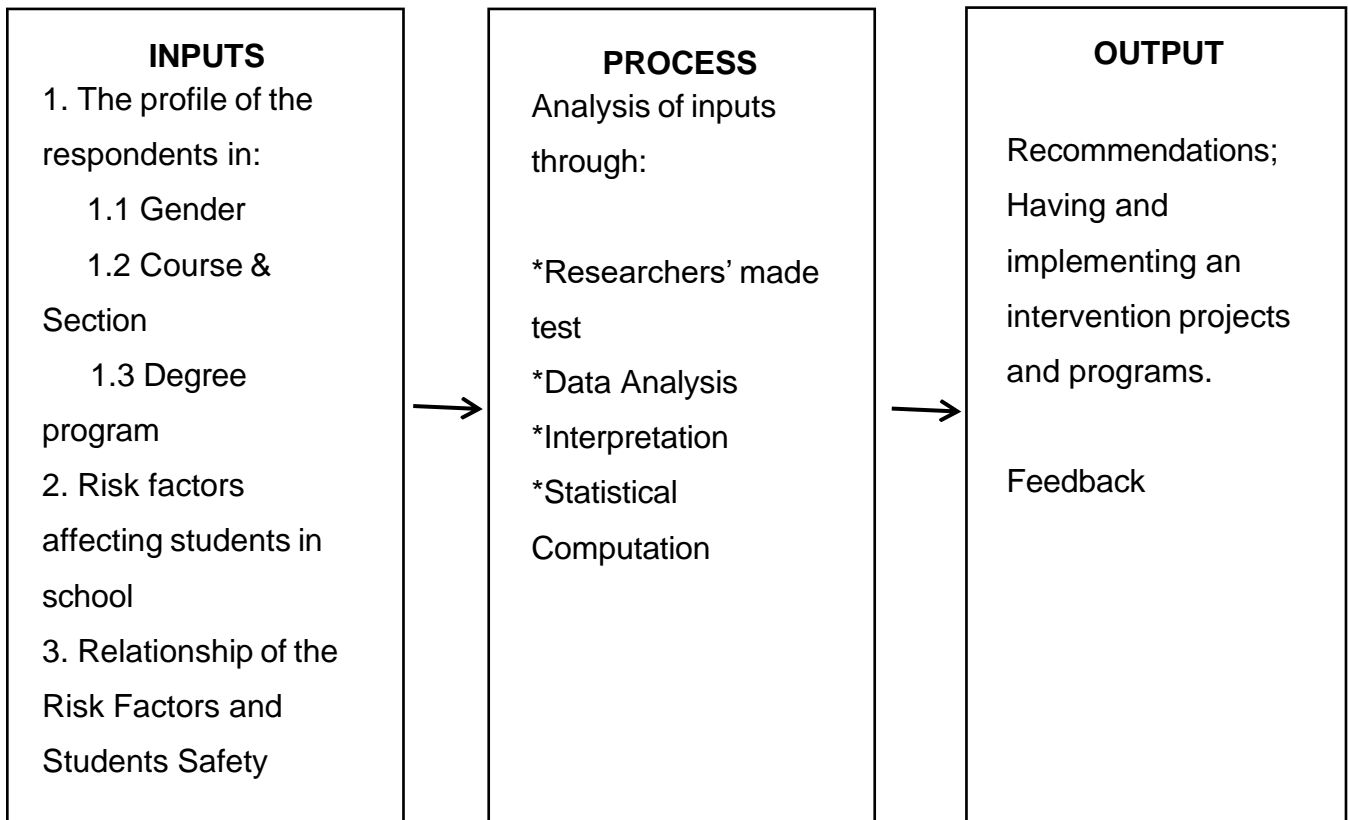
This part also discusses the procedure that will be used in the conduct of the study. It focuses on the environment, respondent, research instrument, data gathering procedure, statistical treatment and scoring procedure of the study.

### Flow of the Study

The *input* of the study includes the respondents' profile as to their gender, course and section, and degree program. Furthermore, the risk factors affecting the student's safety (student-related risk factor and school-related risk factor) in Cebu Technological University - Daanbantayan, Tabogon Extension Campus.

The *process* follows after gathering all relevant details that have bearing on the direction of the study. Data are organized according to the variables of the study. After organizing the data, it was analyzed (according to variables) using statistical procedure and tools to identify what the collected data talk about the relationship of the variable of the study.

The *output* of the study is used to formulate an intervention project and program for the students at Cebu Technological University - Daanbantayan, Tabogon Extension Campus.



**Figure 2.** Flow of the study

**Environment of the Study**

The study will be conducted in Cebu Technological University - Daanbantayan, Tabogon Extension Campus. The university is located at the Barangay Poblacion, Tabogon, Cebu and established in 2015 by virtue of a memorandum of agreement signed by the 4<sup>th</sup> district of Cebu Congressman, Benhur L. Salimbangon and Cebu Technological University President Dr. Rosien A. Ancheta Jr... This campus is one of the 3 extension campuses of Cebu Technological University - Daanbantayan Campus. The Cebu Technological University - Daanbantayan, Tabogon Extension Campus is under the Supervision of the Campus Director, Dr. Rolina C. Paran. The university offers numerous programs namely, BSIE, BSHM, BSIT, BEED, and BTLEd. It has 19 instructional rooms and 6 non-instructional rooms. This campus has a computer laboratory, science laboratory, audio-visual room, and library with access to the internet and tools which is very useful for the professors, instructors, and students. The university has two (2) guards, one

(1) guard for the day program and one (1) guard for the night program, this will be for the safety of the students, instructors/professors inside the school premises.

Furthermore, the Cebu Technological University - Daanbantayan, Tabogon Extension Campus has thirty-four (34) professors and instructors. It accommodates open space are providing parking area for the vehicles of students and CTU- Daanbantayan, Tabogon Extension Campus. It has the facilities and utilities being used by the faculty staff and students. On the other hand, the school is in progress zone.



Figure 3. Environment of the Study



**Respondents**

The respondents of the study are the respected students of Cebu Technological University - Daanbantayan, Tabogon Extension Campus enrolled for the academic year 2022-2023. Taking up courses such as Bachelor of Science in Industrial Engineering, Bachelor of Science in Hospitality Management, Bachelor of Science in Information Technology, Bachelor of Elementary Education, and Bachelor of Technology and Livelihood Education - Major in Home Economics. The BSIE course has thirty-five (35) female students and twenty-five (25) male students, a total of sixty (60) students for all the three (3) year level. The BSHM course has one hundred eighty-four (184) female students and two hundred seven (207) male students, a total of three hundred ninety-one (391) students for all the four (4) year level, day and night program. The BSIT course has a one hundred fifty- four (154) female students and two hundred thirty-six (236) male students, a total of three hundred ninety (390) students for all the four (4) year level, day and night program. The BEED course has eighty-six (86) female students and eight (8) male students, a total of ninety-four (94) students for all the four (4) year level. The BTLEd course has sixty-two (62) female students and sixteen (16) male students, a total of seventy-eight (78) students for all the four (4) year level. To sum up all, the enrolled for the A.Y. 2022-2023 students at Cebu Technological University - Daanbantayan, Tabogon Extension Campus has a total population of 1013 students. The number of sample students of the researchers is 287 students.

**SAMPLING:**

$$n = N / (1 + Ne^2)$$

$$n = 1013 / \{1 + 1013 (0.05)^2\}$$

$$n = 1013 / \{1 + 1013(0.0025)\}$$

$$n = 1013 / (1 + 2.5325)$$

$$n = 1013 / 3.5325$$

$$n = 286.76$$

$$n = 287$$

**Table 1 Distribution of Respondents (Slovin’s Formula)**

Respondents	Population	Sample Size
CTU Students enrolled for the A.Y. 2022-2023 (BSIE, BSHM, BSIT, BEED, BTLEd)	1013 students	287 students

## Research Instruments

Questionnaires serve as an instrument for gathering data from individuals. It is a very helpful tool in gathering relevant information to determine the demand of the proposed study. It is also very helpful in analyzing the risk factors affecting the student's safety that are essential of the study of randomly selected bonafied students who enrolled in Cebu Technological University - Daanbantayan, Tabogon Extension Campus for the Academic Year 2022-2023.

To establish concrete data and text, the researchers formulate the survey questionnaire as an instrument in gathering data. It consists of questions that challenged the higher order thinking skills of the bonafied students at Cebu Technological University - Daanbantayan, Tabogon Extension Campus in answering the questions randomly. The main goal of this questionnaire is to evaluate and compare the risk factors (student-related risk factors and school-related risk factors) and the safety of the students.

## Data Gathering

Data gathering procedure is a systematic approach of gathering information from a variety of sources to get a complete and accumulate picture of an area of interest. It is a method on how researchers acquire answers to questions on data gathering for the purpose of analyzing results.

Respondents' gender, course & Section, and Degree Program are gathering means of survey questionnaire. The researchers also secured a copy of respondents' population provided by the university's administrator.

The researchers provide a letter of approval to the Acting Campus Director, to the researchers' adviser, and to the respondents' advisers, to formally conduct the gathering of data needed for the study.

## Statistical Treatment

After the collection process, the researchers will tally, tabulate and analyze the data with the help of statistical tools. The data collected in the study will be subjected to computations according to the direction and purpose of the study.

One of the statistical tools to be used by the researchers is the simple percentage to determine the profile of the respondents. Percentage will be used to classify the respondents according to their gender, course, and degree program. The statistical tool also includes the frequency that will present the actual response of the respondents to a specific question or item in the questionnaire.

The percentage of each item will be computed by dividing the number of responses for every item by the total number of sample respondents who will answer the survey questionnaire.

Formula:

$$\% = \frac{\text{ } }{(\text{ } \cdot 100)}$$

Where % = percentage

F = number of responses for every item N = total number of sample respondents

The Pearson's Correlation Coefficient is used to compute the statistical measures.

Statistical correlation is measured by what is called the Pearson's Correlation Coefficient (r). It measures the linear relationship between two variables. It is used to determine if a significant relationship

exists between the variables. It is solved using the formula below.

$$r = \frac{\sum y - (\sum)(\sum y)}{\sqrt{\{\sum^2 - (\sum)^2\} \{ \sum y^2 - (\sum y)^2 \}}}$$

Where:

= Pearson’s Correlation Coefficient

= number of pairs of values

$\sum$  = sum of x values

$\sum y$  = sum of y values

$\sum y$  = sum of the products of paired values

$\sum^2$  = sum of the squared x values

$\sum y^2$  = sum of the squared y values

A positive linear correlation exists when the increase on the values of one variable causes the values of another variable to increase as well. On the other hand, it is a negative linear correlation when the increase on the values of one variable results to the decrease of the values of the other variable.

**Table 2 Pearson’s Correlation Coefficient**

Value of r	Linear Relationship
0.00 to 0.19 (-0.19 to 0.00)	Very weak positive (negative) correlation
0.20 to 0.39 (-0.39 to -0.20)	Weak positive (negative) correlation
0.40 to 0.59 (-0.59 to -0.40)	Moderate positive (negative) correlation
0.60 to 0.79 (-0.79 to -0.60)	Strong positive (negative) correlation
0.80 to 1.00 (-1.00 to -0.80)	Very strong positive (negative) correlation

**Scoring Procedures**

The researchers’ instrument is divided into two parts the demographic profile and its questionnaire.

These are scores according to the answers of the respondents to the questionnaire. The researcher will get the percentage of the number of answers of the respondents to its response to the questionnaire.

The 7-point Likert Scale is legendary and has been used since 1932. It offers seven different options to choose from and is majorly used by researchers. It provides two moderate opinions along with two extremes, two intermediate, and one neutral opinion to the respondents. (Survey sensum)

**Table 3 7-Point Likert Scale**

Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
7	6	5	4	3	2	1

**Definition of Terms**

**Risk factor.** It refers to the hazards in school or something that creates a threat to the safety of the students.

**Student-related risk factors.** This refers to the hazards that commonly concerns students.

**School-related risk factors.** This refers to the hazards that are found in school.

**Students Safety.** This refers to the level of safeness pf the students in school.

**Descriptive- correlational.** A research design used in the study.

**Frequency.** Refers to the rate at which something occurs or is repeated over a particular period of time or in a given sample.

**Random Sampling.** This refers to the sampling method, in which the researcher randomly selects a subset of participants from a population.

**Intervention plan.** Refers to a blueprint for helping a student build specific skills or reach a goal.

**CHAPTER 2 Review of Related Literature and Studies**

This chapter discussed the related literature and studies that would support and gave light to what direction this study would be heading to. This would unlock some of the future difficulties that this study might encounter from the very start of inquiry until the final draft of this research.

**Review of the Related Literature**

United States Agency for International Development or USAID, (2013), presented in the article entitled “Literature Review on The Intersection Of Safe Learning Environments And Educational Achievement”, “a safe school is one that is free of danger and possible harm for students, but in reality, violence in schools is a global phenomenon. Moreover, studies in developing countries indicate that school violence is especially prevalent in such settings.” Analyzing this altercation, it is in fact school is experiencing risks that most probably affect the students’ performance. As it was stated that a school should be free from danger and risk free for students, but as time passes by, school risks and violence become more rampant. The United States Agency for International Development or USAID defines school violence as a corporal punishment, cruel and humiliating forms of psychological punishment, sexual and gender-based violence, fighting, and gang related violence. Furthermore, vulnerability to bullying and other forms of school violence varies among students, based on gender, sexuality, disability, minority group status etc. This is related to the present study for it has the same variable that being discussed which the risk factors and students’ safety in school. Moreover, this literature will support the present study in proving that there are numerous factors of risks and school violence that will affect the safety and

comfortability of the students in school. As the present aims to unfold the problem of students' safety, this literature will serve as a support.

In accordance with Van Ryzin and Rozeth (2018), As children reach adolescence, peer groups gain a special power to influence their behavior, thanks in part to developmental changes that emphasize the vital importance of being accepted among friends and associates, from the article "The Power of Peer Influence on Address Student Behavioral Problems". It explains that when a group norm promotes positive behavior, peer influence can be beneficial, such as getting good grades. Unfortunately, some peer groups promote antisocial behavioral norms. Thus, some of the students during the middle of school year use alcohol, cigarettes or engage in risky behavior. Once the negative behavioral norms are put in place, they can be difficult to change. This is related to the present study because it addresses how peer groups influence the behavior of a student. Associating with wrong peer groups can put students at risk.

As mentioned by Salazar, et Al (2019), one possible reason for the effects observed is that pupils cannot concentrate or are distracted when temperatures in classrooms are too high and this has negative consequences for an effective learning process, from the article " The Relationship Between Temperature and Children's Performance in School". This explains that temperature can make children uncomfortable and make it more difficult to focus on schoolwork. When the body is subjected to thermal discomfort, a person's brain will be distracted by signals from the body. Thermal discomfort caused by elevated temperatures in classrooms has been shown to reduce the ability of pupils to perform typical schoolwork. This article will support the present study since it tackles classroom temperature and how it can affect a student's ability to learn and function in obtaining information. A healthy learning environment provides positive learning to students. Once the temperature is high students feel distracted and unable to concentrate during discussion or examination.

In journal entitled Perceptions of Campus Safety and associated factors among Undergraduates of University of Lagos, Nigeria by Pius Enechojo ADEJOH stated that securing the school environment and creating safe conditions involves in the main, two main basic safety and security functions namely, facilities maintenance and surveillance of the school environment (Usman, 2008). So that, students may feel safety in the school environment and to ensure the safety conditions of facilities. Meanwhile, the latter involves closely monitoring or watching the whole school environment closely and ensuring that all areas of the school are constantly observed and monitored regardless of whether they are occupied or not, used or not (Xaba (2006). On the other hand, perception about campus safety is influenced by a complex web of factors. One of these factors is the physical environment of the campus (Owusu, Akoto, & Abnory, 2016;). Fletcher and Bryden (2007) observe that the top three physical safety features of concern on college campuses are lighting and signage on campus, and the availability of emergency phones. Loukaitou-Sideris and Fink (2009) add that elements of campus physical environment such as darkness, desolation, lack of other people in surrounding areas, and poor maintenance can influence perceptions of fear about a public setting. Thus, many studies reports that most students take some type of safety precaution to protect themselves on campus (Brown & Andy; Currie 1994; 2007; Pain, 2000). Currie (1994) also found that men and women use safety precautions differently. Men are much more likely to carry a weapon than women, while women are much more likely to use avoidance strategies. Starkweather (2007) also found that students may utilize bold strategies to manage their concerns related to campus

safety. As a coping strategy, people prefer to act boldly to limit activities of miscreants in response to safety in order to feel safe (Kelly, Turner & Torres, 2006). Not only using safety precautions like avoidance strategies (not walking at night, staying away from specific areas of campus), walking with other students, carrying an object which could be used as a weapon, or carrying a weapon but also campus security services that secured college campuses and providing some form of security patrol, safety escort service, emergency phone system, and emergency phone numbers. Fletcher and Bryden (2007) found that the majority of people in their study were aware of campus security and foot patrols, but fewer people had actually used either of these services. Students were much more likely to use safety precautions than they were to contact campus security. According to Franzosa (2009), the most effective way to do this is through encouraging communication between students and campus security services. Franzosa (2009) argues that by communicating that campus security is alert and knows how to react in any situation, students are more likely to be informed and participate in campus safety measures. Students also need to be informed of the risks that exist, without being unnecessarily fearful of the campus. "The key to fighting campus insecurity is not to create fear or diminish freedom, but rather to keep resources available, raise awareness that threats exist, and maintain open lines of communication" (Franzosa, 2009, 21).

### **Review of the Related Study**

In the study of Joann Horton (2015), educators need to be able to recognize the high-risk behaviors of college students to become effective facilitators of student learning and success, from her study entitled "Identifying At-Risk Factors That Affect College Student Success". This explains that understanding these important risk factors lays the groundwork for teachers to help students learn how to effectively address the risk and succeed academically. This is related to the present study because it also tackles the behavior that affects students' capabilities and comfort ability in working their tasks. Awareness of risk factors affecting students is an important factor that the instructor needs to focus on to produce productivity in the class. Furthermore, this study will support the present study in eliminating risk factors and lessen the probability of students' health issues, specifically in mental health. Also, this study increases awareness of the risk factors, especially for the educator, that the comfortability of the environment has a big impact on the improvement of students.

Another Study by Kibriya, et Al (2018) stated that a safe learning environment is a place where structured learning is free from environmental, internal, and external threats to learners and educators well-being; where both the infrastructure of the organization and the people within that environment are deemed safe, from the study entitled "The Effects of School Safety On Academic Achievement". This explains that a safe learning environment can be threatened by internal threats, such as bullying, external threats such as attacks on school, and environmental threats such as natural disasters. School safety plays an important role in students' development and academic success. This is related to the present study because it tackles the safety learning environment. Students who feel safe at school tend to have better emotional health and are less likely to engage in risky behaviors. Furthermore, this study will support the present study in determining the effects of safe learning environment on students' academic performance. When students feel safe, they can focus on their education.

From the study entitled "Classroom Temperature and Learner Absenteeism In Public Primary Schools In The Eastern Cape, South Africa", a student may opt not to attend class the following day after

experiencing negative health consequences when sitting in an indoor classroom with high temperature levels (Pule et al., 2021). It explains that a safe school location and structure, as well as healthy indoor and outdoor school environments, are essential elements of a space that is conducive to learning. This is related to the study because it tackles the risk factors that affect students specifically in temperature level (e.g., hot weather and cold weather) in school. The environment in which students are allowed to explore their ideas and hone their knowledge is a significant factor in their progress. It is very significant to provide a healthy environment to support positive learning and keep them far from any risk that will affect their studies. Furthermore, this study will support the present study that shows that comfortability in the environment is very essential for students to learn where it helps them to be productive.

Another study of Goguen Et al., (2008), states that a peer relationship serves a positive function towards children, adolescents and adult lives, from the article entitled “The Role of Peer Relationships In Adjustment To College”. This explains that having a positive peer relationship has a huge impact on the lives of the students. This is related to the present study because it tackles peer relationships. Students who have positive peer relationships in their environment have a big impact on them because it leads to being productive in their class and also, they can improve their self-esteem and self-confidence. It is very significant to have a positive peer relationship in school so that it can provide a healthy environment and to avoid negative and toxic people that will affect their studies. Furthermore, this study will support the present study that shows that positive peer relationships are essential for students in order for them to be more competitive and productive in their class.

Education is a fundamental way to achieve development and growth. Thus, it is essential to design educational infrastructure in such a way as to maximize the accessibility and effectiveness of the education being delivered (Barrett, et Al. 2019) from the study entitled “The Impact of School Infrastructure on Learning”. Hence, this explains that education infrastructure aids to enhance the quality of education and a better learning environment for all students. To guarantee that all children and youths have the chance to attend school and acquire the knowledge and abilities they need. School infrastructure helps to improve the quality of education and help focus on students’ development. This is related to the study because it tackles how school infrastructure affects children’s learning outcomes and how physical school design affects the health, safety, and learning process of children. Moreover, this study will support the present study in proving that educational infrastructure creates a big impact on students in feeling at ease while learning. The potential benefits of improving the spaces where education is provided can be a safer and healthier environment for students and better learning outcomes. This study will show that student’s performance will enhance if the school has a better learning environment.

According to Olaken (2016), it is generally observed that peer groups have a lot of influence on students, from the article entitled “Influence Of Peer Group Relationship On Academic Performance Of Students In Secondary Schools”. This explains that this is seen from the role played by the peer group in the life and learning of a student, evidence abounds that students feel more comfortable and relaxed among fellow students. This is related to the present study because it also tackles the peer group relationship that affects the comfortability and safety of the students in school. Also, to determine the effects of having a peer group in school, whether it can lead to the risk of the students or it leads to a positive effect on the students’ performance. On the other hand, a peer group which is prone to study would have a

positive effect on a dull member towards learning and stimulate his/her interest in learning. Furthermore, the relatedness of this article to the study will support the present study in determining the impact of peer group relationship on the academic performance of the respondents.

Another study by Blagg, et Al (2017), student transportation may also affect a student's health and well-being. Issues of safety and health while traveling to school can have an impact on a student's attendance and her overall academic performance, according to the research entitled "Student Transportation and Educational Access". This explains that how long the students commute to school may have a negative impact on students' health, safety, and academic performance. Class attendance allows students to advance their understanding and ability to communicate with peers in a variety of adaptive ways. Students tend to have low class attendance and poor performance when they arrive at school late. This is related to the present study since most of the students in Cebu Technological University Tabogon Extension have a hard time traveling to school.

Findings on the adverse impacts of unfavorable temperatures on students' study time suggest a novel channel that extreme weather may have on human capital accumulation. An essential factor in the accretion of human capital is study time and extreme temperatures could temporarily interrupt students' learning by reducing their class attendance and self-study. This is also even more critical since climate change is not only responsible for the rising average temperatures but also for more frequent temperature extremes (Vose, Easterling, Kunkel, LeGrande, & Wehner, 2017). The study complements other literature which focused on heatwaves and test scores of high school students. Test grades are a function of both test day cognitive performance as well as the cumulative study time. However, in this study, students do not reduce their study time on hot days suggesting that lower grades on hot exam days could be primarily driven by the cognitive performance channel, which stipulates that exposure to heat will diminish attention, memory, information retention and processing, and the performance of psycho-perceptual tasks (Hocking, Silberstein, Lau, Stough, & Roberts, 2001). "Too Hot or Too Cold to Study? The Effect of Temperature on Student Time Allocation" so this explains that students substitute study time with leisure on days with extremely low and high temperatures. Extreme temperatures also have a noticeable heterogeneous effect on time allocation for both groups of students.

College students respond to the unpleasant weather by substituting study time with weather-appropriate leisure. In comparison, high school students reduce both class and self-study time, which is more frequent during cold days. Lastly, students in cold and hot climates are observed to react more to the temperature to which they are not acclimatized.

From the study entitled "The Effects Of School Safety On Academic Achievement" it stated that a safe learning environment is defined as a place where structured learning is free from environmental, internal and external threats to learners and personnel's safety and wellbeing, where the infrastructure of a learning environment is deemed safe (USAID, 2016). "On the other hand, a safety and healthy learning environment have a positive impact both physically and mentally in students. But in some cases, students in unsafe schools may suffer from mental health problems, such as reduced self-esteem, inability to concentrate, and depression (Barrett et al., 2012; Dunne et al., 2013; Hazel, 2010; Hemphill et al., 2011; Kosciw et al., 2013; Ouellet-Morin et al., 2011; Ozer and Weinstein, 2004; Ripski and Gregory, 2009).



Also, Internal threats such as School Related Gender-Based Violence (SRGBV), corporal punishment, bullying, verbal harassment, and gang activity/recruitment within a school, External threats, attacks on the way to/from school, ideological attacks on learning environments, armed/violent attacks on learning environments, and occupation of learning environment infrastructure by armed groups and Environmental threats can include natural disasters and public health epidemics that damage school infrastructure and disrupt the supply of education services (USAID, 2016), all these threats have the potential to significantly decrease students’ academic performance as well as the safety of students inside and outside of school.

**Synthesis:**

The above collection of both foreign and local studies provides information to the proponents that the researchers’ proposed study has similarities with other systems which is widely used. As stated, risk factors in school (such as: student-related risk factors and school-related risk factors) have something to do with the students’ safety.

The collections of studies above are related in the importance of keeping all the records and files. It will give assurance that these files are secured and accessible as a framework of the present study. This review of related literature and review of related study strengthens the support for the hypothesis of the researchers.

**CHAPTER 3  
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

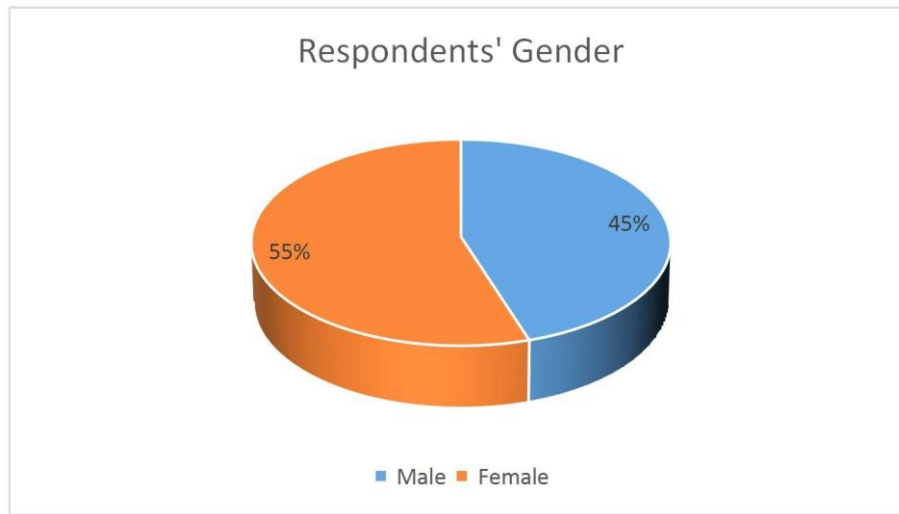
This section presents, analyses, and interprets the data gathered to verify and substantiate the problem being studied. The data include the following: the distribution of the respondents by their gender, the distribution of the respondents by their course, the distribution of the respondents by their course program, the frequency of responses in section II - risk assessment, the frequency of responses in section III - students’ safety, score of the respondents in section II - risk assessment, score the respondents in section

III - students’ safety, scores of responses and the correlation of the two variables.

**Table 4 Distribution of respondents by their gender**

Gender	Respondents	Percentage
Male	130	45%
Female	157	55%
Total	287	100%

Table 4 depicted the distribution of the respondent’s profile in terms of their gender. Out of 287 respondents, 130 were male and 157 were female. It showed that majority fifty-five percent (55%) of the respondents were female while only forty-five percent (45%) were male.



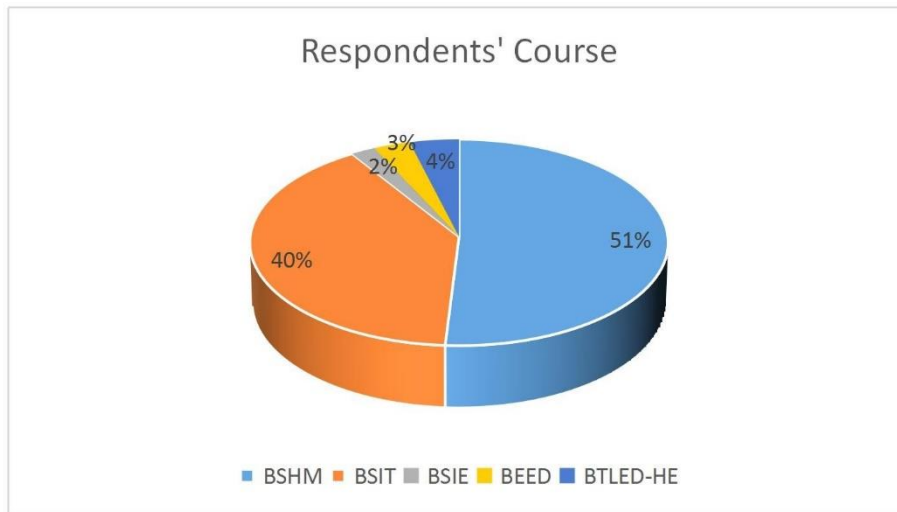
**Figure 4.** Percentage of Respondents by their Gender

This is an indication that female respondents from the Cebu Technological University - Daanbantayan, Tabogon Extension campus is greater than the male respondents. Moreover, this indicates that majority of the students enrolled for the A.Y. 2022-2023 were female students. These respondents were academically inclined, emotionally, and mentally concerned. This can be an indication that students, mostly female, were safety is affected by risk factors in school.

**Table 5 Distribution of respondents by their Course**

Course	Respondents	Percentage
BSHM	147	51%
BSIT	115	40%
BSIE	6	2%
BEED	9	3%
BTLED - HE	10	4%
Total	287	100%

Table 5 showed the distribution of the respondents by their course. Fifty-one percent (51%) of the respondents indicated that they were taking a course of Bachelor of Science in Hospitality Management. On the other hand, forty percent (40%) indicated that they were taking a course of Bachelor of Science in Information Technology. Two percent (2%) indicated that they were taking a course of Bachelor of Science in Industrial Engineering. Three percent (3%) indicated that they were taking up a course of Bachelor in Elementary Education. Lastly, four percent (4%) indicated that they were taking a course of Bachelor in Technology Livelihood Education major in Home Economics.



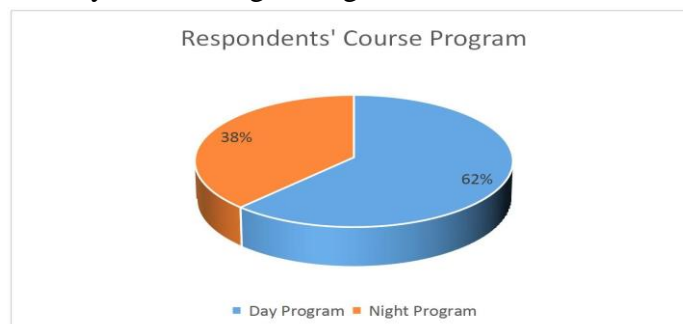
**Figure 5.** Percentage of Respondents by their Course

This is an indication that the respondents who were enrolled in Cebu Technological University - Daanbantayan, Tabogon Extension campus for the A.Y. 2022 - 2023 were mostly taking up a course of Bachelor of Science in Hospitality Management which is greater than the students taking up different courses offered in Cebu Technological University - Daanbantayan, Tabogon Extension Campus. Moreover, this indicates that most of the students enrolled in the A.Y. 2022 - 2023 were taking up a course of Bachelor of Science in Hospitality Management. These respondents were academically inclined, emotionally, and mentally concerned. This can be an indication that students, mostly Bachelor of Science in Hospitality Management students', where safety is affected by risk factors in school.

**Table 6 Distribution of respondents by their Course Program**

Course Program	Respondents	Percentage
Day Program	179	62%
Night Program	108	38%
Total	287	100%

This table shows the distribution of the respondents by their course program. As shown by table, sixty two percent (62%) of the respondents indicated that they were in Day Program while thirty-eight percent (38%) indicated that they were in Night Program.



**Figure 6.** Percentage of the Respondents by their Course Program

This is an indication that respondents from the enrolled students for the A.Y. 2022-2023 in Cebu Technological University - Daanbantayan, Tabogon Extension campus were mostly in Day Program which is greater than the students that were in Night Program. Moreover, this indicates that most of the students enrolled in Cebu Technological University - Tabogon Extension for the A.Y. 2022 - 2023 were in the Day Program. These respondents were academically inclined, emotionally, and mentally concerned. This can be an indication that students, in the Day Program, where safety is affected by risk factors in school.

**Table 7 Frequency of Responses in section II - Risk Assessment**

Statement	Strongly Agree		Somewhat Neutral		Somewhat Disagree		Strongly Disagree		Total
	Agree	Agree	Disagree	Disagree	Disagree	Disagree			
Some student behaviors appear to be risky in school.	72	91	49	46	17	11	1	<b>287</b>	
Improper waste disposal including hazardous materials (broken glass, construction materials etc.) is observed in school.	72	91	49	46	17	11	1	<b>287</b>	
Poor peer relationship causes feeling of comfort ability of students in school.	67	88	53	46	19	13	1	<b>287</b>	
Peer influence in school affects the safety of the students.	70	90	50	54	16	7	0	<b>287</b>	
Bullying is experienced in CTU - Tabogon Campus.	79	73	47	42	19	19	8	<b>287</b>	
Some incidents happened in school are commonly through private transportation (such as motorcycle).	67	101	67	25	3	15	9	<b>287</b>	
School's rules and regulation is very	184	61	35	0	0	2	5	<b>287</b>	

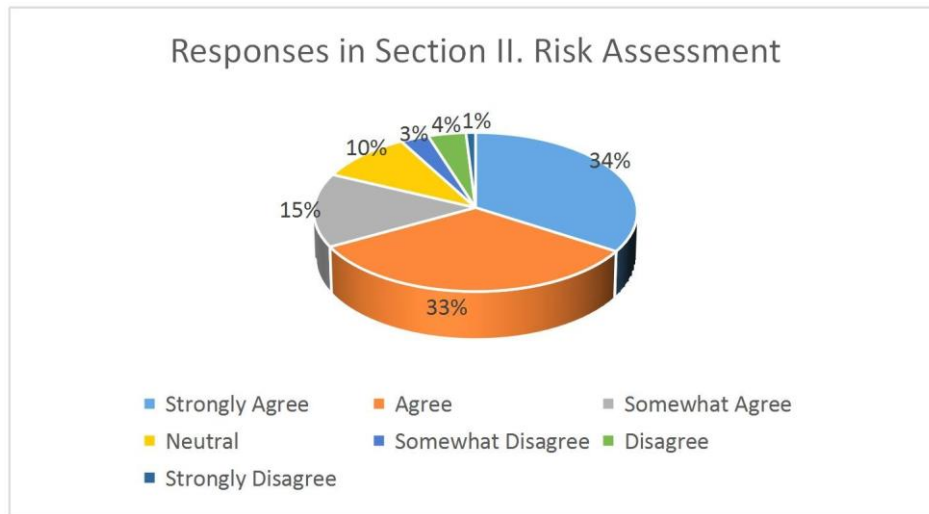
important for students safety in school.								
Lack of well-constructed classrooms.	131	101	30	16	6	3	0	<b>287</b>
Water facility of comfort rooms in school is not enough.	133	101	27	17	5	4	0	<b>287</b>
Lack of cleaning equipment and tools for maintaining as schools' cleanliness.	84	99	55	43	2	1	3	<b>287</b>
Lack of classroom necessities such as; electric fans, whiteboards/blackboards, chairs and etc.	161	93	17	13	0	3	0	<b>287</b>
CTU -Tabgobon Ext. Campus' perimeter is not risk-free for students.	45	123	48	47	8	11	5	<b>287</b>
School' fence are wasted and seems to be dangerous to students.	54	92	54	39	12	28	8	<b>287</b>
Lack of space for parking area for private vehicles.	89	107	36	28	5	15	7	<b>287</b>
The school's quadrangle is not big enough for students when there is a school activities / programs.	127	102	25	21	3	9	0	<b>287</b>
<b>TOTAL</b>	<b>1447</b>	<b>1428</b>	<b>636</b>	<b>467</b>	<b>131</b>	<b>148</b>	<b>48</b>	<b>4,305</b>

This table shows the frequency of the respondents’ responses to every statement from section II - risk assessment from the questionnaire. As shown by the table, one thousand four hundred forty-seven (1447) total responses in which the respondents strongly agreed to in all 15 statements in section II. A total of one thousand four hundred twenty-eight (1428) responses that agreed in all 15 statements in the section II. A total of six hundred thirty-six (636) responses agreed in all 15 statements in section II. A total of four hundred sixty-seven (467) responses that is neutral in all the 15 statements in section II. A total of one hundred thirty-one (131) responses that somewhat disagreed with in all the 15 statements in section II. A total of one hundred forty-eight (148) responses that disagreed in all the 15 statements in the section II. A total of forty-eight (48) responses strongly disagreed in all the 15 statements in the section II. To sum up all, the total responses for all the 15 statements in section II - risk assessment is four thousand three hundred five (4305).

**Table 8 Responses in section II - Risk Assessment**

Responses		Percentage
Strongly Agree	1,447	34%
Agree	1,428	33%
Somewhat Agree	636	15%
Neutral	467	10%
Somewhat Disagree	131	3%
Disagree	148	4%
Strongly Disagree	48	1%
TOTAL	4305	100%

This table shows the responses of the respondents in all the 15 statements of section II - Risk Assessment. As shown by the table, thirty -four (34%) of the respondents indicated that they strongly agreed with all the 15 statements. Thirty-three percent (33%) of the respondents indicated that they agreed with all the 15 statements. Fifteen percent (15%) of the respondents indicated that they somewhat agreed with all the 15 statements. Ten percent (10%) of the respondents indicated that they were neutral in all the 15 statements. Three percent (3%) of the respondents indicated that they somewhat disagreed with all the 15 statements. Four percent (4%) of the respondents indicated that they disagreed with all the 15 statements. One percent (1%) of the respondents indicated that they strongly disagreed with all the 15 statements.



**Figure 7.** Percentage of the Responses in section II.

This is an indication that respondents from the enrolled students for the A.Y. 2022-2023 in Cebu Technological University - Daanbantayan, Tabogon Extension campus mostly responded in the left part of the 7-point Likert scale, in which they strongly agreed, agreed, and somewhat agreed that there are risk factors in school. Moreover, this indicates that most of the students enrolled at Cebu Technological University - Tabogon Extension for the A.Y. 2022 - 2023 strongly agreed that there are risk factors in school having a total of thirty-four percent (34%) of responses. This can be an indication that students strongly agrees that there are risk factors that will affect the student’s safety in Cebu Technological University - Daanbantayan, Tabogon Extension Campus.

**Table 9 Frequency of responses in Section III - Students Safety**

Statement	Very Safe	Safe	Somewhat Safe	Neutral	Somewhat Unsafe	Unsafe	Strongly Unsafe	Total
	Safe	Safe	Safe		Unsafe	Unsafe	Unsafe	
How safe are you in school if the fence is wasted?	19	64	46	52	23	39	44	<b>287</b>
How safe are you in school if there are countless of risks?	26	65	59	39	23	28	47	<b>287</b>
How safe are you in school if there will be limited place for parking your private vehicle?	41	73	37	48	24	26	38	<b>287</b>
How safe is your vehicle being parked in school?	41	78	64	37	20	17	30	<b>287</b>

How safe are you in school during activities and programs if the quadrangle is not big enough? (please consider rainy and sunny days)	48	73	32	41	33	28	32	<b>287</b>
How safe are you in school considering you don't have permanent classrooms because of its limited number?	44	76	36	43	28	27	33	<b>287</b>
How safe are you in school if classrooms lacks of basic necessities such as electric fans, chairs, whiteboard, etc.?	48	68	33	50	18	30	40	<b>287</b>
How safe are you in school if there will be no enough water supply in comfort rooms?	49	59	29	40	24	33	53	<b>287</b>
How safe are you in school if there will improper waste disposal (wherein hazardous materials such as broken glasses, sharp edges construction materials etc. is visible)?	33	66	31	26	35	46	50	<b>287</b>
How safe are you if the school lacks cleaning materials to maintain cleanliness in school?	22	61	35	56	32	43	38	<b>287</b>



How safe are you in school while dealing with different attitudes of your fellow students?	32	61	40	53	23	26	52	<b>287</b>
How safe are you in school if bullying is observed and experience?	33	57	34	40	29	42	52	<b>287</b>
How safe are you in school if the peer relationship is poor?	22	58	36	51	26	45	49	<b>287</b>
How safe are you in school considering the influences of your fellow students?	35	62	49	57	22	26	36	<b>287</b>
How safe are you in school with the implemented rules and regulations?	112	77	13	24	5	24	32	<b>287</b>
<b>TOTAL</b>	<b>605</b>	<b>998</b>	<b>574</b>	<b>657</b>	<b>365</b>	<b>480</b>	<b>626</b>	<b>4305</b>

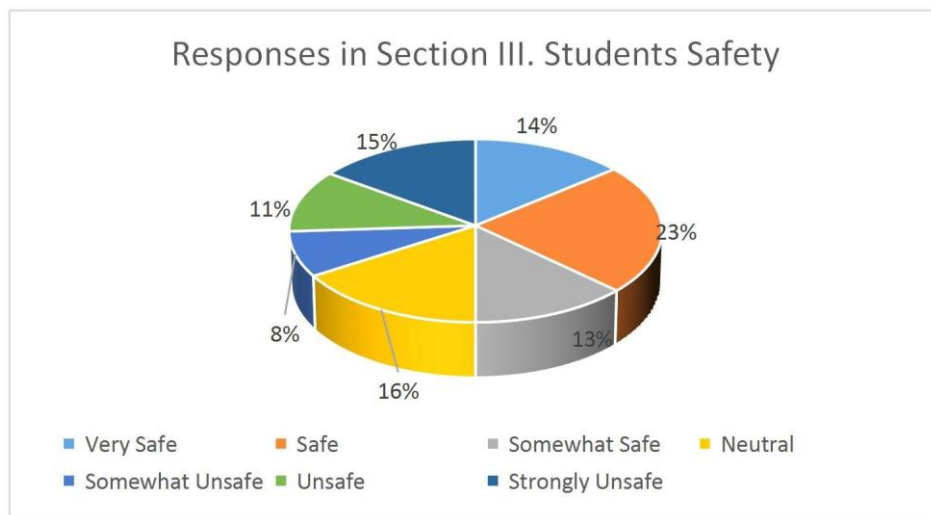
This table shows the frequency of the respondents’ responses to every statement from section III - students safety from the questionnaire. As shown by the table, six hundred five (605) total responses in which the respondents said that they are very safe in all 15 statements in section III. A total of nine hundred ninety-eight (998) responses said that they are safe in all 15 statements in section III. A total of five hundred seventy-four (574) responses said that they are somewhat safe in all 15 statements in section III. A total of six hundred fifty-seven (657) responses that the respondents said neutral in all 15 statements in section III. A total of three hundred sixty-five (365) responses said that they are somewhat unsafe in all 15 statements in section III. A total of four hundred eighty (480) responses said that they are unsafe in all 15 statements in section III. A total of six hundred twenty-six (626) responses that the respondents said that they are strongly unsafe in all 15 statements in section III. To sum up all, the total responses for all the 15 statements in section III - students’ safety is four thousand three hundred five (4305).

**Table 10 Responses in section III - Students Safety**

Responses		Percentage
Very Safe	605	14%
Safe	998	23%
Somewhat Safe	574	13%
Neutral	657	16%

Somewhat Unsafe	365	8%
Unsafe	480	11%
Strongly Unsafe	626	15%
TOTAL	4,305	100%

This table shows the responses of the respondents in all the 15 statements of section III - Students Safety. As shown by the table, fourteen percent (14%) of the respondents indicated that they were very safe in all the 15 statements. Twenty-three percent (23%) of the respondents indicated that they were safe in all the 15 statements. Thirteen percent (13%) of the respondents indicated that they were somewhat safe in all the 15 statements. Sixteen percent (16%) of the respondents indicated that they were neutral in all the 15 statements. Eight percent (8%) of the respondents indicated that they were somewhat unsafe in all the 15 statements. Eleven percent (11%) of the respondents indicated that they were unsafe in all the 15 statements. Fifteen percent (15%) of the respondents indicated that they were strongly unsafe in all the 15 statements.



**Figure 8.** Percentage of responses in Section III.

This is an indication that respondents from the students at Cebu Technological University - Daanbantayan, Tabogon Extension campus mostly responded in the left part of the 7-point likert scale, in which they were very safe, safe, and somewhat safe that there in school. Moreover, this indicates that most of the students enrolled in Cebu Technological University - Tabogon Extension Campus for the A. Y. 2022 -202 said that they were safe in school having a total of twenty-three percent (23%) of responses. This can be an indication that almost one-fourth (1/4) of the population said that they were safe in school that there were safe in Cebu Technological University - Daanbantayan, Tabogon Extension Campus.

**Table 11 Scores of Responses in Section II**

	Strongly Agree x7	Agree x6	Somewhat Agree x5	Neutral x4	Somewhat Disagree x3	Disagree x2	Strongly Disagree x1
<b>Reponses</b>	1,447	1,428	636	467	131	148	48
<b>Scores</b>	10,129	8,568	3,180	1,868	393	296	48

This table shows the scores of the respondents’ responses in Section II. All responses were multiplied with the corresponding points based on the likert scale scores. As shown by table, one thousand four hundred forty-seven (1447) total responses in which the respondents strongly agreed in all 15 statements in the section II multiplied by seven (7), so the score is ten thousand one hundred twenty-nine (10,129). A total of one thousand four hundred twenty-eight (1428) responses that agreed in all 15 statements in the section II multiplied by six (6), so the score is eight thousand five hundred sixty-eight (8,568). A total of six hundred thirty-six (636) responses that somewhat agreed in all 15 statements in the section II multiplied by 5, so the score is three thousand one hundred eighty (3180). A total of four hundred sixty-seven (467) responses that is neutral in all the 15 statements in the section II multiplied by 4, so the score is one thousand eight hundred sixty-eight (1868). A total of one hundred thirty-one (131) responses that somewhat disagreed in all the 15 statements in the section II multiplied by 3, so the score is three hundred ninety-three (393). A total of one hundred forty-eight (148) responses disagreed with all the 15 statements in section II. A total of forty-eight (48) responses that strongly disagreed in all the 15 statements in section II multiplied by 1, so the score is forty-eight (48).

**Table 12 Scores of Responses in Section III**

	Very Safe x1	Safe x2	Somewhat Safe x3	Neutral x4	Somewhat Unsafe x5	Unsafe x6	Strongly Unsafe x7
<b>Reponses</b>	605	998	574	657	365	480	626
<b>Scores</b>	605	1996	1722	2628	1825	2880	4382

This table shows the scores of the respondents’ responses to every statement from section III - students safety from the questionnaire. All responses were multiplied with the corresponding points based on the likert scale scores. As shown by table, six hundred five (605) total responses in which the respondents said that they are very safe in all 15 statements in the section III multiplied by 1, so the score is six hundred five (605). A total of nine hundred ninety-eight (998) responses said that they are safe in all 15 statements in section III multiplied by 2, so the score is one thousand nine hundred ninety-six (1,996). A total of five hundred seventy-four (574) responses that the respondents said that they are somewhat safe in all 15 statements in the section III multiplied by 3, so the score is one thousand seven hundred twenty-two (1,722). A total of six hundred fifty-seven (657) responses that the respondents said neutral in all 15 statements in section III multiplied by 4, so the score is two thousand six hundred twenty-eight. A total of three hundred sixty-five (365) responses that the respondents said were somewhat unsafe in all 15

statements in section III multiplied by 5, so the score is one thousand eight hundred twenty-five (1,825). A total of four hundred eighty (480) responses that the respondents said that they are unsafe in all 15 statements in the section III multiplied by six, so the score is two thousand eight hundred eighty (2,880). A total of six hundred twenty-six (626) responses that the respondents said that they are strongly unsafe in all 15 statements in the section III multiplied by 7, so the score is four thousand three hundred eighty-two (4,382).

**Table 13 Correlation of Risk Factors and Students Safety**

Section II. Risk factors		Section III. Students Safety	Correlation	Strength of Relationship
<b>Strongly Agree / Very Safe</b>	<b>10,129</b>	<b>605</b>	<b>-1.8551 or -1.85</b>	<b>Very Strong negative correlation</b>
<b>Agree / Safe</b>	<b>8,568</b>	<b>1,996</b>		
<b>Somewhat Agree / Somewhat Safe</b>	<b>3,180</b>	<b>1,722</b>		
<b>Neutral</b>	<b>1,868</b>	<b>2,628</b>		
<b>Somewhat Disagree / Somewhat Unsafe</b>	<b>393</b>	<b>1,825</b>		
<b>Disagree / Unsafe</b>	<b>296</b>	<b>2,880</b>		
<b>Strongly Disagree / Very Unsafe</b>	<b>48</b>	<b>4,382</b>		

This table shows the correlation between Risk Factors and Students Safety. As shown by table, the scores of the respondents in section II, have a total score of 24,482 and the scores of the respondents in section III, have a total score of 16, 038. The correlation of these two variables, the risk factors and students’ safety are -1.8551 or -1.85, numerical value. The strength of this relationship is a very strong negative correlation.

This is an indication that the strength of the correlation of risk factors and students’ safety is a very strong negative correlation wherein it could be understood that the numerical value ranges from -1.00 to -0.80. In line with this the risk factors are Very strongly affecting the student’s safety in school. This can be an indication that the respondents’ exposure to risk factors could affect their safety in school.

## CHAPTER 4

### SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

This section presents the summary, findings which serve as the basis for the conclusion and recommendation.

#### Summary

This study was conducted to identify if the risk factors in school affects the students' safety in Cebu Technological University - Daanbantayan, Tabogon Extension Campus. It also sought to determine the relationship of the two different variables, the independent variables which are the risk factors and the dependent variable which is the students' safety. The main goal is to formulate and proposed intervention plan to mitigate the risk factors in school that will affect students' safety in school and to motivate the students to enrich their ability academically because the safety is guaranteed in Cebu Technological University - Daanbantayan, Tabogon Extension Campus.

A descriptive correlation method of research was used with an adopted modified survey questionnaire. The input of data included the demographic profile of the students, their gender, their course, their course program and the risk assessment and students' safety assessment. To identify the sample respondents from the College of Technology department in Cebu Technological University - Daanbantayan, Tabogon Extension Campus for the academic year 2022-2023, Slovin's Formula was use.

The survey questionnaire was administered and retrieved after a reasonable length of time for the respondents to complete the needed information required in the survey questionnaire. Having retrieved the questionnaire, the data were tallied and tabulated, solving using basic calculator and scientific calculator and encoded it in the Microsoft Excel 2010. The collected, organized, and collated data were treated statistically, presented, analyzed, and interpreted.

#### Findings

The findings arrived based on the results of the organized data gathered, analyzed, and interpreted.

The students enrolled in Cebu Technological University - Daanbantayan, Tabogon Extension Campus for the A.Y. 2022 - 2023, that responded in this research are divided as to their gender, having most female respondents in which fifty-five percent (55%) of the respondents were female while only forty-five percent (45%) were male. As the respondents were divided as to their courses, Fifty-one percent (51%) of the respondents indicated that they were taking a course of Bachelor of Science in Hospitality Management. On the other hand, forty percent (40%) indicated that they were taking a course of Bachelor of Science in Information Technology. Two percent (2%) indicated that they were taking a course of Bachelor of Science in Industrial Engineering. Three percent (3%) indicated that they were taking up a course of Bachelor in Elementary Education. Lastly, four percent (4%) indicated that they were taking a course of Bachelor's in Technology Livelihood Education major in Home Economics. Moreover, the respondents were divided as to their course program, it showed that sixty - two percent (62%) of the respondents indicated that they were in Day Program while thirty-eight percent (38%) indicated that they were in Night Program.

The students were assessed regarding the risk factors in school, and they responded honestly during the data gathering, the researchers found out that mostly the students' response were from the left part of the scale (strongly agree, agree, somewhat agree). In the risk assessment, thirty -four (34%) of the respondents indicated that they strongly agreed with all the 15 statements. Thirty-three percent (33%) of

the respondents indicated that they agreed with all the 15 statements. Fifteen percent (15%) of the respondents indicated that they somewhat agreed with all the 15 statements. Ten percent (10%) of the respondents indicated that they were neutral in all the 15 statements. Three percent (3%) of the respondents indicated that they somewhat disagreed with all the 15 statements. Four percent (4%) of the respondents indicated that they disagreed with all the 15 statements. One percent (1%) of the respondents indicated that they strongly disagreed with all the 15 statements.

Moreover, the students' safety in school was also assessed by the researchers and found out that fourteen percent (14%) of the respondents indicated that were very safe in all the 15 statements. Twenty-three percent (23%) of the respondents indicated that they were safe in all the 15 statements. Thirteen percent (13%) of the respondents indicated that they were somewhat safe in all the 15 statements. Sixteen percent (16%) of the respondents indicated that they were neutral in all the 15 statements. Eight percent (8%) of the respondents indicated that they were somewhat unsafe in all the 15 statements. Eleven percent (11%) of the respondents indicated that they were unsafe in all the 15 statements. Fifteen percent (15%) of the respondents indicated that they were strongly unsafe in all the 15 statements.

Furthermore, the correlation of the two variables which is the risk factors and students' safety in school were  $-1.8551$  or  $-1.85$ , and the strength of this relationship is a very strong negative correlation. Therefore, the researchers rejected the null hypothesis ( $H_0$ ) that means there is no significant correlation between the risk factors and the students' safety in Cebu Technological University - Daanbantayan, Tabogon Extension Campus; and accepted the alternative hypothesis ( $H_a$ ) that means there is a significant correlation between the risk factors and the student's safety in Cebu Technological University - Daanbantayan, Tabogon Extension Campus. In general, the risk factors affect the student's safety in Cebu Technological University - Daanbantayan, Tabogon Extension Campus.

## Conclusions

The study entitled "Risk Factors Affecting Students Safety in CTU - Daanbantayan, Tabogon Extension Campus A.Y. 2022-2023" concluded that risk factors strongly affect the student's safety of the students in Cebu Technological University - Daanbantayan, Tabogon Extension Campus. The overall aim of this study was to assess the risk factors in school and determine if it affects the safety of the students in Cebu Technological University - Daanbantayan, Tabogon Extension Campus. In this study, the direct comparison of the two variables, which is the risk factors and students' safety was used to identify the strength of the relationship which is a strong negative correlation. In all it was concluded that there is a significant correlation with the two variables, therefore risk factors affect the student's safety in Cebu Technological University - Daanbantayan, Tabogon Extension Campus. The findings of the study are expected to inform school administration and teachers on how risk factors affect the student's safety in school. Therefore, the researchers rejected the null hypothesis ( $H_0$ ) of the study and accepted the alternative hypothesis ( $H_a$ ) of the study.

However, knowing that independent variable, which is risk factors could affect the dependent variable, which is the student's safety of the respondents, this study proposed a basic intervention plan that will help to mitigate the effects of the risk factors on the safety of the students in Cebu Technological University - Daanbantayan, Tabogon Extension Campus.

## Recommendations

The results and findings of this study described the enrolled students for the A.Y. 2022-2023 in

relation to their safety in Cebu Technological University - Daanbantayan, Tabogon Extension Campus.

*Implications: This result suggests that the safety of the students in school were affected by the risk factors.*

As the researchers believe that “The true measure of a man is not how he behaves in moments of comfort and convenience but how he stands at times of controversy and challenges.” (Dr. Martin Luther King Jr.). Based on the responses of the students in the questionnaire, the following were recommended for the improvement and welfare of both students and school.

1. One of the major findings of this study is that risk factors in school have great influence on students’ safety. In this case, it is recommended that there should be cooperation between students, teachers, and parents to put up time understanding the risks in school and exert caution every time.
2. Guidance and seminars are a need to be introduced in the school - to students and school administrators. The main role of this seminar session is to plan how to mitigate the risks in school. Moreover, seminars and guidance sessions can encourage and motivate the students to see beyond their limitations and put more effort in taking good care of their self and always be careful in school. Focus on the future through persistence and determination in their safety and education.
3. Implement relevant rules and regulations in school that will help mitigate the effects of risks factors on students’ safety.

### **Further Recommendations for Future Research**

The following topics are recommended for future research for the improvement of academic performance of students.

1. A study needs to be carried out to investigate towards the rules and regulation of the school to improve the safety of the students in Cebu Technological Univeristy - Daanbantayan, Tabogon Extension Campus.
2. A study should be carried out to examine the causes of the risks in school affecting the student’s safety in Tertiary schools.

## **CHAPTER 5**

### **Proposed Intervention Plan**

This section presents the output which contains the proposed development plan to ensure the safety of the students in school who were exposed with the different risk factors in school and further achieving students the quality of education for their benefits soon.

Based on the result and findings of this study and impact of risk factors in school to the safety of the students, this study proposed a development and programs that will bring up the students of Cebu Technological University - Daanbantayan, Tabogon Extension Campus to the safe school environment and high level of quality of education that will give them better future.

### **Rationale**

The primary objective of this research was to propose and intervention plan to ensure the safety of the students in Cebu Technological University Daanbantayan- Tabogon Extension Campus. To implement this plan, it contains the intervention strategies that visualize the actions or activities take place. The scheme of this project can help the student feel secure while learning. It helps the students to have a better learning environment and be able to feel they are safe in school.

Providing seminars to students in regard with risk that they might encounter and safety to assure that the students are protected. Implement rules and regulations towards safety. In doing this it can help to reduce the risk that could possibly happen and help students to be aware of their actions inside the school.

This study focuses on the risk factors and students' safety of the students enrolled in the A.Y. 2022 - 2023 in Cebu Technological Univeristy - Daanbantayan, Tabogon Extension Campus. The identified risk factors are independent variable and dependent variable is the students' safety in school. Hence, this instructional development plan is proposed to achieve healthy and safe learning school environment in Cebu Technological University - Daanbantayan, Tabogon Extension Campus.

### Objectives

Towards the end of the duration of this development plan, the school can:

- Ensures safety of the students.
- Equipped with knowledge and skills to lessen the effects of the Risk factors in school.
- Exercise cautions in school.
- Develop health and safety measures in school towards the risks present in the school environment.
- Encourage teachers to guide and give quality knowledge needed by the students.
- Encourage stakeholders to formulate rules and regulations in regards with the risk factors and safety of the students in school.

### Expected Outcome

The expected outcome of this proposed development plan is the following:

- Enhanced safety measures in school.
- Knowledgeable and skilled students in school will exert extra cautions that will mitigate the effects of risks.
- Quality rules and regulations applied in school.
- Safe learning environment.
- Established fun and safe learning environment.

### Duration

The duration or expected time to accomplish this development is the whole Academic Year. The implementation period started from the month September and will end up June the following year.

### Project Proposals

#### Project no. 1

Implementation of Rule and Regulations concerning school's safety.

Project Title	Implementation of Rule and Regulations concerning school's safety
Location of Implementation	Cebu Technological University - Tabogon, Extension Campus
Project Beneficiaries	All students, teachers, and staff of Cebu



	Technological University - Tabogon Extension Campus
Project Duration	A.Y. 2023 - 2024
Project Goal	To create a new set of rules and regulations that will help the school maintain the safety of the students and staff. To ensure quality and safe learning environment for the betterment of the students and will benefit the school as well.
Project Outcome	There will be a new set of rules and regulations that focuses on the safety school environment and that will help mitigate the risk factors in school.
Project Output	Enhanced rules and regulations in school.

**Project Proposal no. 2**  
Safety and Health Seminars

Project Title	Safety and Health Seminars
Location of Implementation	Cebu Technological University - Tabogon, Extension Campus
Project Beneficiaries	All students, teachers and staff of Cebu Technological University - Tabogon Extension Campus
Project Duration	One Week
Project Goal	To provide appropriate knowledge about how important health and safety and also, educate students and staffs on how to minimize risks in school.
Project Outcome	Effective pre-cautions applied in school.
Project Output	Knowledgeable and skilled students, teachers and staffs about Health and Safety

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## Annex A.

## Letter Request to the Campus Director

February 2023

Dr. Rolina C. Paran Campus Director  
CTU-Daanbantayan, Tabogon Extension Campus Poblacion, Tabogon, Cebu

Ma'am:

Good day!


We are presently conducting a study entitled "Risk Factors affecting Students Safety in Cebu Technological University- Daanbantayan, Tabogon Extension Campus A.Y. 2022-2023" as partial fulfilment of the requirements of the Methodology in Research Course subject. In connection with this, may we have the honor to ask permission from your good office that will allow us to administer our questionnaire sample to two hundred eighty-seven (287) random students at Cebu Technological University - Daanbantayan, Tabogon Extension Campus and to have the authority to obtain a copy of their personal information respectively. Also, we ask permission to allow us to obtain the list of enrollees for the five (5) courses for the Academic Year 2022-2023.

Your cooperation through granting the permission will go along the way in the realization of this undertaking. Rest assured that the responses of the students will be kept in strictest confidentiality and will be used for study purposes only.

Your favorable action on this request is anticipated with deep gratitude and sincere appreciation.

Sincerely yours, The Researchers

Noted by:

  
**KATRINA D. ARPON, LPT**  
Subject Adviser

Approved by:

**ROLINA C. PARAN, Ph.D.**  
Campus Director

Annex B.

Letter to the Research Adviser

February 2023

Ms. Katrina D. Arpon Research Adviser  
CTU-Daanbantayan, Tabogon Extension Campus Poblacion, Tabogon, Cebu  
Dear Ma'am, Good day!

We the researchers, a Bachelor of Science in Industrial Engineering 3 students at Cebu Technological University, Daanbantayan, Tabogon Extension Campus. In line with this, we are doing our research entitled, "Risk Factors affecting Students Safety in Cebu Technological University- Daanbantayan, Tabogon Extension Campus A.Y. 2022-2023", the study aims to find out that risk factors (either student-related or school-related risk factors) in school affects the safety of the students in school. We have the honor to ask permission from your good office that we will be allowed to conduct our study and administered our questionnaire to the random sample selected students at Cebu Technological University, Daanbantayan, Tabogon Extension Campus.

Your cooperation and favorable action through granting our request is highly appreciated and anticipated with deep gratitude.

Sincerely Yours,

  
**MARIA GLADYS Taneo**  
Researcher

  
**ROLAND EGDAMEN JR.**  
Researcher

  
**MARY CHRIS SALADAGA**  
Researcher

**ALLEM P. ANDO**  
Researcher

  
**FLOYD P. FORMENTERA**  
Researcher

  
**KING ARTHUR BACANG**  
Researcher

**RA'JA'NII BERENGUEL**  
Researcher

## Annex C.

## Letter Request to the Respondents' Adviser

February 2023

The faculty  
CTU-Daanbantayan, Tabogon Extension Campus Poblacion, Tabogon, Cebu

Ma'am/Sir:

Good day!

We are presently conducting a study entitled "Risk Factors affecting Students Safety in Cebu Technological University- Daanbantayan, Tabogon Extension Campus A.Y. 2022-2023" as partial fulfilment of the requirements of the Methodology in Research Course subject. In connection with this, may we have the honor to ask permission from your good office that will allow us to administer our questionnaire sample to the selected respondents in your section and to have the authority to obtain a copy of their personal informations respectively.

Your cooperation through granting the permission will go along the way in the realization of this undertaking. Rest assured that the responses of the students will be kept in strictest confidentiality and will be used for study purposes only.

Your favorable action on this request is anticipated with deep gratitude and sincere appreciation.

Sincerely yours, The Researchers

Noted by:



**KATRINA D. ARPON, LPT**

Subject Adviser

Approved by:

**ROLINA C. PARAN, Ph.D.**

Campus Director

Annex D.

Dear Respondents,

**Survey Questionnaire**

We are carrying out a study on the relationship of Risk Factors and the student’s safety of the students at Cebu Technological University - Daanbantayan, Tabogon Extension Campus. Being a Bachelor of Science in Industrial Engineering 3<sup>rd</sup> year student, we are glad to inform you that you have been selected to participate in the study. You are kindly requested to sincerely respond to the items in the questionnaire. We would like to assure you that all the information you provide will be used strictly for academic purposes and your identity will be kept confidential.

**Section I: Demographic Information**

1. Name (Optional)\_\_\_\_\_
2. Sex: a. Male (  ) b. Female (  )  
 Course: (  ) BSIE (  ) BSHM  
 (  ) BSIT  
 (  ) BEED  
 (  ) BTLEd - HE
4. Course Program  
 (  ) Day Program (  ) Night Program

**Section II. Risk Assessment**

*(Please indicate a check (/) to identify your response)*

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Somewhat Agree</b>	<b>Neutral</b>	<b>Somewhat Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Some student behaviors appear to be risky in school.							
Improper waste disposal including hazardous materials (broken glass, construction							

materials etc.) is observed in school.							
Poor peer relationship causes feeling of comfortability of students in school.							
Peer influence in school affects the safety of the students.							
Bullying is experienced in CTU - Tabogon Campus.							
Some incidents happened in school are commonly trough private transportation (such as motorcycle).							
School's rules and regulation is very important for students safety in school.							
Lack of well-							
cnstructed classrooms.							
Water facility of comfort rooms in school is not							

enough.							
Lack of cleaning equipment and tools for maintaining as schools' cleanliness.							
Lack of classroom necessities such as; electric fans, whiteboards/blackboards, chairs and etc.							
CTU -Tabgobon Ext. Campus' perimeter is not risk-free for students.							
School' fence are wasted and seems to be dangerous to students.							
Lack of space for parking area for private vehicles.							
The school's quadrangle is not big enough for students when there is a school activities / programs.							

**Section III. Students Safety**

*(Please indicate a check (/) to identify your response)*



	very Safe	Safe	Somewhat Safe	Neutral	Somewhat unsafe	Unsafe	Very Unsafe
How safe are you in school if the fence is wasted?							
How safe are you in school if there are countless of risks?							
How safe are you in school if there will be limited place for parking your private vehicle?							
How safe is your vehicle being parked in school?							
How safe are you in school during activities and programs if the quadrangle is not big enough? (Please consider rainy and sunny days)							
How safe are you in school considering you don't have permanent classrooms because of its limited number?							

How safe are you in school if classrooms lacks of basic necessities such as electric fans, chairs, whiteboard?							
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<p>How safe are you in school if there will be not enough water supply in comfort rooms?</p>							
<p>How safe are you in school if there will improper waste disposal (wherein hazardous materials such as broken glasses, sharp edges construction materials etc. is visible)?</p>							
<p>How safe are you if the school lacks cleaning materials to maintain cleanliness in school?</p>							
<p>How safe are you in school while dealing with different attitudes of your fellow students?</p>							
<p>How safe are you in school if bullying is observed and experience?</p>							
<p>How safe are you in school if the peer relationship is</p>							

poor?							
How safe are you in school considering the influences of your fellow students?							
How safe are you in school with the implemented rules and regulations?							

**Section IV.**

Recommendations:

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