



**HOLY CROSS COLLEGE OF CALINAN, INC.  
DAVAO-BUKIDNON HIGHWAY, CALINAN POBLACION, DAVAO CITY**

**ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS  
COLLEGE OF CALINAN, INC.**

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**March, 2024**

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A Research Paper  
Presented to the Basic Education Department  
of the Holy Cross College of Calinan, Inc.

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In Partial Fulfillment of the Requirements  
in Practical Research

By:

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March, 2024

## **APPROVAL SHEET**

In partial fulfillment of the requirements in Practical Research, this study entitled **ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF CALINAN, INC.**, prepared and submitted by **Malacura, Angel Mae D., Nombrado, Carian S., Manalili, Stephanie Jean M., Andres, Justin D., Policios, Aaron Jasper T., and Perez, Edrick Jay P.**, is hereby recommended for oral examination, approval, and acceptance.

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Approved by the panel of examiners, after the presentation of the study with the grade of **PASSED**.

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## ABSTRACT

This study aimed to determine and to assess the level of safety of Holy Cross College of Calinan, Inc. This study shows the factors that can greatly improve the safety of a school for the students. This study is quantitative in nature and employs the descriptive-comparative type of research. A type of research that aimed to assess and determine the different perspectives of the respondents about the topic. The respondents of this study are from Junior High School to Senior High School. This research takes place in Holy Cross College of Calinan, Inc., a Catholic school in Calinan, Davao City. In order for the researchers to gather the data, survey questionnaires are handed out in different sections from Grade 7 to Grade 12. It was revealed that in terms of bullying, the results showed an average result, which means that there are few cases of bullying in the school. In terms of security, structures, calamity, and technology, the result showed a high result, which means that respondents were satisfied on the security of the school, structures, the respondents of the calamity, and the usage of technology. This study also revealed that there is no significant difference between the different genders, namely male and female, about their safety in school. From these results, it can be inferred that the school is safe for the students to learn and to continue their studies.

***Keywords: Safety, Bullying, Security, Calamity, Structure, Technology***

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## **Chapter 1**

### **INTRODUCTION**

#### **Background of the Study**

School safety has become one of the important issues that is roaming globally. Some schools seem to have failed to bring safety to the students. School safety is defined as the safety of school settings, such as incidents of harassment, bullying, violence, and substance use, as supported by relevant research and an assessment of validity (May 2018). Students have the ability to harm others or themselves accidentally or on purpose. That is where school safety comes in. According to the National Center on Safe Supportive Learning (2023), safe schools promote the protection of students from all kinds of violence, weapon exposure, threats, bullying and harassment, and the sale of illegal substances.

Internationally, school safety is always there. However, some just did not expect what untoward incidents would happen the next day. Problems with school safety and security are widespread worldwide. In addition to gang violence, terrorism, and devastating natural disasters, school officials in Canada, Mexico, Honduras, Guatemala, Argentina, Israel, the United Kingdom, Vietnam, South Africa, Kenya, and Trinidad and Tobago have safety worries. It is extremely difficult to contrast school homicide data between countries due to differences in definitions and reporting practices. The United States is one of the only countries where the government actually tabulates school homicides at the national level (Dorn, 2016). Violence is not the only problem that the school's safety is facing. Some other hazards cause harm to the students, such as earthquakes. In fact, in 2015, a magnitude 7.8 earthquake struck Nepal, leaving almost one million children out of school

(United Nations Educational, Scientific and Cultural Organization [UNESCO], 2022). Such calamities are unpredictable and can challenge the safety of the schools.

In the Philippines, most of the schools are encountering typhoons that can harm the students. The DepEd - Disaster Risk Reduction and Management (DRRM) released data that show 21, 509 schools were affected by the typhoon that happened here in the country (Servillano, 2022). The destruction causes a lot of students to hinder their studies. As a solution, the Department of Education (DepEd) has to improve the facilities that need fixing, which includes strengthening the foundation and improving slope protection of the area (Agoot, 2018). This plan can greatly improve the safety of the school, and the safety of the students will be ensured.

Locally, in Santa Ana Elementary School, classes were disrupted after receiving a bomb threat. This has caused panic throughout the school, which resulted in the cancellation of classes. After almost three hours, the school was cleared of threat (Colina IV, 2023). This issue alarmed the government, and is finding ways to improve safety so that such a thing would not happen again. In order to improve safety, Task Force Davao teaches the culture of security to children in both public and private schools. Understanding the culture of security must be developed among children as young as they are (Dalumpines, 2023). This can also help the school to improve safety. The culture of security will also help the students defend themselves and others.

This research addresses a unique perspective that may not be commonly explored in various facilities, schools, or establishments. The primary objective of this study is to generate comprehensive and authoritative findings. While Safety as a variable has been extensively researched at international, national, and local levels, there has been limited

investigation into the interrelationship between these variables. The researchers have undertaken this study due to the recognition of numerous issues related to this topic, aiming to evaluate the adequacy of the methods employed by schools up to the present.

### **Statement of the Problem**

This study aims to assess the level of safety of Holy Cross College of Calinan, Inc.. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the students in terms of:
  - 1.1 age;
  - 1.2 sex; and
  - 1.3 grade level?
2. What is the level of safety of Holy Cross College of Calinan, Inc. in terms of:
  - 2.1 bullying;
  - 2.2 security;
  - 2.3 calamity;
  - 2.4 structures; and
  - 2.5 technology?
3. Is there a significant difference between the safety of different genders at school?

### **Hypotheses**

**H<sub>a</sub>:** There is a significant difference in safety among the different genders in the school.

**H<sub>0</sub>:** There is no significant difference in safety among the different genders in the school.

## **Review of the Related Literature**

This section presents the related literature and studies after the in-depth search done by the researchers that are related to safety in schools, and the concerns of the parents to deeply understand its concept to support this study.

### **School Against Bullying**

National student polls reveal that a considerable percentage of adolescents manage to experience bullying at school even after asking their teachers for assistance. The most popular tactic to control this problem is direct penalties, which involve imposing disciplinary measures on the person or people accountable for the bullying. Other approaches aim to get the children to participate more actively in finding a solution to the problem (Rigby, 2014). Bullying is one of the most prevalent peer-related acts of violence during the school years. The three relevant criteria for classifying hostile behavior as bullying are repetition, intentionality, and power imbalance. Given these traits, bullying is frequently described as the intentional misuse of power by peers. In the current research, bullying is discussed based on frequency, age and gender inequalities, different types, causes, and duration, starting with extensive surveys conducted in Western nations and to a lesser extent in low- and middle-income nations. The definition, time reference period, and frequency criterion will need particular attention because the prevalence rates across research vary greatly. Additionally, this research will concentrate on the causes of bullying and victimization as well as their immediate and long-term effects. A portion will be

devoted to reviewing what is known about bullying prevention that is successful (Menesini & Salmivalli, 2017).

Contrary to popular assumption, bullying happens more frequently when students are at school than on the way there and back. Bullying is increasingly recognized to have long-lasting negative repercussions for both the victim and the abuser. It is often considered to be only a rite of passage or relatively harmless conduct that helps young people develop their character. Moreover, bullying is frequently misunderstood as a specific subset of antisocial behavior isolated to playgrounds at primary schools (Bullying in Schools, 2022). Bullying can be regarded as a subset of aggressive behavior and shares the main elements of most forms of aggressive behavior because it involves the intention to cause harm, either physical or psychological, to one or more individuals by one individual or a group. However, bullying has certain characteristics that are not necessarily shared by other forms of aggressive behavior because it involves an imbalance of power, with the more powerful individuals oppressing the less powerful ones. The aggressive act is either unprovoked by the victim, or at least the action of the person doing the bullying would not be considered justified by onlookers (Ahmad, 2022).

Moving away from the standard victim-bully binary, we use critical masculinity studies is used to demonstrate how younger males wield control over girls through violence while also being victims of violence perpetrated by girls. Boys are frequently characterized as bullies at school, but when provided with the opportunity to discuss what it meant to be a bully, we got a far more complicated picture of how bullying behavior shows itself between students (Mayeza & Bhana, 2021). Furthermore, girls and boys exhibited admiration for one another's methods of dealing with bullying, demonstrating that response

tactics are linked to gender expectations. Adolescent voices about gender-related bullying can be seen as useful tools for developing strategies to work with social norms and expectations of gender, allowing schools and adults to better meet the needs of girls and boys and understand how these needs are expressed (Hellstrom & Beckman, 2019).

### **Securities in School**

In the article "Maintaining Safe Grade-School Environments with Security Guards" (2023), it is mentioned that a school security officer is responsible for protecting students and staff, monitoring safety, and ensuring proper procedures are followed. They manage admissions and exits, scan the school for dangers, and maintain contact with police. They should have good relations with local law enforcement and easy access to support. In an active shooter situation, they may clear the building, contact emergency services, and confront the shooter. Most security officers are not trained to engage in live fires, focusing on evacuation and law enforcement response. In recent years, school safety has taken on greater importance than before. These establishments, whether they are elementary or secondary schools, should be secure locations for pupils to congregate and learn. The best way to guarantee the safety and security of students and teachers on school property is to have on-site security personnel. A role as a school security officer shouldn't be taken lightly because staff members and children who are more susceptible will look to you for guidance in an emergency (Viramontes, 2022).

One of the main worries of students is security at schools. It affects everyone who is on the property, including the personnel and kids. Consequently, the job of a school security guard is filled with difficulties. The guard must constantly be vigilant. even after



the end of the academic day. To safeguard the property and make sure no unlawful activity occurs, a vacant school building needs to be supervised. Safety is of the utmost importance in any setting, be it an elementary, high school, or university (Tx, 2021). To maintain the security of the staff and students, security personnel can patrol even when classes are in session. Parents are reassured that the school is secure from trespassers and other forms of violence that might happen elsewhere. In case of an emergency, well-trained security personnel know what to do and can calmly lead staff and students to a safer location. To prevent trespassers who would hurt or terrorize students or other employees on campus, they must safeguard the school's entry and exit points. By manning the campus, security guards are also better able to identify the persons who enter and leave the building (Wazile, 2018)

### **Awareness Against Calamities**

Motivated by the Department of Education, school authorities put emergency preparedness practices in their specific universities. Being ready might lessen the catastrophes' consequences on education, instructors, and especially significantly the students. Additionally, catastrophe risk reduction and Management is not just about minimizing harm to property, rather than about the people's cooperation as a way to avoid interference with the provision of education. Involvement in calamity preparedness which is aggressive. Likewise, communities of teachers, students, parents, and others are encouraged because this is a successful method of raising their awareness of risk management (Ronquillo, 2020). In most cases, schools have a robust fire warning system in place that will activate alarms throughout the building, activate the sprinkler system, and contact emergency services in the event of a fire. Manual fire alarms can also be activated

by any student on campus. Regardless of whether you can see or smell the fire, you should always be ready to leave the premises right away (Writers, 2022).

Most people are aware of the interruptions that disasters produce, but many are not aware of how they negatively affect students. Disasters have an impact on students by interfering with campus activities, stopping courses, and causing damage to school facilities. In recent years, universities have started to understand the need to be ready for disasters and the hazards they pose. As a result, students have gained increased awareness of catastrophes through first-hand experience, seminars, and the media. Disaster preparedness refers to the actions that are taken to address exposure and vulnerability to hazards, while disaster awareness refers to the degree of knowledge about disaster risks and the factors that contribute to disasters that influence the actions that may be taken individually or collectively to address these issues. However, many universities and schools continue to lack effective planning, response, and mitigation plans despite the rise in awareness (Patel, Pamidimukkala, Kermanshachi, & Etminani-Ghasrodashti, 2023). The ideal location to prepare kids for disasters may be at school, where practically all kids congregate to enjoy the opportunity to study. The development of practical training and skills is one way that schools may help children acquire the necessary knowledge and abilities. No comprehensive review has yet been undertaken to identify techniques and obstacles, despite the fact that numerous research studies have been conducted on the interventions in schools to prepare students for catastrophes (Seddighi et al., 2020).

Thoughtful planning and preparation can help ensure the safety of students and staff should an earthquake occur during school hours. First to consider are the buildings. Schools are built to code at the time of their construction, and many older school buildings might

not meet earthquake protection standards. An architect has to evaluate the building and point out areas that could be reinforced. Furniture, must be secured in tall shelving, audio-visual equipment, and heavy computer cabinets, should be secured to the wall. Placing heavy objects on shelves or other surfaces where they might fall during severe shaking must be avoided. Creating a cache of emergency supplies, in a serious earthquake, could be a while before it's safe for students and staff to leave the building. Have a plan to shelter in place for two or three days, including plenty of emergency food, water, and first aid kits (Staff Writers, 2023). School as the students' second home needs to ensure that students are safe before, during, and after emergency events. If a calamity occurs during school hours, the school must take into account the hazards that the students are exposed to and act quickly to address them. In addition, schools can reduce injuries, deaths, and property damage by implementing emergency preparedness activities like developing plans, especially contingency plans, conducting drills, and educating students about hazards (Wang, 2016).

Disaster education, which is related to all efforts, methods, and operations to provide knowledge, understanding, and positive attitudes of the community towards disaster situations, is needed to create a sense of knowledge and propositional attitude in dealing with disaster hazards. However, disaster education is not easy because it must be well-prepared by all community elements. Further, disaster education is important to build community preparedness and awareness. With disaster education, mitigation goals can be more optimal, and the community can be more responsive and proactive in dealing with disasters (Dwiningrum, 2021). The International Institute of Earthquake Engineering and Seismology (IIEES) developed a program in Iran in 1996 to improve public awareness and

preparedness for disaster management (DRM). The program, later known as "Earthquake and Safety" school drills, aimed to educate students on safety measures and evacuation during earthquakes. It expanded to neighboring communities and designated safe schools as local disaster management centers (Hosseini, 2020).

### **Technology in Schools**

The primary responsibility of a school is to teach its students. However, keeping a secure educational setting is another duty that is equally crucial. A comfortable learning environment and learning go hand in hand. It will be challenging for students to learn if they have no sense of a learning environment. It applies to all digital learning settings, whether students are learning remotely from home or using computers in the classroom. According to technology, students can stay secure online (Emma, 2021). Technology for improved data collection and analysis on security problems encountered by specific schools, and easier and faster access to information on school safety by school staff members. Other themes that emerged from rankings of technological needs were technology for direct two-way communication between teachers and emergency responders; technology that will enable school personnel and students' parents to access all school safety plans at one source; technology that will improve the use of tip lines for anonymous submissions; and technology that will inform school personnel about the ever-changing set of social media sites and slang terms, to facilitate scanning content for "cyberbullying" across all those sites (Schwartz, 2016)

One of the technologies that modern schools are currently using is Radio Frequency Identification (RFID). For added security, RFID tag data can be locked in addition to being

encrypted. The daily operations of the school staff and the students are secure due to RFID technology. No student can enter or exit the school without the institution knowing because attendance is tracked by RFID. Any risk relating to student safety is decreased because this information is instantly given to the parents (Admin & Admin, 2023). RFID is a clever method of keeping track of attendance in schools. A Radio Frequency Identification (RFID) card with a unique chip implanted for live child monitoring was given by an international school in Noida. The use of RFID cards in schools enables both school administration and parents to monitor and trace every move made by their children. RFID refers to tiny electrical devices with a chip within them, and with this, things may be identified and tracked. It provides a brand-new identity for the protest, and the device needs to be examined to recover the identifying information of that object (Benefits of Using RFID Tags in a Smart School | UC-School ERP Software, 2019).

Stronger student safety at school ultimately results in greater trust. The welfare of students must constantly be protected by educational institutions. This is a non-negotiable expectation that all parents have, in addition to being a legal necessity. Parents will also be able to distinguish between a school with a single CCTV camera and one with a comprehensive CCTV system that is suited to the area's and the students' unique needs (Garwood, 2022). Moreover, the available data suggest that schools with metal detectors are more successful in identifying weapons during searches of students without scanning devices. Like other high-profile school shootings before, the 2018 attack at Marjory Stoneman Douglas High School in Parkland, Florida, ignited calls for increased safety and security in the nation's educational institutions. Numerous proposals entered the discourse,

from having armed guards and arming teachers to having more security cameras (Schildkraut, 2019).

### **Structural Designs of the Schools**

A child's school serves as their second home. It fulfills a range of purposes in his or her life. Schools shape a child's life in many ways, from building confidence to teaching them the importance of education. When youngsters are away from home, schools end up becoming their main place. The majority of the pupils' time is spent in class. Therefore, a school's infrastructure is crucial to a student's life. It is desired as a place to study and provides a favorable environment for students when there is decent infrastructure and enough space. It makes learning exciting and encourages students to attend class, which raises attendance and sparks students' interest in the subject (Kul, 2022). An excellent school is guided by its ethos and pedagogical vision. This goal can be made possible by the function of school buildings, whether brand-new or partially renovated. School architecture has numerous similar elements, such as teaching areas, staff spaces, and huge spaces. One size does not, however, fit all. The school facility must operate, overcoming obstacles including crowded quarters, a lack of natural light, and poor acoustics. Additionally, schools should have a connection to the neighborhood because every community has its own set of opportunities and challenges (Pisanu, 2018).

According to Bailey (2018), another approach for the school to develop a more safe learning environment is to harden its fences. This way, the areas that are exposed to the perimeter of the school are much safer. Intruders would have a hard time entering the school from the outside. To ensure that school buildings are welcoming, safe for our

students, and focused on learning, educators and architects must collaborate to set security rules and standards and identify the components that make each one effective. An exciting and welcoming learning environment must be maintained in school buildings, which are significant community assets. A school building can be made safe and secure in a variety of ways while still preserving the "human touch" ("School Security Through Architectural Design - MOA," 2021).

Safety and security demand architectural attention. We all share an interest in occupying spaces that are free from harm, whether intentional or accidental. Building codes demand that our buildings be able to withstand fire and destructive natural forces, provide for the introduction of fresh air and clean water, and that waste be safely removed. Human-caused harm in the built environment is left unaddressed by our codes with the assumption that design has no impact on behavior (Nowak, 2021).

### **Difference Between the Safety of Different Genders**

Parents, administrators, and educators bear the responsibility of maintaining safety across school premises. Particularly for girls, who spend a significant portion of their formative years in school, it is crucial to ensure a safe, comfortable, and secure environment conducive to learning and growth. This commitment to safety is essential for all students, enabling them to focus on acquiring the skills necessary for a successful education without worry. Recognizing its importance, governments prioritize school safety, encompassing not only the school grounds but also safe passage to and from school (Yadav, 2022). Boys felt safer when they noticed teachers around, while girls relied more on their friends for protection. Both boys and girls agreed that more security measures were necessary, and they also valued support from teachers and classmates. By considering these

gender-based differences in students' experiences and needs, schools could improve their safety measures and support systems effectively. (“Global Education Monitoring Report”)

It is believed that men and women mainly learn how to act based on the expectations of authority figures, peers, and the media. Safety is a complex issue influenced by various factors such as location, situational awareness, and individual behavior rather than solely by gender. However, societal norms and perceptions may contribute to different safety experiences for individuals. It is crucial to address safety concerns collectively, promoting an inclusive and safe environment for everyone, regardless of gender. The relationship between the built environment and human perception of safety is well recognised in a growing literature of urban studies. However, there is a lack of attention to gender differences in perceptions of place (Booth et al., 2014)

### **Theoretical Framework**

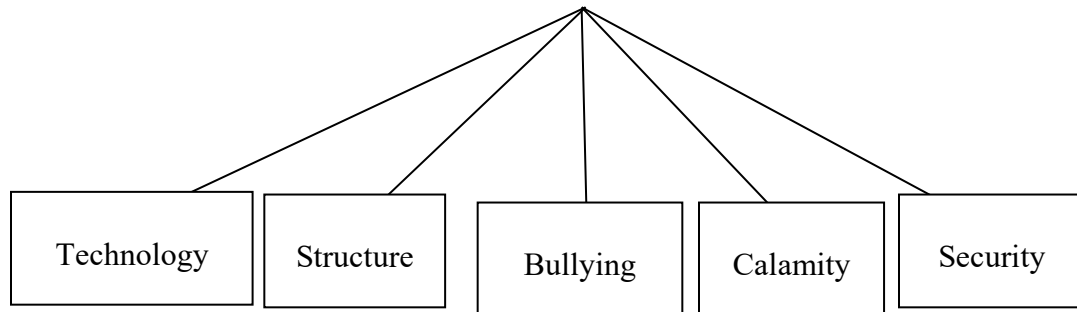
Safety is an essential need of a person in daily life. Abraham Maslow’s theory of “Safety and Security” in his “Hierarchy of Needs” (1943 - present) suggests that safety is one of the basic evolutionary needs of people. The actions of the people are no less engineered to ensure survival (Interaction Design Foundation, 2020). People need safety to enjoy their daily lives, especially students who are going to school to learn and gain more knowledge. That being said, this study adopted Maslow’s theory because this covers the entirety of this study, which is the safety of the students in the school.

### **Conceptual Framework**

The study was guided by the following conceptual framework shown below:

<p><b>SAFETY OF THE SCHOOL</b></p>
------------------------------------





**Figure 1: Conceptual Framework**

As shown in the image, the researchers aim to determine how safe the school is in terms of bullying, school guards, calamity, the structures of the school, and technology. This study's specific goal is to determine the level of safety that the students are experiencing when they are going to school.

### **Significance of the study**

This study plays a significant role in improving the ways to keep the people of the school safe. The findings of the research will be significant to the students, parents or guardians of the students, teachers, staff, and future researchers. The findings and results of this research, can greatly improve the level of safety of the school.

One of the key components of the school is the students. Students are the reason why there are schools. This is also one of the reasons why safety is indeed needed. This research is beneficial to the students, as this tells them how safe the school is because they are the ones that is using it. Securing their safety means they can learn and enjoy their time at the school.

Teachers can also benefit from this research because they are also one of the key components of why schools are created. Safety in the schools can also help the teachers to feel that they are safe working and teaching in the school. The staff can also benefit from this research. The staff of the school can help the school improve its level of safety. With this research, the people in the school can determine what needs to be changed to improve the safety of the school.

This study plays a significant role in the effect of the level of safety on parents who are worried about whether their children have entered school, and when their children leave school. The findings of the research will be significant to the parents and guardians. The results of this study may benefit them by aiding them in determining if their kids are already in or out of school. Parents can gain greater peace of mind knowing they can have more control and visibility into their children's daily lives, especially for working parents who are unavailable to be there for their kids at all times.

The study also has significance to teachers, and can assist them in reducing the time spent on manual tasks like taking attendance, monitoring students' progress, and grading homework. Teachers can concentrate on teaching and promoting learning by automating their duties. It can also help teachers in modifying their teaching strategies to students' requirements and preferences, resulting in improved learning outcomes.

Future researchers can also benefit from this study. Researchers who have plans to create research about the safety of the school can gain ideas from this study. This study will help them determine the factors that can affect the safety of the school, which will help them to understand more about the topic.

## Scope and Limitation

The primary objective of this research is to assess the level of safety of the students and what they are experiencing in the school. Additionally, the results that the research will get from the students will improve the safety of the school. The goal of this research is to determine the level of safety of the school and the safety of the students.

Moreover, this study aims to assess the safety of the school in terms of violence and calamity. The preparedness of the school may be challenged in this research. However, it may not reflect the experience of other stakeholders. This study primarily focuses on the students to evaluate their opinions and concerns regarding the safety of the school.

## Definition of Terms

The following terms used in this study were defined operationally.

**Bullying** refers to the act of harming other people physically, mentally, and emotionally, when people repeatedly use words or actions against other people.

**Calamity** refers to the environmental events that can harm people. An event causing great and often sudden damage or distress.

**Level of safety** refers to how safe a certain place is for the people in that particular area and environment. It also refers to how people are safe in a particular area to keep in hazards and danger

**Safety** is the term used when people or a certain environment is away from hazards that can potentially harm people and the environment.

**Security** is one of the school personnel who help with the safety of the school. Guards are also responsible for the entrance and exit of the people in the school, and keeping us out of harm's way.

**Structures** refer to the structural designs of the school, for example, the gate, fences, and classrooms.

**Technology** refers to the use of modern technology, such as the metal detector and Radio Frequency Identification.

## **Chapter 2**

### **METHODOLOGY**

This chapter covers the research design and research procedure that was utilized by the researchers in pursuing the study. It also discusses the locale of the study, the selection of the respondents, the sampling method, the research instruments, and the statistical treatment of the study.

#### **Research Design**

This study is quantitative in nature and employs the descriptive-comparative type of research. Quantitative research gathers a range of numeric data. The collection of quantitative information allows researchers to conduct simple to extremely sophisticated statistical analyses that aggregate the data (Coghlan & Brydon-Miller, 2014).

Descriptive-comparative research, on the other hand, is a type of research methodology that aims to determine the outcomes and to compare them in two or more groups that persist in the environment in a situation (Devi, 2022). With this research, the quantitative descriptive-comparative research design is the best to use because the researchers are asking the students what their opinion is about the level of safety of the school. The researchers are also going to compare the level of safety of different genders.

#### **Research Respondents**

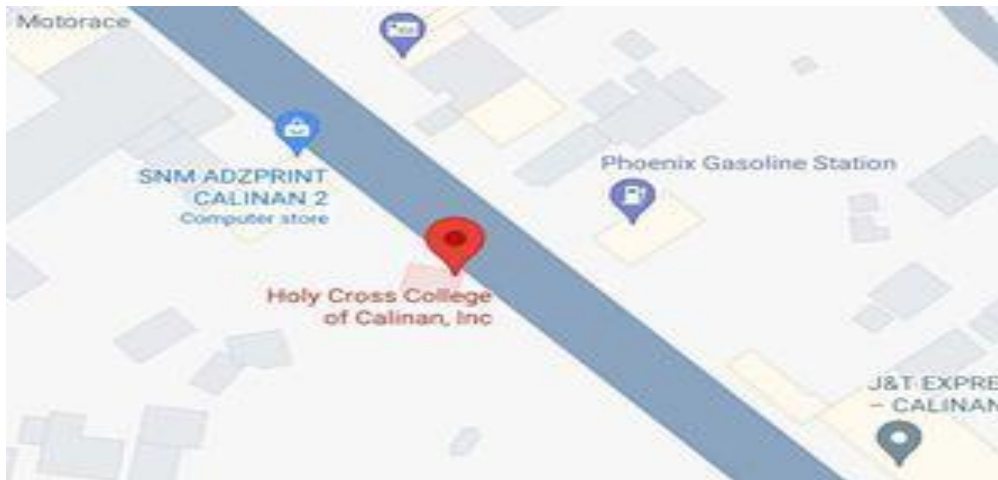
The respondents of this study were the Junior High school and Senior High school students of Holy Cross College of Calinan. The total population of the selected respondents are 771 students. The confidence level is 95% with an expected margin of error of 5%. The

population proportion of this study is 30%, and the result is 228 respondents. Junior High school and Senior high school are chosen to be the respondents because, according to the study of Maffini (2016), most teens (12 - 18 and above) feel unsafe at school. The selection of the sample involved stratified random sampling to ensure that every student of the school has a chance to participate in this study.

### **Research Locale**

The research was conducted in a school in Davao City. Davao City is an urbanized city on the island of Mindanao, Philippines. The city serves as the main trade, commerce, and industry hub of Mindanao, and the regional center of the Davao Region. It was ranked as the safest city in the world as of 2015, 4 safest cities in ASEAN, and 3rd safest city nationwide as of 2017.

The school is located in Calinan which belongs to the third congressional district situated in Davao. The chosen school is a private sectarian school. It has a 70-year history and was founded in June in the year 1948. It is the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), accredited with Level II status. It has approximately 1,300 students enrolled in the Basic Education Department. The study solely focused on the school's Junior High School department.



**Figure 2: Research Locale**

### **Research Instrument**

The survey questionnaire used in this study is a Self-Made Questionnaire created by the researchers. The researchers created questions based on the Statement of the Problem, and the questions are all connected to the topic to determine the level of safety of the school. Also, the researchers followed a four-point Likert scale type using the following descriptions: fully agree, agree, disagree, and fully disagree, with the corresponding score weights of 4, 3, 2, and 1.

With the above, the said questions were put in a table and were grouped according to the factors that may hinder the safety of the school, namely: bullying, school guards, calamity, structures, and technology. Before the questionnaire was handed out to the respondents, the researchers made sure that the questionnaire was validated. First, the researchers handed out the letter of validation to the validators. Second, the validators checked if the questions are right and grammatically correct. Then they handed it back to

the researchers after checking it. And lastly, the researchers handed it to the respondents to gather the data.

### **Data Gathering Procedure**

From the very start of the data gathering, the researchers followed research protocols. First, a letter of permission was sent to the school president for the research to be approved. A letter was also sent to the school principal asking for approval to conduct the study. The letter contained the objectives of the study, its significance, and the needed research respondents. After the president and principal of the school approved the study, the researchers gave the respondents informed consent and parental consent stating that the student would become a part of the study. Also, before the participants were gathered, ethical measures were observed. Then, the researchers explained to the research respondents that they were always free to withdraw their participation in the study if they felt discomfort and uneasiness. Also, the researchers told them that once they continue to participate, their names will be kept with utmost confidentiality. To gather the respondents' evaluation, the questionnaires were distributed. After two days, the participants were given ample time to assess the level of safety of Holy Cross College of Calinan, Inc. The questionnaires were collected, and the data were tallied and interpreted.

### **Data Analysis**

Data analysis is a systematic method of looking through gathered information. Gathering information from the data includes applying statistical methods, data visualization, and specialized software tools. To validate hypotheses, make well-informed



decisions, and accurately convey research findings, data analysis is crucial. This enhances the overall quality and trustworthiness of research outcomes.

Upon gathering the information, the data were used to answer the questions under the statement of the problem and to interpret the objectives. Frequency and Percentage distribution were used to describe the demographic profile of the students' parents and the year level of the students. Mean was used in determining the average number of respondents who fully agreed, agreed, disagreed, and fully disagreed about the level of safety of the school. The researchers used an Independent T-test to determine if there is a significant difference in safety among the different genders.

**Table 1: Table of Interpretation**

<b>Scale</b>	<b>Interpretation</b>
1 – 1.75	Low
1.76 – 2.5	Average
2.51 – 3.25	High
3.26 – 4	Very High

The table above shows the interpretation of the mean of the responses from the respondents.

### **Ethical Consideration**

Research ethics is one of the most crucial regulations that researchers must abide by. To maintain ethical considerations throughout the conduct of a study, planning a research project, conducting data gathering, protecting participants by keeping privacy and

confidentiality, sticking to standards, and preventing plagiarism should all be taken into consideration. These enable the researchers to successfully further this goal (Resnik, 2020).

Confidentiality, preventing plagiarism, and conducting appropriate data collection and analysis are the ethical considerations that the researchers observe. The researchers will make sure that the identification or information of the respondents will not be exposed in public. The researchers also make sure that the data are not manipulated; thus, came from the respondents.

The researchers were very careful to conduct their research in compliance with ethical norms to confirm the integrity and authenticity of the data obtained. Furthermore, taking into account these aspects aided in reassuring the respondents that the researchers' top priorities are upholding their anonymity and the confidentiality of their data, which aided in boosting their level of trust in the researchers.

### Chapter 3

#### RESULTS AND DISCUSSIONS

This chapter covers the results from the survey questionnaire, as well as the discussions of the findings. The answers from the survey questionnaire serve as the main source of data for this study.

**Research Question #1:** *What is the demographic profile of the students in terms of age, sex, and grade level?*

**Table 2: Demographic Profile of the Respondents in terms of Age, Sex, and Grade Level**

Demographic Profile	Valid	Frequency	Percent
Age	12	11	4.8%
	13	21	9.2%
	14	26	11.4%
	15	20	8.8%
	16	50	21.9%
	17	48	21.1%
	18 and above	52	22.8%
	<b>TOTAL</b>	228	100%
Sex	Female	114	50%
	Male	114	50%
	<b>TOTAL</b>	228	100%
Grade Level	Grade 7	24	10.5%
	Grade 8	20	8.8%
	Grade 9	25	11%
	Grade 10	9	3.9%
	Grade 11	75	32.9%
	Grade 12	75	32.9%
	<b>TOTAL</b>	228	100%

The table 2 shows the demographic profile of the respondents according to age, sex, and grade level. In terms of age, a total of two hundred twenty-eight (228) respondents were taken, 4.8% (11) of the respondents were 12 years old, 9.2% (21) of the respondents

were 13 years old, 11.4% (26) of the respondents were 14 years old, 8.8% (20) of the respondents were 15 years old, 21.9% (50) of the respondents were 16 years old, 21.1% (48) of the respondents were 17 years old, and 22.8% (52) of the respondents were 18 years old and above. In terms of sex, a total of two hundred twenty-eight (228) respondents were taken, 50% (114) of the respondents were female, and 50% (114) of the respondents were male. In terms of grade level, a total of two hundred twenty-eight (228) respondents were taken, 10.5% (24) of the respondents were from Grade 7, 8.8% (20) of the respondents were from Grade 8, 11% (25) of the respondents were from Grade 9, 3.9% (9) were from Grade 10, and 32.9% (75) were from Grades 11 and 12.

From this demographic profile, it can be inferred that the respondents' ages range from 12 years old to 18 years old and above. According to the research of Maffini (2016), teens aged 12-18 and above feel unsafe in schools because of bullying. The table shows that the respondents are 12-18 and above, which is why they are the chosen respondents for this research. These results also show that the number of female and male respondents is equal. A study conducted by The Educator (2020) has an equal number of male and female students in order to determine if there is really a difference in their safety in the school. From the data, it can be inferred that most of the respondents who took the survey questionnaire were from Grades 11 and 12.

**Table 3: Number of Responses to Each Question**

<b>Bullying</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	I feel physically safe walking in school.	33	47	73	75
<b>2</b>	I experienced violence against me.	79	88	51	9
<b>3</b>	I have looked for help or support from my parents regarding bullying.	66	62	74	25
<b>4</b>	I have experienced harm.	40	66	76	43
<b>5</b>	I encounter bullying at my school.	69	65	57	37
<b>Security</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	I've been checked thoroughly by security.	24	39	110	54
<b>2</b>	I first-hand experienced the checking of IDs when entering the school.	12	29	103	83
<b>3</b>	I witness how the securities respond when there is an emergency.	13	36	96	81
<b>4</b>	I have seen the security guards roaming around the school to check if there is something to worry about.	7	31	98	89
<b>5</b>	The security guards informed me not to bring dangerous materials.	7	30	94	94
<b>Calamity</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	I have taken part in the mandatory evacuation in schools.	10	29	118	69
<b>2</b>	I am aware of the evacuation map and safe areas.	3	30	106	87
<b>3</b>	I am aware of where the safety equipment is located in the school.	13	36	96	81
<b>4</b>	I know how to respond during calamities.	9	25	124	69
<b>5</b>	I have witnessed the Disaster Action Team active when there is a calamity.	5	11	97	113
<b>Structure</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	I have observed the checking of buildings when there is a disaster.	9	32	115	70
<b>2</b>	I can confirm that the fences are tall enough to keep the intruders away.	15	54	96	62
<b>3</b>	I can move comfortably in the classroom.	12	39	122	55
<b>4</b>	Our classroom has proper ventilation.	14	41	119	52
<b>5</b>	I find emergency exits easy to find.	9	42	121	55
<b>Technology</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1</b>	I firsthand experience the usage of metal detectors.	24	65	78	60
<b>2</b>	I can see CCTVs placed in places that most students are going.	15	54	96	62
<b>3</b>	My correct identification is shown when scanning the ID on the RFID system.	25	32	94	76
<b>4</b>	The electric fans in our classroom are working properly	19	43	96	67
<b>5</b>	I can hear the school's emergency alarm working.	7	14	107	97

The table 3 shows the number of respondents who answered the specific questions. With a total of 228 respondents, the respondents have different answers to different questions.

**Research Question #2: *What is the level of safety of Holy Cross College of Calinan, Inc.***

**Table 4: Mean of Different Indicators Based on the Respondents**

	<b>Bullying</b>	<b>Security</b>	<b>Calamity</b>	<b>Structure</b>	<b>Technology</b>
<b>Mean</b>	2.375	3.089	3.181	2.966	2.979

Table 3 shows the responses of the respondents from the survey questionnaire. In terms of bullying, a mean of 2.375 shows an average result based on the table of interpretation. This means that the cases of bullying inside the school are neither high nor low. The study of Al-Ali and Shattnawi (2018) shows that students aged 12-18 experienced bullying. With this, other respondents show a possibility that they experience bullying.

In terms of security, calamity, structure, and technology, with a mean of 3.089, 3.181, 2.966, and 2.979, respectively, shows a high result according to the table of interpretation. This indicates that students are comfortable with the security of the school, the response of the school in calamities, the classrooms and buildings, and the usage of technology in the school. The study by Moore (2021) said that most students stated their school is safe. The respondents of this research, based on the data, agreed that Holy Cross College of Calinan, Inc. is safe for them to continue their studies.

**Research Question #3: *Is there a significant difference between the safety of different genders at school?***

**Table 5: Independent T-Test of the Respondents**

<b>Gender</b>	<b>Overall Mean of the Respondents' Safety</b>	<b>P-Value</b>	<b>Decision Table</b>
Male	2.9342	0.4376	Accept the null hypothesis
Female	2.9018		

Table 4 shows the independent T-Test of the different genders, namely male and female. The independent t-test, also called the two-sample t-test, independent-samples t-test or student's t-test, is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups (Laerd Statistics, 2018). The result shows a p-value of 0.4376, and this is greater than 0.05, this indicates that there is no significant difference between the safety of both male and female students in Holy Cross College of Calinan, Inc., and accept the null hypothesis.

Based on these results, according to the National Center on Safe Supportive Environments (2023), safe schools promote the protection of all students from violence, exposure to weapons and threats, theft, bullying and harassment, the sale or use of illegal substances on school grounds, and other emergencies. Based on the respondents' responses, the school promotes safety, and they feel safe whenever they are in school.

## **Chapter 4**

### **CONCLUSIONS AND RECOMMENDATION**

This chapter comprises the conclusion with regard to the findings and the generated recommendations of the study.

#### **Conclusions**

Safety in schools is essential for students to learn and to enjoy their time whenever they are at school. This research determined the safety of the students and the difference between the safety of male and female students of Holy Cross College of Calinan, Inc. The study shows that in terms of bullying, the school has an average case of bullying, not so high but also not so low. In terms of security, structures, calamity, and technology, the respondents are satisfied with what the school is doing to ensure their safety.

Essentially, the results of this study discovered that there is no significant difference among the different genders in how they feel about the safety of the school. This concludes that Holy Cross College of Calinan, Inc. is safe for the students to learn and continue their schooling.

#### **Recommendations**

Based on the findings of the study, it proves that some of the students feel safer, but some are not. The following recommendations were suggested:

Implementing clear rules against bullying and promoting kindness among students can help create a more respectful environment. Ensuring adequate security measures, such as cameras and trained guards, can also enhance safety on campus. The school may



organize more anti-bullying seminars or campaigns to lessen the number of cases of bullying in the school.

Being prepared for emergencies like disasters is essential. This involves regular drills to practice emergency procedures and ensure that everyone knows how to stay safe during crises. Addressing any safety concerns related to buildings and infrastructure is crucial, as well as utilizing technology effectively for safety and communication purposes. For the infrastructure, schools may check the buildings regularly to determine if the room is still usable. In terms of security, school guards may join seminars in order to find and improve their ways of protecting the school.

The personnel in charge of the technologies of school may add more CCTV cameras in places that are hard to find or places where students can hide. Metal detectors may also be one of the technologies that can be used by the guards. For future researchers, they can conduct a comprehensive assessment of the safety level at Holy Cross College of Calinan, Inc., and contribute to the ongoing efforts to create a secure and conducive learning environment for the students of the school.

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## APPENDICES

### Appendix 1: Letter of the President



**HOLY CROSS COLLEGE OF CALINAN, INC**  
 Davao- Bukidnon Highway, Calinan Poblacion, Davao City

January 6, 2024

Sr. Cherie Eloisa Garrote, PM  
 School President  
 Holy Cross College of Calinan, Inc.

Dear Sister Garrote,

Greetings of peace and solidarity!

We are writing this letter to inform you that we will be conducting a research study entitled: **ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF CALINAN, INC.** as the major requirement in our Practical Research 1 and 2. The objective of our study is to determine the level of safety of Holy Cross College of Calinan, Inc. Questionnaires will be used to gather data from the students of the Holy Cross College of Calinan, Inc. The result of the study will be part of our contribution to improve the level of safety of the school.

In line with this, we would like to ask permission to conduct a research among the students on Holy Cross College of Calinan, and administer the questionnaire on the basic education department.

Participation in this study is completely voluntary, therefore, participants are free to withdraw from the study at any time without moral obligation to the researcher and to the school. Further the participants have the right to verify the data to be included in the final manuscript. Also, confidentiality of the information obtained is assured as there will be no other individuals who have access on them except the researchers and their research adviser.

Should you wish to know more about the study, please feel free to contact:

**Justin Andres, [justinandres989@gmail.com](mailto:justinandres989@gmail.com), or 09155420168**

Thank you very much.

Very truly yours,

**Justin Andres**  
 Researcher


**Angel Mae Malacura**  
 Researcher

**Aaron Jasper Policios**  
 Researcher

**Carian Nembrado**  
 Researcher

**Stephanie Jean Manalili**  
 Researcher

**Edrick Perez**  
 Researcher


**HOLY CROSS COLLEGE OF CALINAN, INC.**  
 Baybay Boulevard Highway, Calinan-Paladian, Baybay City

Noted by: \_\_\_\_\_

*Ms. June Nillyn Torres*  
 Research Adviser

Approved by: \_\_\_\_\_

*Sr. Cherie Eloisa Garrote, PM*  
 School President

**Complaints about this research:**

The Holy Cross College of Calinan requires that all the participants are informed and if they have complaints regarding the manner in which the research is conducted, it may be given to the researcher, or if an independent person is preferred, to the Research and Publication Head, Research Office, Holy Cross College of Calinan with the following numbers: 295-0797 or 09491985644.

Participation in this study is completely voluntary. Participants are free to withdraw from the study at any time without moral obligation to the researcher and to the school. Further, the participants have the right to refuse any data to be included in the final manuscript. Also, the reliability of the information obtained is assured as there will be no other individuals who have access to their records, the researchers and their research adviser.

Should you wish to know more about the study, please feel free to contact:

Justin Andros, [justinandros@hotmail.com](mailto:justinandros@hotmail.com), or 09155420163

Thank you very much.

Very truly yours,

Justin Andros Researcher	Josephine Andros Researcher	Justin Andros Researcher
<i>Justin Andros</i>	<i>Josephine Andros</i>	<i>Justin Andros</i>
Justin Andros Researcher	Josephine Andros Researcher	Justin Andros Researcher

Appendix 2: Letter for the Principal





**HOLY CROSS COLLEGE OF CALINAN, INC**  
 Davao- Bukidnon Highway, Calinan Poblacion, Davao City

January 3, 2024

Ma. Corazon C. Suñga, PhD  
 Basic Education Principal  
 Holy Cross College of Calinan, Inc.

Dear Ma'am Sunga,

Greetings of peace and solidarity!

We are writing this letter to inform you that we will be conducting a research study entitled: **ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF CALINAN, INC.** as the major requirement in our Practical Research 1 and 2. The objective of our study is to determine the level of safety of Holy Cross College of Calinan, Inc. Questionnaires will be used to gather data from the students of the Holy Cross College of Calinan, Inc. The result of the study will be part of our contribution to improve the level of safety of the school.

Participation in this study is completely voluntary, therefore, participants are free to withdraw from the study at any time without moral obligation to the researcher and to the school. Further the participants have the right to verify the data to be included in the final manuscript. Also, confidentiality of the information obtained is assured as there will be no other individuals who have access on them except the researchers and their research adviser.

Should you wish to know more about the study, please feel free to contact:

Justin Andres, [justinandres989@gmail.com](mailto:justinandres989@gmail.com), or 09155420168

Thank you very much.

Very truly yours,

Justin Andres  
 Researcher  
 Marian Nombrado  
 Researcher

Angel Mae Malacura  
 Researcher

Stephanie Jean Manalili  
 Researcher

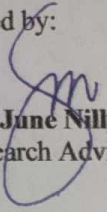
Aaron Jasper Policios  
 Researcher

Edrick Perez  
 Researcher

RECEIVED BY :

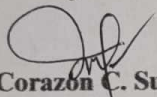
DATE: Jan. 4, 2024

Noted by:



**Ms. June Nillyn Torres**  
Research Adviser

Approved by:



**Ma. Corazon C. Suñga, PhD**  
Basic Education Principal

**Complaints about this research:**

The Holy Cross College of Calinan requires that all the participants are informed and if they have complaints regarding the manner in which the research is conducted, it may be given to the researcher, or if an independent person is preferred, to the Research and Publication Head, Research Office, Holy Cross College of Calinan with the following numbers: 295-0797 or 09491985644.



**HOLY CROSS COLLEGE OF CALINAN, INC**  
 Davao- Bukidnon Highway, Calinan Poblacion, Davao City

January 3, 2024

Ms. Merry Angel Jala  
 Basic Education Registrar Incharge  
 Holy Cross College of Calinan, Inc.

Dear Ms. Jala,

Greetings of peace and solidarity!

We are writing this letter to inform you that we will be conducting a research study entitled: **ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF CALINAN, INC.** as the major requirement in our Practical Research 1 and 2. The objective of our study is to determine the level of safety of Holy Cross College of Calinan, Inc. The result of the study will be part of our contribution to improve the safety of the school.

In line with this, we would like to ask permission to get from your office the total number of Junior High School and Senior High School students who enrolled in Holy Cross College of Calinan, Inc. in the School Year 2023-2024.

Confidentiality of the information obtained is assured as there will be no other individuals who have access on them except the researchers and their research adviser.

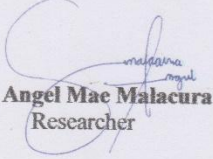
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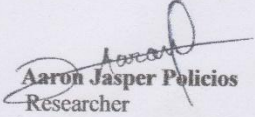
**Justin Andres, [justinandres989@gmail.com](mailto:justinandres989@gmail.com), or 09155420168**

Thank you very much.

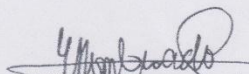
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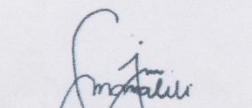
  
**Justin Andres**  
 Researcher


  
**Angel Mae Malacura**  
 Researcher

  
**Aaron Jasper Policios**  
 Researcher



  
**Carian Nombrado**  
Researcher


  
**Stephanie Jean Manalili**  
Researcher

  
**Edrick Perez**  
Researcher

Noted by:

  
**Ms. June Nilyn Torres**  
Research Adviser

Approved by:

  
**Ms. Merry Angel Jala**  
Basic Education Registrar Incharge

**Complaints about this research:**

The Holy Cross College of Calinan requires that all the participants are informed and if they have complaints regarding the manner in which the research is conducted, it may be given to the researcher, or if an independent person is preferred, to the Research and Publication Head, Research Office, Holy Cross College of Calinan with the following numbers: 295-0797 or 09491985644.

## Appendix 4: Letter to the Validator



**HOLY CROSS COLLEGE OF CALINAN, INC**  
**Davao- Bukidnon Highway, Calinan Poblacion, Davao City**

January 3, 2024

Ms. Dea Jene Dalagon  
Student Affair and Welfare Head  
Holy Cross College of Calinan, Inc.

Dear Ms. Dalagon,

Greetings of peace and solidarity!

We, Justin Andres, Angel Mae Malacura, Aaron Jasper Policios, Carian Nombrado, Stephanie Jean Manalili and Edrick Perez, enrolled in the class of Ms. Vallerie Joy Escolano and conducting a research entitled: **ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF CALINAN, INC.** This study aims to know the level of safety of Holy Cross College of Calinan, Inc. and will attempt to gather the responses from the respondents toward the following questions:

1. What is the demographic profile of the parents in terms of:
  - 1.1 sex;
  - 1.2 age; and
  - 1.3 grade level?
2. What is the level of safety of Holy Cross College of Calinan, Inc. in terms of:
  - 2.1 bullying;
  - 2.2 security;
  - 2.3 calamity;
  - 2.4 structures; and
  - 2.5 technology?
3. Is there a significant difference between the safety of different genders at school?

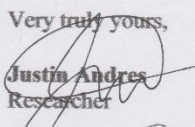
May we request your kind assistance in validating the questionnaire of the research study. Would you please fill out the attached validation sheet and give suggestions/comments for the improvement of our questionnaire.

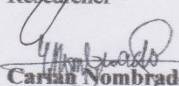
Should you wish to know more about the study, please feel free to contact:

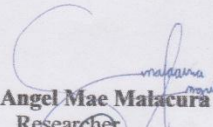
**Justin Andres, [justinandres989@gmail.com](mailto:justinandres989@gmail.com), or 09155420168**

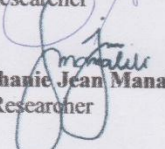
Thank you very much for your help.

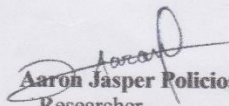
Very truly yours,

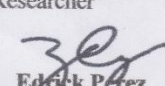
  
**Justin Andres**  
Researcher

  
**Carian Nombrado**  
Researcher

  
**Angel Mae Malacura**  
Researcher

  
**Stephanie Jean Manalili**  
Researcher


  
**Aaron Jasper Policios.**  
Researcher

  
**Edrick Perez**  
Researcher

Noted by:

  
**Ms. June Nilyn Torres**  
Research Adviser

Approved By:

  
**Ms. Dea Rene Dalagon**  
Student Affair and Welfare Head





**HOLY CROSS COLLEGE OF CALINAN, INC**  
**Davao- Bukidnon Highway, Calinan Poblacion, Davao City**

January 3, 2024

Mr. Cris Dan Makiling  
Quality Assurance Officer  
Holy Cross College of Calinan, Inc.

Dear Mr. Makiling,

Greetings of peace and solidarity!

We, Justin Andres, Angel Mae Malacura, Aaron Jasper Policios, Carian Nombrado, Stephanie Jean Manalili and Edrick Perez, enrolled in the class of Ms. Vallerie Joy Escolano and conducting a research entitled: **ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF CALINAN, INC.** This study aims to know the level of safety of Holy Cross College of Calinan, Inc. and will attempt to gather the responses from the respondents toward the following questions:

1. What is the demographic profile of the students in terms of:
  - 1.1 sex;
  - 1.2 age; and
  - 1.3 grade level?
2. What is the level of safety of Holy Cross College of Calinan, Inc. in terms of:
  - 2.1 bullying;
  - 2.2 security;
  - 2.3 calamity;
  - 2.4 structures; and
  - 2.5 technology?
3. Is there a significant difference between the safety of different genders at school?

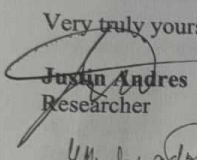
May we request your kind assistance in validating the questionnaire of the research study. Would you please fill out the attached validation sheet and give suggestions/comments for the improvement of our questionnaire.

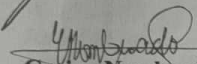
Should you wish to know more about the study, please feel free to contact:

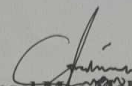
**Justin Andres, [justinandres989@gmail.com](mailto:justinandres989@gmail.com), or 09155420168**

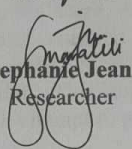
Thank you very much for your help.

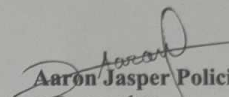
Very truly yours,

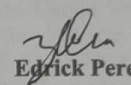
  
**Justin Andres**  
Researcher

  
**Carian Nombrado**  
Researcher

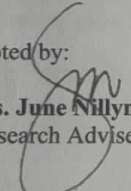
  
**Angel Mae Malacura**  
Researcher

  
**Stephanie Jean Manalili**  
Researcher

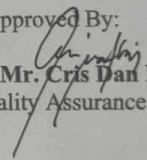
  
**Aaron Jasper Policios**  
Researcher

  
**Edrick Perez**  
Researcher

Noted by:

  
**Ms. June Nilyn Torres**  
Research Adviser

Approved By:

  
**Mr. Cris Dan Makiling**  
Quality Assurance Officer



## Appendix 5: Validation Sheet

**Holy Cross College of Calinan, Inc**

Davao-Bukidnon Highway, Calinan Pobalcion, Davao City

**Research Assessment Tool and Validation Sheet**

Name of Evaluator : Ms. Dea Jene Dalagon

Degree : \_\_\_\_\_

Position : Student Affair and Welfare Head

Institution : Holy Cross College of Calinan, Inc.


To the Evaluator: Please check the appropriate box for your ratings.

POINT EQUIVALENT: 1 – Poor 3 – Good 5 – Excellent

2 – Fair 4 – Very Good

Criteria/ Indicators		1	2	3	4	5
1	<b>CLARITY OF DIRECTIONS AND ITEMS</b> The vocabulary level, language structure and conceptual level of questions suit to level of respondents. The test directions and items are written in clear and understandable manner.				/	
2	<b>PRESENTATION/ ORGANIZATION OF ITEMS</b> The items are presented and organized in logical manner.				/	
3	<b>SUITABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the condition, knowledge, perception and attitudes that are supposed to be measured.				/	
4	<b>ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the question needed for the research.			/		
5	<b>ATTAINMENT OF PURPOSE</b> The instrument as a whole fulfills the objectives for which it was constructed.				/	
6	<b>OBJECTIVE</b> Each item question requires only one specific answer or measure only one behavior and no aspect of questionnaire suggest bias on the part of the researcher.				/	
7	<b>SCALE AND EVALUATION RATING SYSTEM</b> The scale adapted is appropriate for the items.				/	

Comments and Suggestions: \_\_\_\_\_

  
 Signature Evaluator



## Holy Cross College of Calinan, Inc

Davao-Bukidnon Highway, Calinan Pobalcion, Davao City

### Research Assessment Tool and Validation Sheet

Name of Evaluator : Mr. Cris Dan Makiling  
 Degree : BSED - Social Studies  
 Position : Quality Assurance Officer  
 Institution : Holy Cross College of Calinan, Inc.

To the Evaluator: Please check the appropriate box for your ratings.

POINT EQUIVALENT: 1 – Poor      3 – Good      5 – Excellent  
 2 – Fair      4 – Very Good

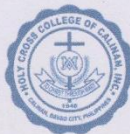
Criteria/ Indicators		1	2	3	4	5
1	<b>CLARITY OF DIRECTIONS AND ITEMS</b> The vocabulary level, language structure and conceptual level of questions suit to level of respondents. The test directions and items are written in clear and understandable manner.				/	
2	<b>PRESENTATION/ ORGANIZATION OF ITEMS</b> The items are presented and organized in logical manner.					/
3	<b>SUITABILITY OF ITEMS</b> The items appropriately represent the substance of the research. The questions are designed to determine the condition, knowledge, perception and attitudes that are supposed to be measured.				/	
4	<b>ADEQUATENESS OF ITEMS PER CATEGORY</b> The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the question needed for the research.					/
5	<b>ATTAINMENT OF PURPOSE</b> The instrument as a whole fulfills the objectives for which it was constructed.				/	
6	<b>OBJECTIVE</b> Each item question requires only one specific answer or measure only one behavior and no aspect of questionnaire suggest bias on the part of the researcher.				/	
7	<b>SCALE AND EVALUATION RATING SYSTEM</b> The scale adapted is appropriate for the items.				/	

Comments and Suggestions: \_\_\_\_\_

*Cris Dan Makiling*  
 Signature Evaluator



## Appendix 6: Parent's Consent



**HOLY CROSS COLLEGE OF CALINAN, INC**  
 Davao-Bukidnon Highway, Calinan Poblacion, Davao City

### INFORMED PARENTAL CONSENT FORM

#### ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF CALINAN, INC.

Dear Mr/Mrs \_\_\_\_\_,

**Introduction:** The purpose of this form is to provide you (as the parent of a prospective research study participant) information that may affect your decision as to whether or not to let your child participate in this research study. The person performing the research will describe the study to you and answer all your questions. Read the information below and ask any questions you might have before deciding whether or not to give your permission for your child to take part. If you decide to let your child be involved in this study, this form will be used to record your permission.

**Description:** This study will assess the level of safety of Holy Cross College of Calinan, Inc. Your child will answer a questionnaire containing questions about the safety of Holy Cross College of Calinan. Your child's identity will not be revealed to anyone and will remain confidential.

**Confidentiality:** Children's name and answers will not be revealed publicly and is only to us researchers. Rests assure that any personal information about the child will also not be leaked publicly.

**Risks & Benefits:** There are no risks to your child's safety. You may opt to preview the videotape or watch it with your child. The story raises no sensitive or controversial issues and does not contain elements typically frightening to children. Nevertheless, a copy of the audio/videotape has been reviewed by the Research Adviser and approved for use in this research. Because the interview engages children in thinking about non-violent conflict resolution, there are potential benefits to your child's ability to handle real-life situations of conflict.

**Freedom to Withdraw or Refuse Participation:** I understand that my child has the right to stop watching the tape at any time, or to refuse to answer any of the interviewer's questions without prejudice from the researchers.

**Grievance Procedure:** If I have any concerns or am dissatisfied with any aspect of this study, I may report my grievances anonymously to the Research and Publication Office through the following numbers: 295-0797 or 09491985644

For questions, please feel free to ask the researchers any questions before signing the consent form or at any time during or after the study.

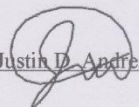
Lead Researcher: Justin D. Andres      Contact Details: 09155420168

Research Adviser: Ms. June Nillyn C. Torres      Contact Details: 09150421260

**Informed Consent Statement**

I, \_\_\_\_\_, give permission for my child, \_\_\_\_\_ to participate in the research project entitled, "**ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF CALINAN, INC.**". The study has been explained to me and my questions answered to my satisfaction. I understand that my child's right to withdraw from participating or refuse to participate will be respected and that his/her responses and identity will be kept confidential. I give this consent voluntarily.

Parent/Guardian Name and Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Lead Researcher's Name and Signature: Justin D. Andres  Date: \_\_\_\_\_



## Appendix 7: Participant's Information Consent



## HOLY CROSS COLLEGE OF CALINAN

Calinan, Davao City

### ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF CALINAN, INC.

I, \_\_\_\_\_, agree to participate in the study in which purpose is to *determine the level of safety of Holy Cross College of Calinan, Inc.* I am fully aware that the study will be conducted by Justin D. Andres, Angel Mae D. Malacura, Carian S. Nombrado, Stephanie Jean M. Manalili, Aaron Jasper T. Policios, and Edrick Jay P. Perez and will be supervised by Ms. June Nillyn C. Torres, their research adviser.

Before the onset of the study, the researchers explained to me the nature and extent of my involvement in this project. Also during the orientation, participants were informed of the following:

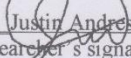
- a. that there are no known risks in our participation;
- b. that my participation will involve answering a survey questionnaire about the level of safety of Holy Cross College of Calinan, Inc.;
- c. that the information they obtained from me will be kept confidential and that only them and their research adviser will have access on it; and
- d. that my name and the organization where I am connected will never be mentioned in the final report.

In this study, my participation is entirely voluntary and I am free to withdraw at any time without affecting my relationship with the researchers and Holy Cross College of Calinan.

For possible queries and complaints regarding the conduct of the study, contact details of the researchers and their adviser, Ms. June Nillyn C. Torres are provided.

Participant's signature \_\_\_\_\_

\_\_\_\_\_ Date

  
Justin Andres  
Researcher's signature \_\_\_\_\_

\_\_\_\_\_ Date

#### Complaints about this research:

This project has been approved by his/their research adviser. Should you have concerns about your rights as a participant in this research, or should you have a complaint about the manner in which the research is conducted, please feel free to contact Miss June Nillyn C. Torres through her number 09150421260 or email him/her at [tjunenillyn@gmail.com](mailto:tjunenillyn@gmail.com). Alternatively, you can direct your queries to the school's Research and Publication Officer through number: 2950797.

## Appendix 8: Letter to the Respondents



**HOLY CROSS COLLEGE OF CALINAN, INC**  
**Davao- Bukidnon Highway, Calinan Poblacion, Davao City**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF  
 CALINAN, INC.**

Dear Respondent,

Greetings of peace and solidarity!

You are invited to participate in the research project identified above which will be conducted by Justin Andres, Angel Mae Malacura, Aaron Jasper Policios, Carian Nombardo, Stephanie Jean Manalili and Edrick Perez, together with Ms. June Nillyn Torres as our research adviser. This research study is one of the major requirements in Practical Research 2. Questionnaires will be used to gather data from the respondents about the level of safety of Holy Cross College of Calinan, Inc.

Participation in this study is completely voluntary, therefore, participants are free to withdraw from the study at any time without moral obligation to the researcher and to the school. Further the participants have the right to verify the data to be included in the final manuscript.

Should you wish to know more about the study, please feel free to contact:

**Justin Andres, [justinandres989@gmail.com](mailto:justinandres989@gmail.com), or 09155420168**

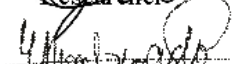
Thank you very much.

Very truly yours,

  
**Justin Andres**  
 Researcher

  
**Angel Mae Malacura**  
 Researcher

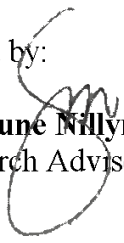
  
**Aaron Jasper Policios**  
 Researcher

  
**Carian Nombardo**  
 Researcher

  
**Stephanie Jean Manalili**  
 Researcher

  
**Edrick Perez**  
 Researcher

Noted by:

  
**Ms. June Nilyn Torres**  
Research Adviser

**Complaints about this research:**

The Holy Cross College of Calinan requires that all the participants are informed and if they have complaints regarding the manner in which the research is conducted, it may be given to the researcher, or if an independent person is preferred, to the Research and Publication Head, Research Office, Holy Cross College of Calinan with the following numbers: 295-0797 or 09491985644.

## Appendix 9: Survey Questionnaire

**HOLY CROSS COLLEGE OF CALINAN, INC.**

Davao- Bukidnon Highway, Calinan Poblacion, Davao City

**SURVEY QUESTIONNAIRE****ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF CALINAN, INC.**

We are carrying out an evaluation of the level of safety. Your response to this survey is crucial in providing the necessary information.

If you have any queries about the questionnaire, please do not hesitate to approach any of the researchers. Your honest and sincere response and the time given to answer the evaluation are greatly appreciated.

**Thank you very much for your cooperation**

Instruction: Please check or supply the information needed in the space provided

Name ( Optional ) \_\_\_\_\_

**Part I: Demographic Profile**

1. What age group do you belong to?  
☐ 11    ☐ 12    ☐ 13    ☐ 14    ☐ 15    ☐ 16    ☐ 17    ☐ 18 above
2. Sex  
☐ Male        ☐ Female
3. Grade level?  
☐ Grade 7                      ☐ Grade 10  
☐ Grade 8                      ☐ Grade 11  
☐ Grade 9                      ☐ Grade 12

**Part 2: Students' Evaluation About the Safety of the School**

Check the box of the response that best describes the involvement of your parents in your studies using the following scales:

1= fully disagree    2= disagree    3= agree    4= fully disagree

Bullying	1	2	3	4
1 I feel physically safe walking in school.				
2 I experienced violence against me.				
3 I have looked for help or support from my parents regarding bullying.				
4 I have experienced harm.				
5 I encounter bullying at my school.				



<b>Security</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	I've been checked thoroughly by security.				
2	I firsthand experienced the checking of IDs when entering the school.				
3	I witness how the securities respond when there is an emergency.				
4	I have seen the security guards roaming around the school to check if there is something to worry about.				
5	The security guards informed me not to bring dangerous materials.				
<b>Calamity</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	I have taken part in the mandatory evacuation in schools.				
2	I am aware of the evacuation map and safe areas.				
3	I am aware of where the safety equipment is located in the school.				
4	I know how to respond during calamities.				
5	I have witnessed the Disaster Action Team active when there is a calamity.				
<b>Structure</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	I have observed the checking of buildings when there is a disaster.				
2	I can confirm that the fences are tall enough to keep the intruders away.				
3	I can move comfortably in the classroom.				
4	Our classroom has proper ventilation.				
5	I find emergency exits easy to find.				
<b>Technology</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1	I firsthand experience the usage of metal detectors.				
2	I can see CCTV's placed in places that most students are going.				
3	My correct identification is shown when scanning the ID on the RFID system.				
4	The electric fans in our classroom are working properly				
5	I can hear the school's emergency alarm working.				

THANK YOU...

## Appendix 10: Raw Data

[illegible]

48 Rdv	1	12	1	1	1	1	1	13	1	4	4	4	4	18	1	1	1	4	4	14	1	1	1	1	1	1	1	4	4	4	1	16	
49 Rdv	0	12	4	2	2	1	1	12	1	4	4	1	4	12	1	4	4	4	4	16	4	4	1	1	1	12	1	4	1	1	4	12	
50 N	1	11	4	1	2	2	4	13	4	4	4	4	4	4	4	4	4	4	1	18	1	4	2	4	1	1	4	4	4	1	4	14	
51 N	0	11	4	2	2	2	1	14	4	4	4	4	4	4	1	1	1	1	1	1	4	4	1	1	1	12	1	1	1	4	4	12	
52 D	1	11	4	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	1	1	1	1	1	13	
53 D	0	12	1	2	2	4	4	14	1	1	1	1	4	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
54 D	1	12	1	2	2	2	1	14	1	4	1	4	4	14	1	4	4	1	4	16	4	1	1	1	4	14	1	4	4	1	4	1	
55 D	1	12	1	2	2	1	4	1	1	1	1	1	1	14	4	4	4	4	4	4	4	1	1	1	1	12	1	1	4	1	1	13	
56 Rdv	0	12	4	2	1	2	1	12	1	1	1	1	1	1	4	1	1	1	1	1	1	1	1	1	1	18	1	1	1	1	1	14	
57 Rdv	0	12	4	2	1	2	1	16	1	4	1	1	4	1	1	4	1	1	4	1	4	1	4	1	4	14	1	4	4	1	1	12	
58 N	1	11	1	1	2	2	2	1	1	1	1	1	1	16	1	1	1	1	1	14	1	1	1	1	1	14	1	1	1	1	1	16	
59 D	0	11	4	2	2	1	4	14	1	4	4	4	4	16	4	4	4	4	4	4	4	1	4	1	4	14	4	4	4	1	4	16	
60 Rdv	0	12	1	2	2	1	1	13	1	1	1	1	1	18	1	1	1	1	1	1	1	1	1	1	1	18	1	1	1	1	1	16	
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62 Rdv	0	12	4	2	1	2	1	13	1	1	1	1	1	16	4	4	4	1	1	14	1	1	1	1	1	18	1	1	1	1	1	16	
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83 D	1	12	1	2	2	2	1	12	1	1	1	4	1	16	4	1	1	1	4	14	1	1	1	1	1	18	1	1	1	1	1	1	1
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85 N	1	11	4	2	2	2	1	16	1	4	4	4	4	18	1	1	1	1	4	12	1	1	4	1	1	12	1	4	1	1	1	1	12
86 Rdv	0	12	4	1	1	2	1	13	1	4	1	1	4	14	4	4	1	4	4	16	4	4	4	1	1	12	1	4	4	1	4	13	
87 N	1	10	1	2	2	2	2	1	1	4	1	1	1	18	4	1	1	1	4	14	1	1	1	1	1	1	1	1	1	1	1	4	1
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96 D	0	12	4	4	2	2	2	1	1	1	1	1	1	16	4	4	1	1	4	16	1	1	1	1	1	14	1	1	1	1	1	16	
97 D	1	12	1	1	1	1	1	1	1	1	1	1	1	18	1	1	1	1	1	18	1	1	1	1	1	1	1	1	1	1	1	14	
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336	36	0	33	4	5	2	5	5	5	4	4	4	1	1	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
337	32	5	7	5	5	5	2	5	12	5	5	5	5	4	14	4	4	4	4	4	4	5	1	4	4	4	12	1	4	1	2	2	18	
338	34	5	4	2	2	2	1	1	14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
339	31	5	4	2	2	2	1	2	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
340	34	5	4	1	1	2	1	4	1	4	4	4	4	4	4	1	2	1	4	4	12	4	1	1	4	1	14	4	1	2	4	4	14	
341	34	0	4	2	2	5	1	1	4	1	4	1	1	1	14	2	2	2	1	2	14	4	1	1	2	1	1	1	4	5	4	2	1	1
342	31	5	4	5	2	1	4	5	12	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	2	5	1	16	
343	34	5	4	5	5	2	1	1	1	5	5	5	1	1	1	1	1	1	5	1	14	1	1	1	1	1	1	1	2	1	4	4	4	14
344	35	0	33	1	1	1	4	5	14	4	4	4	1	4	14	4	4	1	4	2	14	4	2	2	1	5	14	2	1	2	5	1	14	
345	31	5	4	2	2	5	2	4	12	4	4	4	4	5	14	4	4	5	4	4	14	4	1	1	4	4	14	4	4	4	4	4	4	4
346	31	5	4	5	2	2	1	4	14	4	4	4	4	4	4	2	1	1	4	4	12	1	1	1	4	4	14	2	1	1	4	4	12	
347	36	0	33	5	5	5	5	2	12	1	1	4	4	4	14	4	4	1	1	4	14	1	4	4	4	1	14	1	4	4	4	4	14	
348	35	5	34	5	5	2	1	1	14	5	5	5	2	1	14	1	1	1	4	4	14	2	1	1	4	4	12	5	2	1	4	4	14	
349	35	5	9	5	5	2	2	2	14	5	5	5	5	1	14	5	1	1	4	4	1	5	5	1	1	4	14	5	5	5	1	1	14	
350	35	5	33	2	2	2	1	2	12	2	1	1	1	2	16	1	2	1	1	1	1	2	1	2	1	2	14	1	2	5	2	1	12	
351	36	0	33	2	1	1	1	4	1	4	4	4	4	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	4	14	
352	34	0	9	1	1	1	4	5	14	4	4	4	4	4	4	4	1	4	1	4	14	4	1	4	1	4	14	1	4	4	4	1	16	
353	34	0	9	2	2	2	1	5	1	1	2	2	1	2	14	2	2	2	2	5	14	2	2	2	5	2	14	2	4	5	5	5	16	
354	37	0	9	1	5	5	1	1	12	1	1	1	1	1	1	1	5	1	2	1	1	12	4	1	1	1	4	12	1	1	1	4	2	1
355	37	0	33	4	4	4	4	1	14	4	1	5	4	5	14	4	1	1	1	4	14	1	4	4	4	5	12	4	5	5	4	4	18	
356	36	0	33	2	5	5	5	5	12	1	1	4	4	5	1	4	4	4	4	4	4	4	1	1	1	4	14	4	1	5	2	2	16	
357	36	5	33	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	16		
358	36	5	33	1	2	2	1	1	14	2	1	1	1	1	1	1	5	1	1	5	12	1	5	5	1	1	12	5	2	5	2	1	18	
359	37	0	33	2	5	5	4	5	14	1	5	4	4	1	14	1	1	4	4	4	14	4	4	1	4	1	14	4	1	1	4		15	
360	36	5	33	4	1	5	5	4	14	1	5	4	4	4	14	4	4	4	4	4	4	1	4	4	4	14	4	5	1	4	1	4	14	
361	34	5	9	5	5	5	1	4	1	4	4	4	4	4	14	1	4	4	4	4	14	4	1	4	4	2	14	4	5	4	4	4	14	
362	36	5	33	2	2	2	1	2	14	2	2	1	1	1	14	1	1	1	1	1	1	1	1	1	1	1	14	1	2	2	1	1	16	
363	344b																																	



## Appendix 11: Editor's Certificate

**HOLY CROSS COLLEGE OF CALINAN, INC**

Davao- Bukidnon Highway, Calinan Poblacion, Davao City

**RESEARCH AND PUBLICATION OFFICE****CERTIFICATION**

This is to certify that the research paper of **Malacura, Angel Mae D., Nombrado, Carian S., Manalili, Stephanie Jean M., Andres, Justin D., Policios, Aaron Jasper T., and Perez, Edrick Jay P.** entitled **ASSESSING THE LEVEL OF SAFETY OF HOLY CROSS COLLEGE OF CALINAN, INC.** has undergone the editing process and been approved by the undersigned.

This certification is issued upon the request by the researcher on May 6, 2025.

**MARILYN C. BRAGANZA**  
Editor

## CURRICULUM VITAE

### PERSONAL INFORMATION

**Name:** Justin D. Andres

**Age:** 18 years old

**Date of Birth:** February 16, 2006

**Place of Birth:** Davao City

**Civil Status:** Single

**Citizenship:** Filipino

**Religion:** Roman Catholic

**Sex:** Male

**Father's Name:** Jeffer V. Andres

**Occupation:** Laborer

**Mother's Name:** Helen D. Evangelista

**Occupation:** Housewife



### EDUCATIONAL ATTAINMENT

	School	Year Graduated
Intermediate:	Tamayong Elementary School	2018
Junior High School:	Holy Cross College of Calinan, Inc.	2022
Senior High School:	Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, and Mathematics	

## CURRICULUM VITAE

### PERSONAL INFORMATION

**Name:** Angel Mae D. Malacura

**Age:** 17 years old

**Date of Birth:** September 22, 2006

**Place of Birth:** Davao City

**Civil Status:** Single

**Citizenship:** Filipino

**Religion:** Roman Catholic

**Sex:** Female

**Father's Name:** William M. Malacura

**Occupation:** Farmer

**Mother's Name:** Leah D. Malacura

**Occupation:** OFW



### EDUCATIONAL ATTAINMENT

	School	Year Graduated
Intermediate:	St. Francis College of Davao, Inc.	2018
Junior High School:	St. Francis College of Davao, Inc.	2022
Senior High School:	Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, and Mathematics	



## CURRICULUM VITAE

### PERSONAL INFORMATION

**Name:** Stephanie Jean M. Manalili

**Age:** 19 years old

**Date of Birth:** March 23, 2005

**Place of Birth:** Davao City

**Civil Status:** Single

**Citizenship:** Filipino

**Religion:** Roman Catholic

**Sex:** Female

**Father's Name:** Michael Lief Owen P. Manalili

**Occupation:** Driver

**Mother's Name:** Jackilyn B. Manalili

**Occupation:** Housewife



### EDUCATIONAL ATTAINMENT

	School	Year Graduated
Intermediate:	Joaquin Elementary School	2018
Junior High School:	Joaquin National High School	2022
Senior High School:	Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, and Mathematics	

## CURRICULUM VITAE

### PERSONAL INFORMATION

**Name:** Carian S. Nombrado

**Age:** 20 years old

**Date of Birth:** November 3, 2004

**Place of Birth:** Davao City

**Civil Status:** Single

**Citizenship:** Filipino

**Religion:** Roman Catholic

**Sex:** Female

**Father's Name:** Gerson S. Nombrado Jr.

**Occupation:** Farmer

**Mother's Name:** Maria Luz S. Nombrado

**Occupation:** Housewife



### EDUCATIONAL ATTAINMENT

	School	Year Graduated
Intermediate:	Holy Cross College of Calinan, Inc.	2018
Junior High School:	Holy Cross College of Calinan, Inc.	2022
Senior High School:	Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, and Mathematics	

## CURRICULUM VITAE

### PERSONAL INFORMATION

**Name:** Edrick Jay P. Perez

**Age:** 18 years old

**Date of Birth:** November 9, 2005

**Place of Birth:** Davao City

**Civil Status:** Single

**Citizenship:** Filipino

**Religion:** Roman Catholic

**Sex:** Male

**Father's Name:** Edwin Perez

**Occupation:** N/A

**Mother's Name:** Maria Alona Perez

**Occupation:** Livestock Seller



### EDUCATIONAL ATTAINMENT

	School	Year Graduated
Intermediate:	Holy Cross College of Calinan, Inc.	2018
Junior High School:	Holy Cross College of Calinan, Inc.	2022
Senior High School:	Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, and Mathematics	

## CURRICULUM VITAE

### PERSONAL INFORMATION

**Name:** Aaron Jasper T. Policios

**Age:** 19 years old

**Date of Birth:** March 11, 2005

**Place of Birth:** Davao City

**Civil Status:** Single

**Citizenship:** Filipino

**Religion:** Roman Catholic

**Sex:** Male

**Father's Name:** Nestor L. Policios

**Occupation:** Businessman

**Mother's Name:** Triponia T. Policios

**Occupation:** Businesswoman



### EDUCATIONAL ATTAINMENT

	School	Year Graduated
Intermediate:	Holy Spirit Academy of Calinan Inc.	2018
Junior High School:	Holy Cross College of Calinan, Inc.	2022
Senior High School:	Holy Cross College of Calinan, Inc.	2024
Track:	Academic Track	
Strand:	Science, Technology, Engineering, and Mathematics	