Advanced International Journal for Research (AIJFR)
E-ISSN: 3048-7641 ● Website: www.aijfr.com ● Email: editor@aijfr.com

The Resilient Campus Initiative: A Data-Driven Intervention Model for Incident Preparedness and Conflict Containment

Merry Cris P. Ygonia[1], Christian Niño T. Gucor[2], Roselou M. Delima[3], Rushell V. Lantaca[4], Junah C. Cagado[5]

Cebu Technological University – Main Campus

DOI: https://doi.org/10.63363/aijfr.2026.v07i06.8634

Abstract:
This study assessed the baseline levels of campus incident preparedness and the implementation extent of conflict containment practices across selected public elementary and secondary schools in the Department of Education, Division of Cebu City, during the School Year 2025–2026. Utilizing a descriptive-evaluative and descriptive-correlational research design, the study gathered empirical data from one hundred four respondents ($N = 104$) composed of school heads ($n = 4$), classroom teachers ($n = 40$), and students ($n = 60$) across Don Vicente Rama Memorial Elementary School, Pardo Elementary School, Mambaling National High School, and Pasil Night High School. Data were gathered through a validated, tri-tiered survey instrument package evaluating five operational dimensions of incident preparedness and five domains of conflict containment, augmented by descriptive and inferential statistical treatments. Findings revealed that the overall level of campus incident preparedness obtained an aggregate weighted mean of 3.10, indicating Moderate Preparedness. While high procedural compliance was observed in scheduled nationwide earthquake and fire drills ($\bar{x} = 3.79$), significant operational vulnerabilities emerged in backup emergency illumination ($\bar{x} = 2.38$), specialized intruder-lockdown protocols ($\bar{x} = 2.44$), classroom emergency logistics ($\bar{x} = 2.56$), and night-shift dismissal security ($\bar{x} = 2.27$). Concurrently, the extent of conflict containment practices yielded a grand mean of 3.15, denoting Moderate Extent. Although child protection curriculum integration scored favorably ($\bar{x} = 3.62$), critical deficits were documented in confidential, anti-retaliation grievance reporting platforms ($\bar{x} = 2.87$), post-investigation witness safeguarding ($\bar{x} = 2.95$), digital cyber-conflict containment ($\bar{x} = 2.76$), and perimeter wall integrity ($\bar{x} = 2.71$), alongside a persistent reliance on retributive disciplinary sanctions ($\bar{x} = 2.75$). Furthermore, a significant perceptual disparity was documented: school heads evaluated preparedness and containment markedly higher than frontline teachers and learners. Physical infrastructure deficits, communication equipment shortages, and night-school transit risks emerged as the primary operational challenges. These baseline empirical outcomes served as the direct basis for designing the study's institutional deliverable: PROJECT S.H.I.E.L.D. (Strategic Hazard, Incident, and Escalation-Level Deterrence), an actionable, four-pillar intervention model establishing dynamic incident telemetry, tailored daytime and evening emergency architectures, proactive adolescent conflict de-escalation workflows, and continuous oversight dashboards for school improvement plans.

Keywords: Educational Administration and Supervision, Incident Preparedness, Conflict Containment, Descriptive-Correlational Design, Public Schools, Cebu City

1. The Problem and Its Scope

Introduction

Rationale of the Study

Contemporary educational institutions function as micro-societies that mirror the complex socio-economic, environmental, and behavioral pressures of their external surroundings. In modern urban communities, the expectation that a school serves strictly as a sheltered sanctuary for academic instruction is continually challenged by the reality of multi-hazard vulnerabilities, internal behavioral friction, and perimeter risks. Across the world, educational systems confront compounding threats that range from natural disasters aggravated by climate disruptions to localized campus unrest, active aggression, bullying, and interpersonal disputes. When schools lack structured, data-informed systems to monitor and preempt these challenges, responses become reactive, inconsistent, and ultimately ineffective. A truly resilient educational institution does not merely respond to a crisis after damage has occurred; rather, it develops systemic capacities to forecast disruptions, de-escalate emerging conflicts, and maintain operational equilibrium across diverse administrative modalities.

On a global scale, the discourse surrounding school safety and institutional resilience has shifted dramatically toward proactive, integrated risk management. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021) asserts that physical, psychological, and environmental safety constitutes an indispensable prerequisite for equitable and sustainable learning outcomes. Emerging international assessments highlight that educational environments situated within congested urban metropolises face heightened frequencies of disruptive behavioral incidents, structural bottlenecks during evacuations, and pervasive external community influences (World Bank, 2022). Furthermore, research by the Global Coalition to Protect Education from Attack (GCPEA, 2023) underscores that urban educational facilities worldwide operate with profound disparities in infrastructural fortification, perimeter surveillance, and emergency responsiveness. In many developing nations, the pressure of rapid demographic expansion has severely outpaced physical campus planning, resulting in high-density facilities where routine friction can rapidly escalate into severe, uncontained safety crises (OECD, 2022). International consensus increasingly dictates that traditional, episodic emergency drills and retributive disciplinary measures are insufficient. Instead, safety management requires evidence-based telemetry, systemic risk mapping, and multi-tiered restorative frameworks that preempt hazards before they manifest as critical emergencies.

Within the national landscape of the Philippines, school safety and crisis resilience operate under a unique convergence of geographic vulnerability and systemic resource constraints. Situated along the Pacific Ring of Fire and the Western Pacific typhoon belt, Philippine public schools are perpetually vulnerable to geological and meteorological hazards that disrupt instructional continuity. Simultaneously, the Department of Education manages one of the highest student-to-classroom density ratios in Southeast Asia, compounding internal managerial complexities (DepEd, 2020). The enactment of comprehensive policy mandates, such as the Philippine Disaster Risk Reduction and Management Act of 2010 and the

Department of Education's Child Protection Policy, established institutional frameworks for safety, yet operational execution across division offices and school districts remains severely fragmented (National Disaster Risk Reduction and Management Council [NDRRMC], 2021). Recent empirical investigations into Philippine public schools reveal that while institutional compliance with standardized disaster reporting exists on paper, frontline educators and school heads frequently struggle to translate regulatory mandates into actionable, day-to-day risk mitigation (Bautista & Santos, 2021). The prevailing operational posture within many public schools remains largely retrospective, characterized by post-incident disciplinary sanctions or post-calamity relief operations rather than data-driven threat containment and proactive restorative mediation (Reyes et al., 2023).

At the regional and local level, the urban landscape of Cebu City encapsulates the acute challenges of managing educational security and disaster readiness within high-density metropolitan ecosystems. As the economic and demographic center of Central Visayas, Cebu City experiences rapid urbanization, high population concentration, and distinct socioeconomic disparities that directly permeate campus perimeters. Public schools situated within the southern corridor of Cebu City, such as Don Vicente Rama Memorial Elementary School in Basak San Nicolas, Pardo Elementary School in Poblacion Pardo, Mambaling National High School, and the uniquely structured Pasil Night High School, navigate daily operational pressures that diverge sharply from suburban or rural institutions. These campuses are characterized by multi-story structural configurations, restricted ground spaces, intense vehicular traffic along primary ingress corridors, and adjacent informal settlements where community tensions frequently spill into school spaces (Cebu City Disaster Risk Reduction and Management Office [CCDRRMO], 2022).

The institutional context across these four chosen research stations provides a stark, cross-sectional illustration of the educational continuum and its operational vulnerabilities. At Don Vicente Rama Memorial Elementary School and Pardo Elementary School, massive primary school enrollments present acute logistical hurdles during emergency evacuations, where young learners require highly choreographed guidance to avoid crush injuries and panic during natural tremors or fire incidents (Alcantara & Tan, 2022). Conversely, Mambaling National High School contends with adolescent behavioral dynamics, where peer altercations, territorial conflicts, and localized gang or fraternity affiliations frequently test the limits of school-based child protection committees (Fernandez & Ocampo, 2023). Perhaps most critically, Pasil Night High School embodies a specialized, highly vulnerable operational paradigm; its student body consists predominantly of working youth and adult learners who attend classes under post-dusk conditions, facing limited perimeter lighting, reduced administrative staffing, and transit hazards through urban sectors historically challenged by street-level disturbances (Mendoza & Del Rosario, 2024).

The convergence of these institutional factors underscores the profound relevance and urgency of this investigation. Public schools can no longer afford to manage crisis preparedness and interpersonal conflict containment through intuitive, uncoordinated, and sporadic interventions. The persistent reliance on manual incident logbooks that lack analytical tracking, the absence of micro-spatial risk mapping, and the operational disconnect between day and night school shifts create dangerous systemic blind spots. By critically examining the existing baseline of incident preparedness and conflict containment across these four diverse school environments, this study bridges the gap between high-level policy frameworks and frontline public school realities.

Ultimately, this study serves as the direct empirical launchpad for "The Resilient Campus Initiative: A Data-Driven Intervention Model for Incident Preparedness and Conflict Containment," culminating in the

institutionalization of PROJECT S.H.I.E.L.D. (Strategic Hazard, Incident, and Escalation-Level Deterrence). By integrating the diverse perspectives of school heads, classroom teachers, and the learners themselves, the investigation establishes an evidence-based foundation that transforms urban public schools from vulnerable, reactive facilities into structurally secure, data-informed, and restoratively contained centers of sustainable learning.

Theoretical Background

The structural integrity and operational validity of this investigation are anchored upon an interdisciplinary synthesis of modern sociological, criminological, and organizational theories established and adapted in contemporary scholarship from 2020 to the present. The complexity of managing campus vulnerabilities requires theoretical perspectives capable of addressing physical infrastructure, behavioral escalation, institutional leadership dynamics, and systematic data telemetry.

The primary structural anchor of this study is the Modernized Situational Crime Prevention Theory (SCPT), rigorously advanced and adapted for high-density public facilities by Clarke and Bowers (2020). SCPT posits that disruptive incidents, illicit activities, and behavioral escalations do not occur randomly across physical space; rather, they are facilitated by specific environmental cues, systemic vulnerabilities, and opportunistic convergence points. Clarke and Bowers categorize preventive strategies into five distinct operational mechanisms: increasing the perceived effort of the offense, increasing the perceived risks of detection, reducing the anticipated rewards, reducing operational provocations, and removing environmental excuses for non-compliance. In the context of this study, SCPT provides the theoretical justification for converting traditional, passive campus perimeters into actively monitored, data-informed environments. By systematically analyzing campus blind spots, poorly lit corridors at Pasil Night High School, and congested gate choke points at Don Vicente Rama Memorial Elementary School and Pardo Elementary School, the research operationalizes SCPT principles to reduce environmental opportunities for conflict and security breaches before physical harm manifests.

Complementing this environmental framework is the Dynamic Incident Management and Crisis Resilience Theory formulated by Comfort and Kapucu (2020). Their work demonstrates that modern institutional resilience is fundamentally determined by an organization's capacity to process real-time information, communicate across internal and external boundaries, and maintain decision-making flexibility under acute stress. Comfort and Kapucu argue that rigid, static emergency blueprints inevitably fail during dynamic urban crises because actual events generate non-linear operational bottlenecks. Instead, successful crisis response depends on distributed decision-making networks, pre-established inter-agency coordination, and adaptive capacity built through continuous, realistic simulation. This theory directly informs the evaluation of emergency preparedness within the target Cebu City schools, underscoring that disaster management cannot be treated as a periodic compliance checklist. Instead, it must exist as an operational network connecting school administrators, frontline classroom teachers, student safety wardens, and external emergency units such as the Bureau of Fire Protection and local disaster risk management offices.

To address the internal social and behavioral dimensions of campus conflict, this study integrates the Contemporary Restorative Justice and Relational Discipline Theory articulated by Morrison and Vaandering (2021).

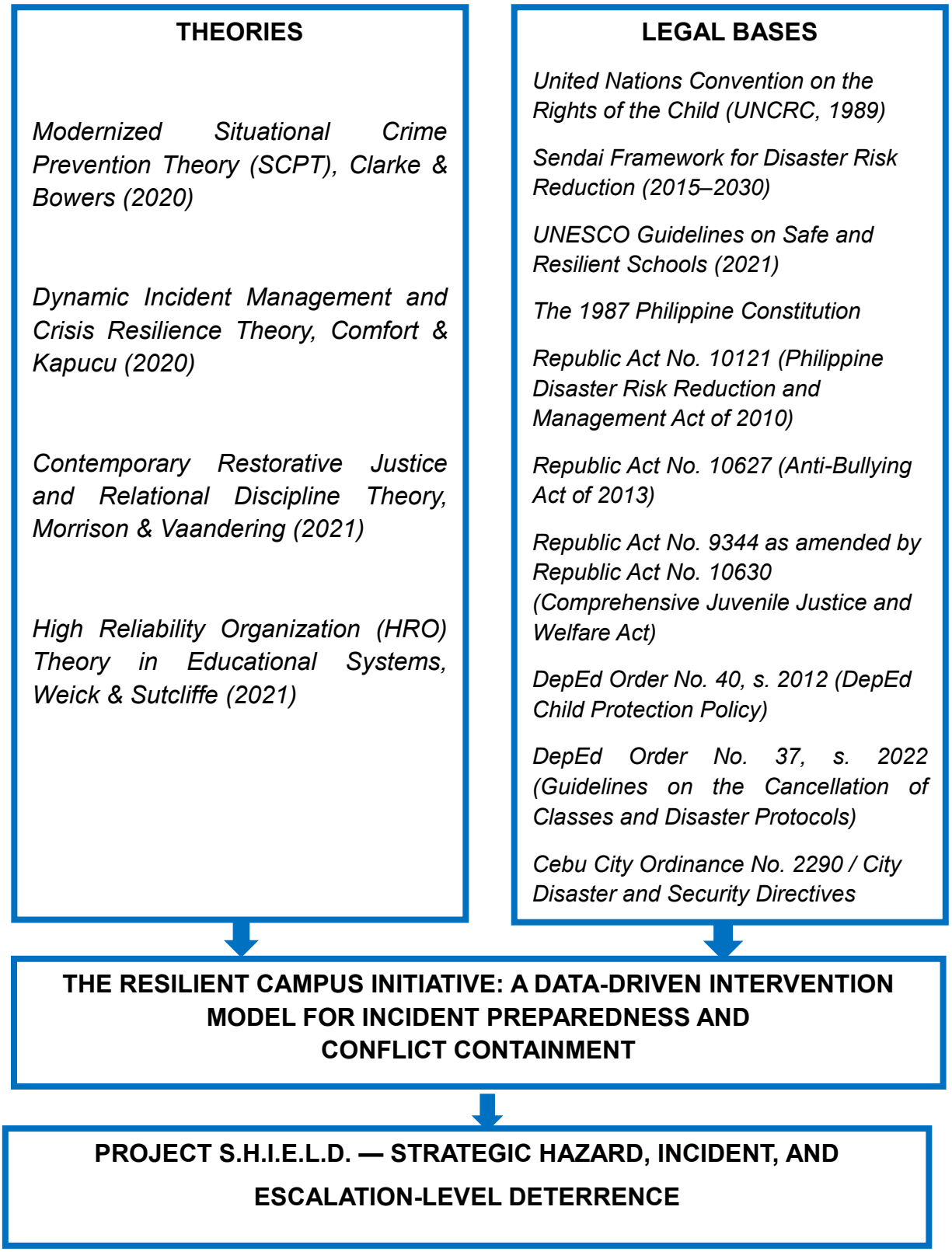


Figure 1
Theoretical Conceptual Framework of the Study

Moving decisively away from punitive, retributive disciplinary models that prioritize suspension, exclusion, and administrative alienation, Morrison and Vaandering establish that sustainable school safety requires institutional mechanisms that repair relationships, reintegrate disputants, and de-escalate tensions through structured dialogic intervention. Their theoretical model categorizes school-wide interventions into primary (proactive relationship building), secondary (targeted mediation for emergent friction), and tertiary (intensive reintegration following critical behavioral infractions). This model provides the theoretical foundation for investigating conflict containment across both junior high and night high school environments, ensuring that the resulting institutional output does not rely on criminalizing adolescent friction, but rather on building structured, peer-supported restorative mediation pathways that prevent community-level escalation.

These primary behavioral and environmental theories are structurally integrated through the lens of High Reliability Organization (HRO) Theory within educational administration, as advanced by Weick and Sutcliffe (2021). HRO Theory focuses on complex organizations that operate in high-risk, volatile environments yet manage to avoid catastrophic failures through systematic organizational mindfulness. Weick and Sutcliffe identify five essential behavioral commitments of highly reliable systems: preoccupation with failure (treating minor discrepancies or near-misses as serious indicators of systemic health), reluctance to simplify interpretations of risk, sensitivity to day-to-day front-line operations, commitment to resilience and rapid recovery, and deference to operational expertise rather than formal hierarchical rank during an unfolding crisis. Within the framework of this research, HRO Theory provides the vital operational link demonstrating why public schools must transform routine, neglected incident entries into predictive data streams, enabling educators and administrators to anticipate major campus crises by actively analyzing everyday minor infractions.

The theoretical integration of these constructs is further reinforced and contextualized by a comprehensive matrix of international legal conventions and national legislative mandates. Internationally, the foundational right to institutional protection and physical integrity within educational spaces is guaranteed under the United Nations Convention on the Rights of the Child (1989), particularly Articles 3, 19, and 28, which mandate that states ensure the survival, protection, and dignity of learners in all institutional settings. This international imperative is operationalized through the Sendai Framework for Disaster Risk Reduction 2015–2030 (Priority 3: Investing in Disaster Risk Reduction for Resilience), which explicitly calls for the retrofitting, structural resilience, and continuous safety auditing of critical public infrastructure, specifically including elementary and secondary learning facilities.

Domestically, the study is rooted in the sovereign guarantees of the 1987 Philippine Constitution, specifically Article XIV, Section 1, which obligates the State to protect and promote the right of all citizens to quality and accessible education, accompanied inherently by the duty to ensure that learning environments are secure and protective of human dignity. This constitutional mandate is reinforced by Republic Act No. 10121, otherwise known as the Philippine Disaster Risk Reduction and Management Act of 2010, which formalizes institutional obligations to build disaster-resilient communities and mandates systemic institutional risk reduction across all public sectors. Within the Department of Education, this legislative mandate is executed through DepEd Order No. 37, series of 2022, which provides updated guidelines on the cancellation of classes, disaster protocols, and the continuous structural auditing of educational facilities during emergencies.

Parallel to disaster mitigation statutes, the legal protection of learners against interpersonal violence, abuse, and localized conflict is codified under Republic Act No. 10627, or the Anti-Bullying Act of 2013, which

mandates all basic education institutions to adopt comprehensive anti-bullying policies, multi-tiered reporting mechanisms, and clear counseling interventions. This is structurally reinforced by DepEd Order No. 40, series of 2012, known as the DepEd Child Protection Policy, which institutionalizes the creation of Child Protection Committees across all elementary and secondary campuses, mandating clear procedural pathways for child-friendly, non-punitive, and zero-tolerance mechanisms against violence, exploitation, and discrimination. For youthful offenders and adolescents navigating serious campus altercations, these protections intersect with Republic Act No. 9344, as amended by Republic Act No. 10630 (Comprehensive Juvenile Justice and Welfare Act), which shields minors from punitive criminalization and mandates educational diversion programs and restorative community interventions.

The synthesis of these diverse theoretical models and legal architectures establishes a coherent, mutually reinforcing framework for the entire study. Situational Crime Prevention Theory and High Reliability Organization Theory dictate the physical, predictive, and infrastructural requirements of campus safety, demonstrating that physical spaces and routine operational data must be structured systematically to prevent vulnerability. Concurrently, Dynamic Incident Management Theory and Contemporary Restorative Justice Theory guide the operational and behavioral dimensions of the study, proving that crisis handling requires rapid, decentralized communication while conflict management demands de-escalation, relationship repair, and procedural fairness. Anchored firmly within the binding statutory obligations of Philippine educational and disaster law, this combined framework demonstrates that institutional resilience is not an abstract administrative ideal, but a mandatory, measurable, and highly operational convergence of physical security, behavioral containment, and data-driven governance. Through this synthesized paradigm, the study evaluates the existing operational baseline across Don Vicente Rama Memorial Elementary School, Pardo Elementary School, Mambaling National High School, and Pasil Night High School, providing the theoretical and legal justification for the implementation of PROJECT S.H.I.E.L.D.

The Problem

Statement of the Problem

This research assessed the level of incident preparedness and the extent of conflict containment practices across select public elementary and secondary schools in the DepEd Division of Cebu City, Philippines, during the School-year 2025-2026 as the empirical basis for developing The Resilient Campus Initiative: PROJECT S.H.I.E.L.D. (Strategic Hazard, Incident, and Escalation-Level Deterrence).

Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents:
   - 1.1 School Heads:
     - 1.1.1 Age and gender;
     - 1.1.2 Highest educational attainment;
     - 1.1.3 Length of administrative and supervisory experience;
     - 1.1.4 Relevant professional training attended in Disaster Risk Reduction and Management;
   - 1.2 Teachers:
     - 1.2.1 Age and gender;

1.2.2 Highest educational attainment;
1.2.3 Special designation or safety role;
1.2.4 Total years of teaching experience;
1.2.5 Relevant training attended in emergencies;
1.3 Students:
1.3.1 Age and gender;
1.3.2 Grade level and shift enrollment;
1.3.3 Leadership or co-curricular affiliation;
1.3.4 Frequency of participation in campus safety and emergency simulation drills?

2. What is the level of incident preparedness as assessed by the respondents as to:
   2.1 Threat identification and hazard tracking;
   2.2 Emergency standard operating procedures;
   2.3 Adequacy and operational readiness of emergency supplies, equipment, and facilities;
   2.4 Multi-agency coordination;
   2.5 Regularity, conduct, and fidelity of multi-hazard simulation drills?
3. What is the extent of conflict containment practices implemented in the schools as evaluated by the respondents:
   3.1 Early reporting and confidential logging of student grievances;
   3.2 Immediate dispute mediation and classroom/corridor de-escalation;
   3.3 Child Protection Policy compliance and anti-bullying enforcement;
   3.4 Perimeter control and external friction containment;
   3.5 Restorative discipline practices and relational problem-solving?
4. What operational issues and concerns, resource gaps, and situational vulnerabilities encountered by the respondents during emergencies and campus conflicts?
5. Based on the findings, what contextualized data-driven intervention model can be developed?

Significance of the Study

The findings of this investigation provide empirical and operational value to multiple stakeholders within the basic education system, local governance structures, and community safety networks. In an urban educational landscape characterized by high demographic density, complex structural configurations, and distinct day-to-night curricular shifts, the establishment of proactive incident preparedness and restorative conflict containment is essential to sustaining a secure learning environment. By synthesizing the perspectives of school heads, instructional personnel, and learners across four diverse educational contexts in Cebu City, this study bridges high-level administrative mandates with frontline security execution. Consequently, the outcomes of this study and the institutionalization of PROJECT S.H.I.E.L.D. will redound directly to the benefit of the following entities, organized in accordance with their institutional hierarchy:

Department of Education Central Office. The results of this study offer national educational policymakers empirical ground-level data on how existing disaster risk reduction and child protection policies are executed within high-density urban school divisions. The findings highlight the critical operational distinctions required between daytime primary facilities and non-traditional night secondary programs, serving as an evidence base for refining national safety standards, allocating institutional resources, and updating standardized emergency operating frameworks.

Department of Education Regional Office VII. This research provides regional administrators with contextualized baseline metrics regarding multi-hazard vulnerabilities and student conflict dynamics specific to Central Visayas urban hubs. The insights derived from the study will aid regional disaster coordinators and child protection focal units in designing regional training initiatives, prioritizing capital outlays for school security infrastructure, and monitoring institutional compliance across division boundaries.

Department of Education Division of Cebu City. The study equips division superintendents, educational program supervisors, and division safety coordinators with a verified, diagnostic snapshot of school vulnerability profiles across representative southern district campuses. The generated model provides the division with an actionable, scalable intervention blueprint to minimize campus incidents, streamline incident logging protocols, and allocate maintenance and other operating expenses toward critical safety and security equipment.

Local Government Unit of Cebu City and Barangay Councils. The outcomes of this investigation provide city planners, the Cebu City Disaster Risk Reduction and Management Office, and the local councils of Basak San Nicolas, Pardo, Mambaling, and Pasil with clear operational parameters for inter-agency collaboration. The empirical data justifies the targeted deployment of Barangay Tanods, perimeter security personnel, and mobile patrols around campus perimeters, particularly along crucial transit corridors during evening dismissal windows.

School Heads and Campus Administrators. The study grants school principals and assistant heads a practical decision-support toolkit to transcend reactive crisis management and transition into predictive, data-informed leadership. The operational matrices contained within PROJECT S.H.I.E.L.D. enable school executives to formulate localized emergency standard operating procedures, execute realistic multi-hazard drills, optimize gate screening protocols, and justify campus-level security expenditures within their annual school improvement plans.

School Safety Focal Persons and Child Protection Committees. The research provides designated school disaster risk reduction coordinators, guidance designates, and child protection officers with specialized instruments for micro-spatial threat mapping and confidential incident telemetry. These tools empower school-based safety desks to detect simmering peer rivalries, mitigate external boundary friction, and implement restorative dialogue rather than relying solely on retributive or exclusionary disciplinary measures.

Classroom Teaching Personnel. The study directly benefits instructional staff by equipping them with standardized, classroom-level de-escalation workflows and rapid-response emergency protocols. By establishing structured conflict containment procedures, educators spend less instructional time managing disruptive behavioral friction and gain greater confidence in coordinating student movements safely during sudden natural or man-made emergencies.

Frontline Security Personnel and Campus Watchmen. The findings provide contracted campus security guards, volunteer watchmen, and assigned barangay peace officers with clear, differentiated

gatekeeping mandates and perimeter surveillance guidelines. The institutionalization of the study's operational protocols standardizes ingress and egress screening, clarifies emergency alert sequences, and establishes seamless coordination handoffs with external law enforcement units.

Students and Student Leaders. As the primary beneficiaries of a safe educational environment, learners within both daytime elementary schools and evening secondary programs gain enhanced physical safety, psychological security, and clear channels for reporting grievances without fear of reprisal. Student organizations, such as the Supreme Elementary Learner Government, Supreme Secondary Learner Government, and campus peace wardens, are empowered with leadership roles in peer mediation, safety advocacy, and disaster simulation coordination.

Parents and the School Community. The study provides parents, guardians, and general parent-teacher associations with tangible assurance that their children are housed in an institution equipped with proactive safety measures and orderly crisis protocols. The establishment of transparent reporting channels and safe perimeter transit corridors fosters greater parental trust and strengthens community co-ownership of campus peace and order.

Future Researchers. The data, methodological framework, and analytical indices generated by this multi-site investigation serve as a credible empirical foundation for future studies examining urban educational security, night school administrative logistics, and data-driven school safety models. Scholars investigating basic education crisis management can replicate, validate, or expand upon the constructs developed in this research across other urban centers in the country.

Research Methodology

The operationalization of this investigation is structured around a rigorous methodological framework designed to systematically measure institutional preparedness and behavioral conflict dynamics across public school settings. Modern educational research in urban settings demands approaches that bridge administrative evaluations with frontline classroom realities, capturing both macro-level institutional capabilities and micro-level operational nuances (Creswell & Creswell, 2020). To capture the multi-layered nature of campus safety, this study employed a cross-sectional descriptive-evaluative and correlational methodology. By surveying multiple distinct campuses at a single point in time, this methodological choice allows for the standardized assessment of diverse institutional configurations, ranging from central urban elementary campuses to secondary night institutions (Fraenkel et al., 2023).

The methodological integrity relied on multi-stakeholder triangulation across three distinct respondent cohorts: school heads, teaching personnel, and learners across Don Vicente Rama Memorial Elementary School, Pardo Elementary School, Mambaling National High School, and Pasil Night High School in Cebu City. Contemporary educational administration scholarship emphasizes that single-source evaluations of institutional climate and safety often introduce significant managerial bias (Mertens, 2020). Administrative leaders may perceive safety protocols as robust based on written compliance, whereas frontline educators and enrolled learners experience the daily operational bottlenecks of perimeter access, corridor surveillance, and peer friction. Engaging these three cohorts simultaneously provides a complete, 360-degree assessment of institutional vulnerability and containment capabilities, ensuring that the resulting data-driven intervention is directly rooted in verified ground-level conditions.

Data acquisition was structured around localized, self-administered survey instruments aligned with national disaster risk reduction standards and child protection policies. Modern quantitative survey methodology dictates that operational indicators must reflect the specific structural and environmental

contexts of participating organizations to achieve high construct validity and internal reliability (DeVellis & Thorpe, 2021). The operational measures evaluate threat identification, emergency standard operating procedures, logistical readiness, multi-agency linkages, drill quality, grievance reporting, dispute mediation, child protection enforcement, perimeter security, and restorative practices. The collected dataset provides empirical baseline indicators across the four research stations, serving as the factual foundation for designing, refining, and institutionalizing the four functional pillars of PROJECT S.H.I.E.L.D.

Research Design

This study utilized a descriptive-evaluative and descriptive-correlational research design, augmented by an intervention development phase. Descriptive research is fundamentally concerned with systematically identifying, categorizing, and interpreting existing conditions, practices, and characteristics of a defined phenomenon without external manipulation of variables (Atmowardoyo, 2020). Within this study, the descriptive-evaluative dimension was employed to systematically assess the prevailing levels of incident preparedness and the implementation extent of conflict containment practices across the participating elementary and secondary schools in southern Cebu City. This evaluative framework allowed the researcher to determine how closely actual school-level practices conform to existing statutory requirements and institutional benchmarks established by the Department of Education (DepEd) and national risk-reduction mandates.

The descriptive-correlational facet of the design was specifically selected to measure the direction, magnitude, and statistical significance of the association between two primary operational constructs: the level of campus incident preparedness and the extent of conflict containment practices. Correlational inquiry enabled the researchers to ascertain whether variations in institutional readiness, such as regular simulation drills, structured hazard tracking, and multi-agency coordination, covary significantly with the efficacy of dispute de-escalation, grievance logging, and restorative discipline (Mukaka et al., 2020). By establishing whether a statistically significant relationship exists between these dimensions, the study determines whether systemic improvements in overall emergency infrastructure and procedural clarity inherently bolster a school's internal capacity to mitigate interpersonal behavioral altercations and perimeter friction.

The research design culminates in an applied intervention development component, linking empirical diagnostic findings to concrete institutional action. Modern educational management literature highlights that evaluative studies achieve their highest social and administrative utility when diagnostic data was directly converted into contextualized, operational artifacts (Leithwood et al., 2020). Rather than remaining a purely descriptive exercise, the empirical findings directly inform the structural design, indicator thresholds, and operational workflows of PROJECT S.H.I.E.L.D. (Strategic Hazard, Incident, and Escalation-Level Deterrence). This ensures that the intervention manual functions as an evidence-based roadmap tailored to the physical constraints, day-and-night shifts, and urban realities of the participating educational institutions.

Flow of the Study

The systematic progression of this investigation is guided by the Input-Process-Output (IPO) framework, an established systems-theory model widely applied in administrative, institutional, and educational evaluation research (Sundersingh & Kumar, 2020). Systems theory posits that an organization functions

as an integrated set of interrelated components, where environmental inputs were systematically gathered, transformed through structured diagnostic and analytical processes, and ultimately synthesized into actionable outputs that enhance institutional efficiency and stability. In the context of this investigation, the IPO model outlined the operational flow from baseline demographic profiling and variable measurement, through rigorous statistical and qualitative analysis, to the final formulation and institutionalization of an evidence-based campus safety architecture.

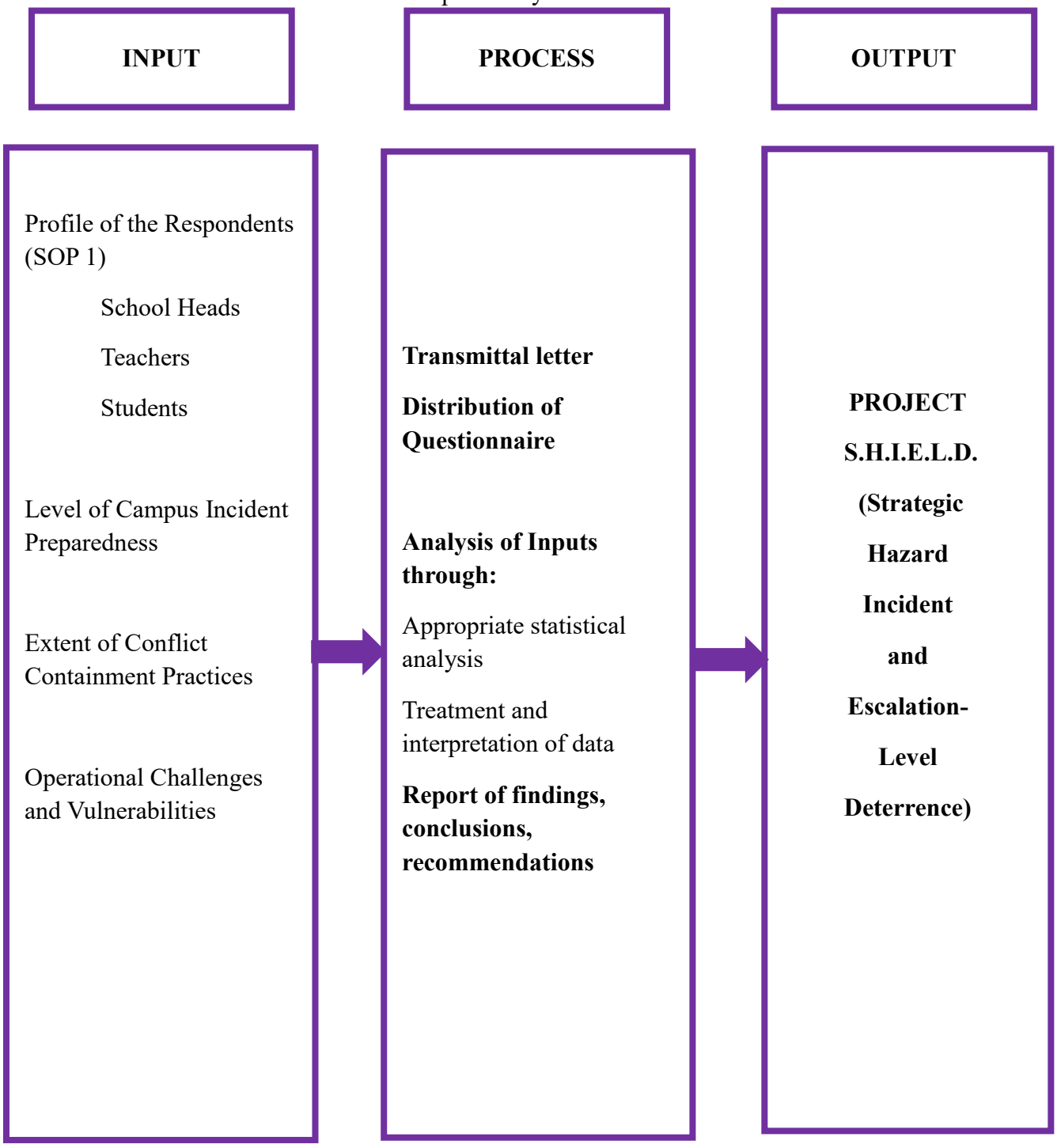


Figure 2
Research Flow of the Study

The Input phase encompassed the foundational data parameters that delineate the research problem as defined in the Statement of the Problem. The primary input comprises the comprehensive demographic, professional, and institutional profile of the one hundred four respondents, systematically disaggregated across the three key stakeholder groups: school heads, instructional faculty, and learners across Don Vicente Rama Memorial Elementary School, Pardo Elementary School, Mambaling National High School, and Pasil Night High School. Alongside stakeholder profiling, the input layer incorporates the empirical measurement of the study's two primary operational constructs, namely the assessed level of incident preparedness across its five dimensional sub-components (threat identification, emergency standard operating procedures, logistical readiness, multi-agency coordination, and simulation drill fidelity) and the observed extent of conflict containment practices across its five operational domains (early grievance logging, dispute de-escalation, child protection enforcement, perimeter friction control, and restorative discipline). Furthermore, the input phase captured the qualitative documentation of operational bottlenecks, infrastructure gaps, and environmental vulnerabilities experienced by frontline personnel during emergencies and confrontations.

The Process phase represented the systematic, methodological, and statistical mechanisms through which the raw empirical inputs were gathered, audited, analyzed, and synthesized. This transformation began with formal administrative transmittals and ethical clearance protocols, ensuring parental consent for minors, learner assent, and administrative approvals from the Cebu City Division. Following field administration and data retrieval across the four campuses, the quantitative data are tabulated and subjected to formal statistical treatment. Frequency counts and percentage distributions are computed to profile the respondent cohorts, while weighted mean computations and corresponding composite indices establish the prevailing levels of preparedness and containment. Simultaneously, the qualitative data detailing issues and concerns and resource deficits undergo thematic analysis, identifying critical systemic barriers that quantitative indices alone cannot fully contextualize.

The Output phase embodied the practical, institutionalized culmination of the research process, translating empirical discoveries into sustainable administrative tools. Rooted directly in the statistical correlations, mean deficiencies, and thematic vulnerabilities identified during the process stage, the definitive deliverable of this research was the formulation, contextualization, and validation of PROJECT S.H.I.E.L.D. (Strategic Hazard, Incident, and Escalation-Level Deterrence). This operational intervention model translated the research conclusions into four functional components: the Dynamic Incident Reporting and Telemetry system for micro-spatial threat tracking, the Tailored Emergency Response Architecture for differentiated day and evening crisis standard operating procedures, the Proactive Adolescent Conflict-containment Toolkit for classroom-level restorative mediation, and the Continuous Oversight, Readiness, and Evaluation dashboard for institutionalizing safety outlays within School Improvement Plans. Ultimately, this output transitions the participating schools from reactive, episodic crisis handling into a proactive, data-driven, and resilient educational ecosystem.

Environment

The research environment for this study is situated within the urban educational landscape of southern Cebu City, Central Visayas (Region VII), Philippines. As one of the most densely populated and economically active metropolitan hubs outside Metro Manila, Cebu City contends with compounding urban challenges: rapid population concentration, spatial compression, high traffic volumes along primary arterial roads, and close contiguity between residential informal settlements and public institutions

(Philippine Statistics Authority [PSA], 2021). Within this urban matrix, public educational institutions function under dual pressures. They must accommodate large student populations within physically constrained spaces while managing multi-hazard operational risks that range from geological and hydrometeorological disruptions to localized community friction and external safety threats (Cebu City Disaster Risk Reduction and Management Office [CCDRRMO], 2022).

To capture the diverse operational, developmental, and curricular dynamics of the basic education continuum, four public institutions were purposively selected as research stations: Don Vicente Rama Memorial Elementary School, Pardo Elementary School, Mambaling National High School, and Pasil Night High School. These four campuses span primary education, junior/senior high school day shifts, and evening secondary curricular programs, providing a balanced, cross-sectional perspective on institutional vulnerability, incident preparedness, and conflict containment in high-density urban settings.

Don Vicente Rama Memorial Elementary School (Basak San Nicolas, Cebu City). Don Vicente Rama Memorial Elementary School is a central public elementary institution located along the highly commercialized and densely populated corridor of Barangay Basak San Nicolas. Serving a student population exceeding 4,000 primary learners from Kindergarten through Grade 6, supported by an instructional faculty of over 100 permanent teachers, the campus operates at a high student-to-spatial land ratio (Department of Education Division of Cebu City, 2023). The physical infrastructure consists predominantly of multi-story concrete academic buildings encircling a centralized open assembly quadrangle, with perimeter boundaries abutting both public thoroughfares and tightly packed residential zones.

The demographic reality of managing thousands of young learners creates distinct operational challenges for emergency preparedness. In elementary contexts, disaster evacuation protocols cannot rely on autonomous student action; instead, they require teacher-marshaled evacuation chains to prevent bottlenecking, crush injuries, and panic during seismic or fire incidents (Alcantara & Tan, 2022). Furthermore, the school's multiple entry and exit points along secondary access roads require strict physical perimeter control and supervised dismissal systems to safeguard young learners against unauthorized pickup, off-campus wandering, and vehicular hazards (Bautista & Santos, 2021). The inclusion of Don Vicente Rama Memorial Elementary School establishes a primary baseline for evaluating institutional protocols tailored to vulnerable, non-autonomous learners within an active urban neighborhood.

Pardo Elementary School (Poblacion Pardo, Cebu City). Pardo Elementary School is an established public primary institution positioned in Poblacion Pardo, adjacent to historical landmarks and the South National Highway. The school accommodates an enrollment of approximately 3,500 elementary pupils and a faculty complement of nearly 90 instructional personnel. Its location places it at a bustling convergence point for commercial stalls, public utility jeepney terminals, and high-volume pedestrian traffic, producing persistent external noise and congestion around campus boundaries during school hours.

The physical setting of Pardo Elementary School introduced a clear environmental and perimeter management dynamics. The school's proximity to a major transport corridor heightens risks associated with traffic-related incidents during morning arrival and afternoon dismissal, requiring close coordination with local traffic enforcement authorities and Barangay Pardo peacekeepers (CCDRRMO, 2022). From an infrastructural perspective, the coexistence of older heritage-era school buildings and newer multi-story

edifices complicates unified structural hazard assessments and rapid evacuation routing (UNESCO, 2021). Selecting Pardo Elementary School provides critical comparative data on how urban primary schools manage perimeter vulnerabilities, external community interfaces, and logistical emergency readiness amid surrounding commercial and traffic density.

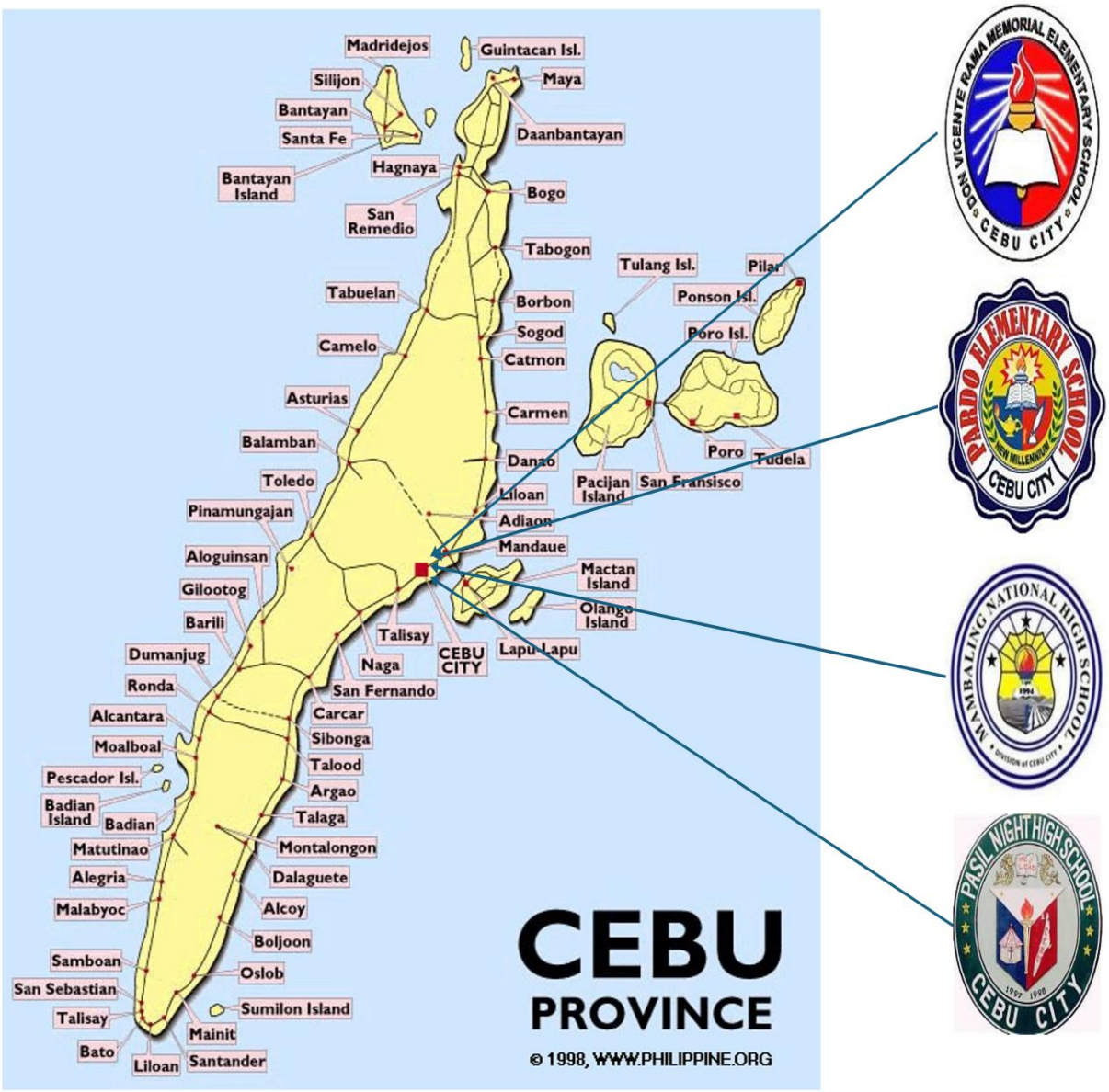


Figure 3
Location Map of the Research Environment

Mambaling National High School (Mambaling, Cebu City). Mambaling National High School is a large urban public secondary institution serving Barangay Mambaling and surrounding coastal communities. The school enrolls more than 3,000 junior and senior high school students, staffed by approximately 80 secondary educators and administrative personnel. Barangay Mambaling is characterized by dense residential settlements and socio-economic vulnerabilities, which frequently create external community pressures that intersect with the school environment (Fernandez & Ocampo, 2023).

The operational reality of Mambaling National High School centers on adolescent behavioral dynamics and secondary campus discipline. Secondary school learners possess greater physical autonomy, which changes the nature of safety risks from guided evacuation mechanics to interpersonal conflict management, peer rivalry de-escalation, and the prevention of unauthorized external infiltration (Morrison & Vaandering, 2021). Incidents such as verbal disputes, physical scuffles, cyber-bullying spillover, and suspected affiliation with off-campus youth groups pose challenges to the school's Child Protection Committee and guidance designates. Including Mambaling National High School allows the study to evaluate how adolescent social friction is documented, monitored, and mediated within a high-density, daytime urban secondary campus.

Pasil Night High School (Suba-Pasil, Cebu City). Pasil Night High School represents a specialized educational environment located within the historic coastal district of Suba and Pasil, a hub for fishing, commercial fish market logistics, and high residential density. The night high school operates within shared physical facilities, utilizing classrooms primarily occupied by daytime elementary or secondary students, with instructional hours spanning roughly 5:00 PM to 9:30 PM. Its student body, totaling several hundred enrolled learners supported by a dedicated evening faculty roster, is demographically unique: it is composed largely of working youth, adult returnees, self-supporting working scholars, and learners balancing daily livelihood activities with secondary curriculum completion (Mendoza & Del Rosario, 2024).

The operational and security profile of Pasil Night High School differs markedly from its daytime counterparts. Conducting instruction under post-dusk and night conditions introduces specific vulnerabilities:

Environmental & Perimeter Visibility: Inadequate external street lighting along egress alleys and diminished visibility in campus corridors heighten security risks (Clarke & Bowers, 2020).

Administrative Resource Gaps: Evening operations frequently feature reduced administrative presence, the absence of full-time medical and guidance personnel, and reliance on skeleton security details or visiting Barangay Tanod patrols.

Transit Vulnerabilities: Students face safety risks during late-night dismissals when navigating community alleys that have historically recorded elevated street-level disturbances and petty crime (Reyes et al., 2023).

Pasil Night High School provides essential data on evening shift school operations, highlighting the need for safety models that account for temporal variations rather than assuming standard daytime conditions.

Investigating these four distinct schools provides a robust, multi-faceted empirical setting that mirrors the structural realities of urban public education in the Philippines:

Educational & Developmental Breadth: Pairing two elementary institutions (Don Vicente Rama Memorial ES and Pardo ES) with two secondary institutions (Mambaling NHS and Pasil Night HS) captures variations in student vulnerability, evacuation behaviors, and conflict typologies across age groups.

Temporal & Shift Contrast: Juxtaposing standard daytime operations against evening modalities reveals critical gaps in emergency supplies, supervisory coverage, and physical security during night hours.

Community-Campus Integration: Each campus is situated within an urban barangay characterized by commercial congestion, informal settlements, or high-volume transport corridors, illustrating how external community variables influence internal campus order.

By analyzing this four-station setting, the study gathers empirical data directly from the front lines of urban school management. This grounding ensures that the resulting intervention framework, PROJECT

S.H.I.E.L.D., is not an abstract theoretical exercise, but an evidence-based, operationally viable model engineered to strengthen institutional resilience across diverse public school environments.

Respondents

The determination and composition of research respondents constituted a critical structural pillar in empirical behavioral and organizational investigations. In institutional safety research, evaluating systemic preparedness and behavioral conflict management required methodologies that capture operational realities across multiple levels of hierarchy rather than relying solely on administrative assertions (Creswell & Creswell, 2020). Single-tier evaluations frequently introduce institutional bias, as executive managers may report high levels of regulatory compliance based on official documentation, while frontline classroom personnel and student bodies experience daily operational bottlenecks, environmental blind spots, and unmonitored peer friction (Mertens, 2020). To mitigate these limitations, this study utilizes a multi-stakeholder triangulation design encompassing three distinct cohorts: School Heads, Classroom Teachers, and Students across the four selected public learning institutions in Cebu City. The inclusion of these three specific cohorts provided a comprehensive, 360-degree assessment of campus safety conditions. School Heads possess executive and administrative oversight regarding the allocation of Maintenance and Other Operating Expenses (MOOE), the enforcement of Department of Education (DepEd) disaster directives, and inter-agency coordination with external entities such as the Philippine National Police (PNP), Bureau of Fire Protection (BFP), and Barangay local government units (Weick & Sutcliffe, 2021). Teachers represent the operational frontline who directly execute classroom-level de-escalation, supervise rapid student evacuations during disaster occurrences, enforce the DepEd Child Protection Policy (DepEd Order No. 40, s. 2012), and manage daily corridor dynamics (Morrison & Vaandering, 2021). Students, as the primary occupants and ultimate beneficiaries of safe learning spaces, offer unfiltered experiential insights into perceived personal security, the accessibility of grievance reporting mechanisms, and the practical clarity of school-wide emergency drills (Clarke & Bowers, 2020). To ensure parity and comparative balance across the educational levels, spanning central urban elementary environments (Don Vicente Rama Memorial Elementary School and Pardo Elementary School), a high-density urban secondary environment (Mambaling National High School), and an evening shift secondary environment (Pasil Night High School), an equal allocation sampling scheme was implemented across all four research stations. A total sample of one hundred four ($N = 104$) respondents was selected, with each school represented by twenty-six ($n = 26$) participants.

The detailed distribution of respondents across the four research stations and three stakeholder cohorts were systematically presented in Table 1.

Table 1
Distribution of Respondents

Research Station	School Heads (n)	Teachers (n)	Students (n)	Station Total (Ns)	Percentage (%)
Don Vicente Rama Memorial Elementary School	1	10	15	26	25.00
Pardo Elementary School	1	10	15	26	25.00
Mambaling National High School	1	10	15	26	25.00
Pasil Night High School	1	10	15	26	25.00
Total	**4**	**40**	**60**	**104**	**100.00**

Table 1 presented the structured composition and demographic distribution of the one hundred four ($N = 104$) research respondents across the four designated public learning environments in Cebu City. The data reflected an intentional, balanced distribution model wherein each participating research station contributes exactly twenty-six ($n = 26$) respondents, representing an identical twenty-five percent (25.00%) of the aggregate sample population. This balanced allocation ensures methodological parity across distinct educational levels and operating modalities, eliminating sample-weight distortion when conducting cross-campus evaluations between primary day facilities and secondary evening shifts.

Crucially, the alignment across the four environments captures key institutional variations within southern Cebu City's public education corridor. By securing equal samples from Don Vicente Rama Memorial Elementary School ($n = 26$) and Pardo Elementary School ($n = 26$), the primary educational phase, characterized by higher physical dependency, vulnerability to crowd panics, and strict gate dismissal protocols, was fully accounted for. Simultaneously, evaluating Mambaling National High School ($n = 26$) accounts for standard adolescent conflict dynamics and community-boundary interactions in large urban secondary institutions.

Finally, the inclusion of Pasil Night High School ($n = 26$) provided critical representation of a non-traditional evening curricular program. Despite its smaller faculty roster and operational footprint compared to massive daytime central schools, maintaining an equal sample size of twenty-six (25.00%)

for Pasil Night High School prevents evening-shift safety issues, such as restricted perimeter illumination, post-dusk transit hazards, and skeleton security staffing, from being marginalized or diluted by larger daytime datasets.

Consequently, the respondent architecture depicted in Table 1 established a balanced, multi-perspective empirical base. This structural design ensures that the subsequent statistical analyses, relational testing, and resulting operational modules of PROJECT S.H.I.E.L.D. directly address the verified needs, vulnerabilities, and everyday realities of urban basic education across Cebu City.

Instruments

The empirical validity, operational precision, and diagnostic depth of any quantitative or evaluative inquiry depend heavily on the psychometric soundness of its measurement instruments. In safety and crisis administration research, evaluating institutional preparedness and behavioral containment requires structured tools capable of translating abstract policy standards and frontline operational behaviors into quantifiable indices (DeVellis & Thorpe, 2021). Relying on off-the-shelf, generalized survey scales frequently obscures the contextual nuances of urban public educational ecosystems, particularly where non-traditional night curricula operate alongside high-density daytime environments. To capture the full scope of the research problem, this study utilized a researcher-developed, contextualized, and tri-tiered survey instrument package titled the "Campus Incident Preparedness and Conflict Containment Survey" (CIPCCS), tailored specifically for School Heads, Teachers, and Students across Don Vicente Rama Memorial Elementary School, Pardo Elementary School, Mambaling National High School, and Pasil Night High School.

The tri-tiered architecture of the instrument corresponds to the distinct operational roles, cognitive developmental stages, and administrative responsibilities of the three respondent cohorts, while preserving structural symmetry across the primary research variables (Creswell & Creswell, 2020). Each set of the instrument were organized into three unified parts. Part I collects demographic and institutional profile metrics aligned with the first objective of the study, capturing professional tenure, leadership designations, shift enrollment modalities, and specialized safety training. Part II evaluated the core construct of Campus Incident Preparedness across five operational dimensions: threat identification and hazard tracking; emergency standard operating procedures; adequacy and readiness of emergency supplies, equipment, and facilities; multi-agency coordination; and the conduct and fidelity of simulation drills. Part III assessed the extent of Conflict Containment Practices along five behavioral domains: early reporting and confidential grievance logging; immediate dispute mediation and de-escalation; Child Protection Policy compliance and anti-bullying enforcement; perimeter control and external friction containment; and restorative discipline practices.

To establish linguistic accessibility and developmental validity, the student questionnaire was contextualized using clear, non-technical terminology and accompanied by a parallel translation in Cebuano, ensuring full comprehension for intermediate elementary pupils (Grades 5 and 6) at Don Vicente Rama Memorial Elementary School and Pardo Elementary School, as well as secondary learners at Mambaling National High School and Pasil Night High School (Fraenkel et al., 2023).

Data Gathering Procedures

The execution of data gathering procedures were conducted through a systematic, highly coordinated, and ethically governed protocol designed to safeguard institutional integrity and participant rights (Mertens,

2020). Given the multi-site configuration of the investigation, which included daytime primary facilities, a high-density secondary campus, and an evening high school, the administrative transmittal and data collection process required strict procedural sequencing to prevent disruptions to instructional continuity and institutional operations.

The preliminary phase commenced with the acquisition of formal institutional permissions and clearances. An official communication transmittal, accompanied by the validated research proposal and survey instruments, was submitted to the respective School Heads of Don Vicente Rama Memorial Elementary School, Pardo Elementary School, Mambaling National High School, and Pasil Night High School. Coordination meetings were scheduled with designated school-level contact persons to establish campus-specific survey administration schedules, identify secure holding venues, and coordinate with classroom advisers.

Ethical compliance was prioritized throughout the operationalization of the field deployment, adhering to national ethical guidelines for social science research involving both adult professionals and vulnerable minor populations (World Medical Association, 2022). Comprehensive Informed Consent forms were distributed to all participating School Heads and Classroom Teachers, outlining the objectives of the investigation, the voluntary nature of participation, and explicit non-disclosure guarantees. For student respondents, a dual-layer consent protocol was strictly enforced: written Parental/Guardian Informed Consent forms were secured prior to survey administration, accompanied by a Student Assent Form written in clear, accessible language, affirming the student's voluntary right to participate or withdraw at any point without academic penalty (Creswell & Creswell, 2020).

The actual administration phase was carried out using a direct, researcher-marshaled approach across all four research stations. To accommodate the unique operational schedule of Pasil Night High School, field administration for that station was coordinated during pre-session assembly hours, that students felt secure in their familiar learning environment (Mendoza & Del Rosario, 2024). For the daytime campuses, surveys were administered during designated homeroom guidance periods, co-curricular hours, or scheduled faculty break intervals.. Completed survey questionnaires were retrieved immediately upon completion, achieving a one hundred percent (100%) retrieval rate across all four stations, followed by immediate systematic collation, sanitization, and database encoding for subsequent statistical analysis.

Statistical Treatment of Data

The quantitative data generated from the survey instruments were coded, tabulated, and analyzed using both descriptive and inferential statistical tools, executed through verified statistical analysis (Field, 2024). The analytical treatment was designed to address each specific question in the Statement of the Problem, moving systematically from baseline sample profiling to multi-dimensional variable evaluation and bivariate hypothesis testing.

To address Problem 1, which detailed the demographic, professional, and institutional profile of the School Heads, Teachers, and Students across the four research environments, descriptive statistics were applied. Specifically, Frequency Counts (f) and Percentage Distributions (%) were computed to illustrate the proportional distribution of respondents across categorical variables such as age, gender, educational attainment, supervisory experience, teaching tenure, grade levels, shift enrollment, and specialized safety training completions (Fraenkel et al., 2023).

To address Problem 2 and Problem 3, which measured the perceived level of incident preparedness and the observed extent of conflict containment practices across their respective five-dimensional sub-

constructs, the Weighted Mean ($\bar{x}$) and corresponding Standard Deviations (SD) were computed for each indicator and operational dimension. The weighted mean provides an objective measure of central tendency across the continuous Likert rating scales, while the standard deviation serves as an index of dispersion, indicating the degree of perceptual consensus or variance among the respondents across the different school stations (Mukaka et al., 2020). To evaluate institutional performance across the whole campus, composite grand mean indices were derived for each research environment, allowing direct comparisons between day and evening operational modalities.

To address Problem 4, which explored the operational issues and concerns, resource bottlenecks, and situational vulnerabilities encountered by personnel during critical incidents and campus altercations, qualitative descriptive analysis was applied. Recurring qualitative entries from open-ended survey sections were categorized using systematic thematic coding and frequency tabulation, isolating structural constraints across day and evening environments (Creswell & Creswell, 2020). The synthesized statistical and thematic results provided the empirical foundation required to design the four operational pillars of PROJECT S.H.I.E.L.D. as outlined in Problem 6.

Scoring Procedures

The evaluation of the empirical data generated from the survey instruments follows a standardized, five-point Likert rating scale. In quantitative institutional safety research, establishing symmetric, well-demarcated statistical intervals is essential for accurately converting ordinal response ratings into continuous interval data for weighted mean calculations (DeVellis & Thorpe, 2021). The scoring protocols for this study were separated into two distinct descriptive matrices: one measuring the Level of Campus Incident Preparedness (SOP 2) and the other evaluating the Extent of Conflict Containment Practices (SOP 3).

For the measurement of Campus Incident Preparedness, responses are scored along a continuum from 1 to 5, where 5 represents the highest standard of proactive hazard tracking, procedural readiness, equipment availability, and multi-agency coordination, while 1 represents the complete absence or non-functioning of these critical measures. To translate raw weighted mean scores into clear descriptive equivalents, standard statistical ranges with equal class intervals of 0.80are utilized. The statistical scale, score ranges, descriptive ratings, and corresponding operational qualitative descriptions are outlined below.

Scale Rating	Range of Means	Descriptive Equivalent	Qualitative Interpretation
5	4.21 – 5.00	Very High Preparedness (VHP)	Campus safety systems, hazard monitoring, emergency standard operating procedures, physical supplies, and multi-agency protocols are fully institutionalized, continuously functional, systematically audited, and practiced with exceptional compliance.
4	3.41 – 4.20	High Preparedness (HP)	Campus safety mechanisms and emergency procedures are established, regularly maintained, and operational with minimal resource gaps or procedural delays across daily operations.
3	2.61 – 3.40	Moderate Preparedness (MP)	Campus emergency protocols, hazard tracking, and safety equipment are present but inconsistently maintained, occasionally executed, or hindered by minor logistical constraints and intermittent coordination.

Scale Rating	Range of Means	Descriptive Equivalent	Qualitative Interpretation
2	1.81 – 2.60	Low Preparedness (LP)	Campus safety procedures, crisis resources, and emergency coordination are poorly developed, rarely practiced, inadequate in supply, and display significant vulnerabilities during simulated or actual crises.
1	1.00 – 1.80	Very Low Preparedness (VLP)	Campus safety systems, emergency equipment, and institutional crisis operating procedures are completely absent, severely non-functional, or non-compliant with standard safety mandates.

For the evaluation of Conflict Containment Practices, responses are similarly recorded on a five-point scale from 1 to 5, measuring the regularity, fidelity, and systematic application of early reporting, de-escalation, child protection enforcement, perimeter security, and restorative discipline. A rating of 5 reflects institutionalized, daily execution of restorative and non-violent containment practices, whereas a rating of 1 indicates an absence of structured intervention mechanisms, leaving the institution vulnerable to recurring physical fights, unmonitored bullying, and perimeter disruptions. The statistical scoring matrix and qualitative interpretations are presented below.

Scale Rating	Range of Means	Descriptive Equivalent	Qualitative Interpretation
5	4.21 – 5.00	Very Great Extent (VGE)	Conflict containment mechanisms, early grievance logging, restorative de-escalation, and perimeter friction controls are consistently implemented, highly institutionalized, proactive, and exceptionally effective in defusing disputes.
4	3.41 – 4.20	Great Extent (GE)	Conflict containment practices, Child Protection Policy enforcement, and mediation workflows are implemented on a regular basis with documented effectiveness and structured administrative follow-up.
3	2.61 – 3.40	Moderate Extent (ME)	Conflict containment practices and dispute resolution measures are implemented occasionally, but responses tend to be reactive, with noticeable inconsistencies in grievance logging and perimeter monitoring.
2	1.81 – 2.60	Little Extent (LE)	Conflict containment practices are rarely executed, characterized by predominantly punitive disciplinary sanctions, delayed mediation, poor perimeter oversight, and recurring unresolved student tensions.
1	1.00 – 1.80	Very Little Extent (VLE)	Conflict containment practices, grievance channels, and restorative mechanisms are never implemented, resulting in unmanaged student disputes, heightened vulnerability to external gang infiltration, and an unsafe campus climate.

Definition of Terms

The following terms are operationally and conceptually defined to establish contextual precision, structural clarity, and uniform interpretation within the scope of this investigation:

Child Protection Policy refers conceptually to the protective framework established under Department of Education Order Number 40, series of 2012, designed to shield learners from all forms of violence, exploitation, abuse, and discrimination. Operationally, it denotes the systematic functionality and enforcement fidelity of the school-level Child Protection Committee across the four research stations in handling student grievances, documenting bullying incidents, and executing referral pathways without bias or delay.

Classroom-Level De-escalation refers conceptually to non-coercive verbal and behavioral intervention strategies applied to calm agitated individuals and defuse emerging interpersonal disputes. Operationally, it describes the immediate techniques executed by classroom teachers and personnel within instructional spaces and corridors to physically separate disputing learners, reduce emotional arousal, and prevent physical altercations from expanding into wider campus disturbances.

Conflict Containment Practices refers conceptually to institutional actions, procedures, and behavioral protocols intended to prevent interpersonal friction, peer hostility, and organizational disruptions from escalating into critical incidents. Operationally, it serves as the dependent variable of this study, measured across five specific dimensions: early reporting and confidential grievance logging, immediate dispute mediation, Child Protection Policy compliance, perimeter control, and restorative discipline methods.

Disaster Risk Reduction and Management refers conceptually to the systematic process of utilizing administrative directives, operational skills, and capacities to lessen the adverse impacts of hazards. Operationally, it denotes the structured institutional planning, capacity building, resource readiness, and regulatory compliance of school heads and disaster coordinators in accordance with Republic Act Number 10121 and updated Department of Education disaster guidelines across daytime and evening shifts.

Dynamic Incident Reporting and Telemetry refers conceptually to real-time, spatial-temporal tracking and analysis of emerging institutional disruptions. Operationally, it designates the first core operational pillar of the proposed intervention model, which transforms passive incident logbooks into an analytical reporting matrix tracking precise micro-spatial campus locations, temporal window codes, and incident severity categories.

Early Grievance Logging refers conceptually to the proactive recording and documentation of minor peer animosities, complaints, and student-level disputes prior to active behavioral escalation. Operationally, it encompasses the availability, utilization, and confidentiality of school-based reporting mechanisms, such as incident drop-slips and guidance reporting logs, evaluated by school heads, teachers, and learners.

Emergency Standard Operating Procedures refer conceptually to established, step-by-step instructional directives designed to guide institutional actors during sudden hazardous events. Operationally, it describes the clarity, accessibility, and functional execution of school-level protocols governing rapid perimeter lockdowns, seismic evacuations, fire clear-outs, and acute medical emergencies across both primary and secondary learning environments.

Hazard Tracking refers conceptually to the continuous surveillance, recording, and assessment of physical, environmental, or situational conditions that present potential threats to safety. Operationally, it denotes the systematic identification and mapping of physical blind spots, unmonitored gates, dark

corridors, and structural vulnerabilities across the campuses of Don Vicente Rama Memorial Elementary School, Pardo Elementary School, Mambaling National High School, and Pasil Night High School.

Incident Preparedness refers conceptually to the state of organizational readiness, structural capacity, and operational capability to anticipate, respond to, and recover from hazardous events and critical campus disruptions. Operationally, it serves as the independent variable of this study, assessed through five distinct dimensions: threat identification, emergency standard operating procedures, logistical readiness, multi-agency coordination, and simulation drill fidelity.

Micro-Spatial Risk Auditing refers conceptually to the granular spatial analysis of micro-environments within an organizational facility to identify localized vulnerability zones. Operationally, it refers to the campus-level mapping protocols embedded in the study's intervention framework, which divide school grounds into designated physical zones to monitor high-density choke points, unmonitored stairwells, and perimeter boundary boundaries.

Multi-Agency Coordination refers conceptually to the cooperative, boundary-spanning operational linkages established between educational institutions and external emergency and security entities. Operationally, it measures the formal communication channels, joint emergency response times, and static patrol agreements established between the participating schools and external bodies, including the Philippine National Police, Bureau of Fire Protection, Cebu City Disaster Risk Reduction and Management Office, and local Barangay Tanod outposts.

Night School Operational Modality refers conceptually to non-traditional secondary educational delivery structured during post-dusk and evening hours to accommodate non-traditional, working, or over-aged learners. Operationally, it characterizes the specialized educational and administrative setting of Pasil Night High School, defined by shared daytime facilities, evening instructional hours, unique perimeter lighting deficits, and heightened post-dismissal transit risks.

Perimeter Control and Friction Containment refers conceptually to the physical and administrative security measures utilized to regulate institutional boundaries and prevent unauthorized ingress. Operationally, it denotes the enforcement of visitor identification protocols, gate security screening, and the mitigation of external community threats, including youth gang infiltration, trespassing, and neighborhood disturbances adjacent to urban school gates.

Proactive Adolescent Conflict-containment Toolkit refers conceptually to a restorative behavioral intervention framework designed to resolve interpersonal youth disputes through structured mediation. Operationally, it represents the third operational pillar of the study's institutional output, providing teachers and guidance designates with a multi-phase de-escalation workflow and behavioral accountability compacts to prevent recurring student fights and disciplinary exclusions.

Project S.H.I.E.L.D. refers conceptually to a comprehensive, data-informed campus safety and crisis governance system. Operationally, it serves as the definitive institutional output of this study, an acronym for Strategic Hazard, Incident, and Escalation-Level Deterrence, comprising an operational manual and implementation matrix structured into four interrelated pillars: Dynamic Incident Reporting and Telemetry, Tailored Emergency Response Architecture, Proactive Adolescent Conflict-containment Toolkit, and the Continuous Oversight, Readiness, and Evaluation dashboard.

Restorative Discipline Practices refer conceptually to a non-punitive approach to student misconduct that prioritizes repairing harm, facilitating accountability, and restoring peer relationships through structured dialogue. Operationally, it indicates the extent to which participating school administrators and

guidance personnel utilize peer conferences, behavioral reflection agreements, and parental dialogue rather than retributive sanctions such as punitive out-of-school suspensions.

Simulation Drill Fidelity refers conceptually to the degree of realism, procedural accuracy, and organizational discipline demonstrated during simulated emergency exercises. Operationally, it measures the frequency, execution quality, learner compliance, and post-drill evaluative debriefings associated with multi-hazard earthquake, fire, and intruder lockdown drills conducted within the participating institutions.

Tailored Emergency Response Architecture refers conceptually to customized operational procedures adapted to the specific demographic, developmental, and temporal parameters of diverse institutional settings. Operationally, it designates the second pillar of the study's proposed intervention model, establishing differentiated crisis protocols and perimeter alert levels tailored separately for high-density primary schools and secondary night shift programs.

2. Presentation, Data Analysis and Interpretation

This chapter presents the empirical findings gathered from the field administration of the research instruments across the four selected public educational institutions in the Department of Education, Division of Cebu City: Don Vicente Rama Memorial Elementary School, Pardo Elementary School, Mambaling National High School, and Pasil Night High School. The collected data are systematically presented, analyzed, and interpreted in alignment with the sequence of the specific problems posited in the Statement of the Problem.

To ensure analytical rigor and contextual fidelity, the chapter began with the demographic and professional profile of the respondent cohorts, encompassing the School Heads, Classroom Teachers, and Students. This is followed by an itemized and composite evaluation of the Level of Campus Incident Preparedness evaluated across its five operational dimensions: Threat Identification and Hazard Tracking; Emergency Standard Operating Procedures; Adequacy and Readiness of Emergency Supplies, Equipment, and Facilities; Multi-Agency Coordination; and Regularity, Conduct, and Fidelity of Multi-Hazard Simulation Drills. Subsequently, the Extent of Conflict Containment Practices is analyzed along its five behavioral domains: Early Reporting and Confidential Logging of Student Grievances; Immediate Dispute Mediation and Classroom/Corridor De-escalation; Child Protection Policy Compliance and Anti-Bullying Enforcement; Perimeter Control and External Friction Containment; and Restorative Discipline Practices. The chapter concludes with the empirical identification and ranking of the operational challenges, resource bottlenecks, and situational vulnerabilities encountered by the respondent groups during emergencies and campus confrontations, providing the empirical justification for the formulation of PROJECT S.H.I.E.L.D.

Profile of The Respondents

The systematic evaluation of institutional safety and behavioral containment required a comprehensive examination of the human resource base executing and experiencing these protocols. The profiles of the three respondent cohorts, School Heads, Teachers, and Students, served as foundational inputs that contextualize their evaluative perspectives on campus resilience.

Demographic and Professional Profile of School Heads

The administrative capabilities, leadership stability, and institutional oversight of campus safety programs are shaped by the professional background, academic preparation, and disaster management training of the school executives. Table 2 detailed the demographic and professional profile of the participating School Heads ($n = 4$) across the four research stations.

Table 2
Distribution of School Heads According to Age

Age Bracket	Frequency (f)	Percentage (%)
40 years old and below	0	0.00
41 – 50 years old	1	25.00
51 years old and above	3	75.00
Total	**4**	**100.00**

As presented in Table 2, three out of the four school heads, or 75.00%, belong to the age bracket of 51 years old and above, while only one administrator (25.00%) falls within the 41 to 50 age group. None of the school heads are aged 40 or younger.

This distribution indicated that executive leadership across the surveyed institutions is concentrated within a mature demographic. Advanced age in educational leadership typically correlates with seasoned professional judgment, institutional familiarity, and established networks with division authorities and external barangay units. However, in the context of modern crisis administration, senior administrators must actively adapt to rapidly evolving threats, such as digital misinformation panics, online youth conflicts, and contemporary disaster telemetry systems.

Gender of School Heads

Table 3 displayed the distribution of the School Heads according to gender, reflecting the administrative demographic within the Division of Cebu City.

Table 3
Distribution of School Heads According to Gender

Gender	Frequency (f)	Percentage (%)
Male	1	25.00
Female	3	75.00
Total	**4**	**100.00**

Table 3 indicated that female administrators comprise a dominant majority among the school heads, accounting for three individuals or 75.00%, whereas male leadership constitutes 25.00% (n = 1).

This finding aligned with national workforce trends in the Department of Education, where administrative and supervisory posts are predominantly occupied by women. In crisis leadership, research demonstrates that female school executives frequently emphasize relational communication, collaborative decision-

making, and student-centered welfare interventions. These traits align directly with the non-punitive, restorative principles of DepEd Order No. 40, s. 2012 (Child Protection Policy) and the relational tenets of Contemporary Restorative Justice Theory.

Highest Educational Attainment of School Heads

Table 4 outlined the highest educational credentials obtained by the School Heads across the participating campuses.

Table 4
Highest Educational Attainment

Educational Attainment	Frequency (f)	Percentage (%)
Master's Degree (MA/MEd/MPA)	0	0.00
Master's Degree with Doctoral Units	2	50.00
Complete Doctoral Degree (EdD/PhD/DPA)	2	50.00
Total	**4**	**100.00**

Table 4 showed that all four school heads (100.00%) have completed extensive graduate-level education. Exactly half ($n = 2$, 50.00%) have earned a full doctoral degree (EdD, PhD, or DPA), while the remaining 50.00% ($n = 2$) have completed their master's degrees and earned doctoral units.

This indicated a high degree of academic preparation and institutional literacy among the executive cadre. Doctoral-level training in educational administration and public governance equips school heads with the theoretical grounding necessary to interpret complex policy frameworks, supervise administrative personnel, and manage institutional compliance with national safety mandates such as Republic Act No. 10121.

Length of Administrative and Supervisory Experience of School Heads

Table 5 detailed the professional tenure and supervisory longevity of the School Heads in managing basic education facilities.

Table 5
Length of Administrative Experience

Length of Experience	Frequency (f)	Percentage (%)
Less than 3 years	0	0.00
3 – 5 years	0	0.00
6 – 10 years	1	25.00
11 years and above	3	75.00

Length of Experience	Frequency (f)	Percentage (%)
Total	**4**	**100.00**

As indicated in Table 5, three school heads (75.00%) possess 11 or more years of administrative and supervisory experience, while one administrator (25.00%) has served between 6 and 10 years. None of the administrators possess fewer than 6 years of tenure.

Extended administrative longevity is a vital institutional asset during crisis scenarios. Administrators with over a decade of supervisory experience possess substantial institutional memory regarding previous typhoons, seismic events, and community disruptions in Cebu City. This operational seasoning provides stability in decision-making and aligns with High Reliability Organization (HRO) Theory, which posits that experienced leaders are better equipped to recognize subtle warning signs of systemic failure.

Relevant Safety and DRRM Training Attended by School Heads

Table 6 illustrated the distribution of specialized professional training in disaster risk reduction, crisis management, and legal adjudication attended by the School Heads.

Table 6
Relevant Professional Training Attended

Relevant Training Programs	Frequency (f)	Percentage (%)
Crisis Leadership & Multi-Hazard Incident Command System (ICS)	4	100.00
Child Protection Policy (CPP) Administrative Adjudication & Legal Protocols	3	75.00
Advanced Disaster Risk Reduction & Management (DRRM) Executive Course	2	50.00
Campus Security Administration & Micro-Spatial Risk Auditing	1	25.00

Note: Percentage total exceeds 100.00% due to multiple training attendance.

Table 6 revealed that all four school heads (100.00%) have completed training in Crisis Leadership and the Multi-Hazard Incident Command System (ICS), and 75.00% (n = 3) have participated in administrative adjudication under the Child Protection Policy. In addition, 50.00% (n = 2) have attended advanced DRRM executive courses.

However, only one school head (25.00%) has undergone formal training in Campus Security Administration and Micro-Spatial Risk Auditing. This empirical finding points to an operational

vulnerability: while executive leaders are well-versed in broad incident command protocols and statutory compliance, they lack specialized technical competence in micro-spatial threat mapping, physical crime prevention through environmental design, and spatial security auditing. This gap justifies the inclusion of structured spatial telemetry within PROJECT S.H.I.E.L.D.

PROFILE OF TEACHERS

Classroom teachers serve as the primary operational frontline who directly execute classroom-level de-escalation, supervise emergency evacuations, enforce child protection mandates, and manage corridor dynamics. Tables 7 through 12 present the profile of the Teacher-Respondents (n = 40).

Age of Teacher-Respondents

Table 7 displayed the age distribution of the forty participating classroom teachers across the four research environments.

Table 7
Distribution of Teacher-Respondents According to Age

Age Bracket	Frequency (f)	Percentage (%)
21 – 30 years old	9	22.50
31 – 40 years old	16	40.00
41 – 50 years old	11	27.50
51 years old and above	4	10.00
Total	**40**	**100.00**

Table 7 indicated that the largest cohort of teacher-respondents falls within the 31 to 40 age bracket, comprising 16 individuals or 40.00%, followed by the 41 to 50 age group with 11 individuals (27.50%). Teachers aged 21 to 30 constitute 22.50% (n = 9), while those aged 51 and above account for 10.00% (n = 4).

This distribution reflected a professionally mature instructional cadre possessing the physical vigor and stamina required for rapid crisis evacuation, alongside sufficient pedagogical experience to manage complex classroom behaviors. The presence of younger educators (22.50%) offers an opportunity to leverage digital literacy in incident reporting, while senior educators provide seasoned perspective in student mediation.

Gender of Teacher-Respondents

Table 8 outlined the gender composition of the teacher-respondents participating in this study.

Table 8
Distribution of Teacher-Respondents According to Gender

Gender	Frequency (f)	Percentage (%)
Male	12	30.00
Female	28	70.00
Total	**40**	**100.00**

As presented in Table 8, female educators dominate the instructional sample, representing 70.00% (n = 28), while male teachers constitute 30.00% (n = 12).
This demographic pattern reflected the prevailing gender distribution across Philippine public basic education. While female teachers frequently excel in establishing supportive, empathetic classroom climates that encourage early disclosure of student grievances, the physical management of aggressive adolescent altercations, particularly at Mambaling National High School and Pasil Night High School, often requires coordinated male and female teacher presence during corridor duty and gate dismissals.

Highest Educational Attainment of Teacher-Respondents
Table 9 presented the academic qualifications and graduate education completed by the teacher-respondents.

Table 9
Highest Educational Attainment

Educational Attainment	Frequency (f)	Percentage (%)
Bachelor's Degree (BSEd / BEEd)	14	35.00
Bachelor's Degree with Master's Units	18	45.00
Full Master's Degree (MA / MAEd / MAT)	6	15.00
Master's with Doctoral Units / Doctorate	2	5.00
Total	**40**	**100.00**

Table 9 illustrated that 65.00% of the teacher-respondents have engaged in graduate-level studies. Specifically, 45.00% (n = 18) have completed master's units, 15.00% (n = 6) hold full master's degrees,

and 5.00% (n = 2) have earned doctoral units or degrees. Fourteen teachers (35.00%) hold a bachelor's degree only.

This academic advancement indicated an instructional workforce capable of understanding and implementing institutional research, systematic risk-reduction frameworks, and restorative discipline models. Advanced academic preparation supports the cognitive flexibility necessary for adaptive crisis response in high-density urban classrooms.

Special Designation or Safety Role of Teacher-Respondents

Table 10 detailed the functional safety assignments and administrative designations held by the teacher-respondents within their respective schools.

Table 10
Special Designation or Safety Role

Special Designation / Institutional Role	Frequency (f)	Percentage (%)
Regular Classroom Adviser	32	80.00
Grade Level Chairperson / Department Head	8	20.00
School DRRM Coordinator / Alternate	4	10.00
Child Protection Committee (CPC) Teacher Representative	4	10.00
Guidance Designate / Teacher-Counselor	4	10.00

Note: Percentage total exceeds 100.00% due to multiple institutional designations.

Table 10 showed that four-fifths of the respondents (80.00%, n = 32) serve as regular classroom advisers, placing them at the immediate forefront of student behavioral management and disaster evacuation. Furthermore, exactly 10.00% (n = 4) serve as School DRRM Coordinators, 10.00% (n = 4) as Child Protection Committee representatives, and 10.00% (n = 4) as Guidance Designates, ensuring that specialized institutional safety focal persons are fully represented in the sample.

Because classroom advisers managed daily homeroom dynamics, their evaluations provide authentic, ground-level diagnostic data regarding the real-world operational bottlenecks of campus safety and conflict mediation.

Total Years of Teaching Experience of Teacher-Respondents

Table 11 presented the total length of professional teaching service rendered by the teacher-respondents.

Table 11
Teaching Experience

Years of Experience	Frequency (f)	Percentage (%)
Less than 3 years	6	15.00
3 – 5 years	8	20.00
6 – 10 years	14	35.00
11 – 15 years	7	17.50
16 years and above	5	12.50
Total	40	100.00

As shown in Table 11, the majority of teacher-respondents (65.00%, n = 26) possess more than 5 years of professional teaching experience. The largest single group comprises teachers with 6 to 10 years of service (35.00%, n = 14), followed by those with 3 to 5 years (20.00%, n = 8), 11 to 15 years (17.50%, n = 7), less than 3 years (15.00%, n = 6), and 16 years and above (12.50%, n = 5).

This distribution demonstrated that the sample possesses solid pedagogical seasoning. Experienced educators have developed classroom management strategies, behavioral intuition, and crowd-control capabilities that enable them to evaluate institutional safety realistically and objectively.

Relevant Safety and Emergency Training Attended by Teacher-Respondents

Table 12 detailed the participation of teacher-respondents in specialized disaster risk reduction, child protection, first aid, and conflict de-escalation seminars over the preceding three years.

Table 12
Relevant Training Attended in the Last 3 Years

Relevant Training Programs	**Frequency (f)**	**Percentage (%)**
School Disaster Preparedness, Evacuation Marshalling & Fire Safety	28	70.00
Child Protection Policy Implementation & Anti-Bullying Protocols	24	60.00
Standard First Aid & Basic Life Support (BLS) Certification	13	32.50

Relevant Training Programs	Frequency (f)	Percentage (%)
Classroom Conflict De-escalation & Restorative Justice Practices	9	22.50
No Formal Safety / Conflict Training Attended	6	15.00

Note: Percentage total exceeds 100.00% due to multiple training attendance.

Table 12 exposed a critical operational asymmetry in frontline teacher preparation. While high proportions of teachers have attended broad orientation seminars on disaster evacuation (70.00%, n = 28) and child protection policies (60.00%, n = 24), only 32.50% (n = 13) hold current certifications in Standard First Aid and Basic Life Support, and only 22.50% (n = 9) have received formal training in verbal conflict de-escalation and restorative justice. Alarmingly, 15.00% (n = 6) have received no formal safety or crisis training within the last three years.

This training disparity leaves classroom teachers ill-equipped to provide emergency medical triage during seismic panics or to defuse aggressive peer confrontations before physical blows are exchanged. This gap validates the necessity of Pillar 3 under PROJECT S.H.I.E.L.D., which provides structured classroom de-escalation protocols and tactical first-aid training.

Profile of Students

Learners represent the primary occupants, immediate observers, and end-users of all campus safety and conflict management architectures. Tables 13 through 16 present the profile of the Student-Respondents (n = 60) across the four research stations.

Age of Student-Respondents

Table 13 illustrated the chronological age distribution of the sixty student-respondents.

Table 13
Distribution of Student-Respondents According to Age

Age Bracket	Frequency (f)	Percentage (%)
10 – 12 years old	26	43.33
13 – 16 years old	20	33.33
17 years old and above	14	23.33
Total	**60**	**100.00**

As presented in Table 13, 43.33% (n = 26) of the student sample were aged 10 to 12 years old, representing the intermediate elementary pupils of Don Vicente Rama Memorial Elementary School and Pardo Elementary School. Learners aged 13 to 16 account for 33.33% (n = 20), representing standard junior and senior high school day students at Mambaling National High School. Significantly, learners

aged 17 and above comprise 23.33% (n = 14), consisting primarily of working scholars and adult returnees enrolled in the evening curriculum at Pasil Night High School.

This distribution reflected the wide developmental breadth of the basic education continuum. The data demonstrate the study's balanced capture of both dependent primary pupils needing teacher guidance during crises and mature night-shift scholars navigating street-level risks after dark.

Gender of Student-Respondents

Table 14 outlined the gender composition of the participating student-respondents.

Table 14
Distribution of Student-Respondents According to Gender

Gender	Frequency (f)	Percentage (%)
Male	28	46.67
Female	32	53.33
Total	60	100.00

Table 14 indicated a balanced gender distribution among the student participants, with 53.33% (n = 32) female and 46.67% (n = 28) male.

Securing balanced gender representation was critical in school safety research. Male and female learners often experience different safety vulnerabilities: male learners in urban secondary schools are more frequently drawn into territorial physical altercations and gang-related friction, whereas female learners report higher sensitivity to verbal harassment, unlit corridor blind spots, and digital cyber-bullying.

Grade Level and Shift Enrollment of Student-Respondents

Table 15 detailed the curricular levels and operational shift modalities of the student-respondents across the four research stations.

Table 15
Distribution of Student-Respondents According to Grade Level and Shift Enrollment

Grade Level and Shift Modality	**Frequency (f)**	**Percentage (%)**
Intermediate Elementary – Grades 5 & 6 (DVRMES / Pardo ES)	30	50.00
Junior High School – Day Shift (Mambaling NHS)	10	16.67
Senior High School – Day Shift (Mambaling NHS)	5	8.33

Grade Level and Shift Modality	Frequency (f)	Percentage (%)
High School – Evening Shift (Pasil Night HS)	15	25.00
Total	**60**	**100.00**

As shown in Table 15, intermediate elementary pupils from Don Vicente Rama Memorial Elementary School (n = 15) and Pardo Elementary School (n = 15) comprise exactly 50.00% (n = 30) of the student sample. Day-shift secondary learners at Mambaling National High School account for 25.00% (n = 15, divided into 10 Junior High and 5 Senior High students), while evening secondary scholars at Pasil Night High School represent the remaining 25.00% (n = 15).

This distribution ensured that the specialized operational setting of evening shift instruction is given equal weight alongside primary day schools and central secondary campuses, providing a comprehensive assessment of safety practices across different school modalities.

Leadership or Co-Curricular Affiliation of Student-Respondents

Table 16 illustrated the involvement of student-respondents in institutional leadership organizations, student councils, and scouting movements.

Table 16
Distribution of Student-Respondents According to Co-Curricular Affiliation

Leadership / Co-Curricular Role	Frequency (f)	Percentage (%)
General Student Body (No Formal Officer Role)	27	45.00
Classroom Officer (President, Peace Officer)	21	35.00
Boy Scouts / Girl Scouts of the Philippines	12	20.00
SELG / SSLG Supreme Learner Government Officer	6	10.00
Campus Club / Special Interest Organization Member	5	8.33

Note: Percentage total exceeds 100.00% due to multiple co-curricular affiliations.

Table 16 indicated that 55.00% of the student-respondents hold an active leadership or service designation in their schools, including classroom officers (35.00%), scouting movements (20.00%), and Supreme Learner Government positions (10.00%), while 45.00% represent the general student body.

Involving student leaders is essential for campus crisis management, as they serve as peer marshals, communication links, and peer mediators during emergency evacuations and classroom disputes.

Frequency of Participation in Campus Safety Drills of Student-Respondents

Table 17 presented the frequency of student participation in campus safety orientations, fire drills, and earthquake simulations conducted throughout the school year.

Table 17
Distribution of Student-Respondents According to Frequency of Drill Participation

Drill Participation Frequency	Frequency (f)	Percentage (%)
Complete Participation (4 or more drills this school year)	31	51.67
Moderate Participation (2 to 3 drills)	18	30.00
Infrequent Participation (1 drill only)	8	13.33
Never Participated in Drills / Safety Seminars this School Year	3	5.00
Total	**60**	**100.00**

As detailed in Table 17, slightly over half of the student body (51.67%, n = 31) participated in all scheduled drills and safety seminars, while 30.00% (n = 18) took part in two to three exercises. However, an alarming 18.33% participated in only one drill (n = 8, 13.33%) or never participated at all (n = 3, 5.00%).

Qualitative verification revealed that low drill participation is concentrated among working students at Pasil Night High School. Because nationwide simultaneous disaster drills are scheduled during daylight morning hours, night-shift learners are largely excluded from hands-on evacuation practice, leaving them unprepared during evening emergency events.

Level Of Campus Incident Preparedness

Statement of the Problem 2 examined the level of campus incident preparedness across five operational dimensions: Threat Identification and Hazard Tracking; Emergency Standard Operating Procedures; Adequacy and Readiness of Emergency Supplies, Equipment, and Facilities; Multi-Agency Coordination; and Regularity, Conduct, and Fidelity of Multi-Hazard Simulation Drills. Tables 18 through 23 present the empirical findings for each dimension and their consolidated summary.

Level of Incident Preparedness as to Threat Identification and Hazard Tracking

Table 18 presented the itemized evaluation of Threat Identification and Hazard Tracking across the three respondent groups.

Table 18
Level of Incident Preparedness as to Threat Identification and Hazard Tracking

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
1. Institutionalized digital/spatial hazard mapping audits continuously updated across campus grounds.	3.25	2.95	2.83	2.89	Moderate Preparedness	5
2. Documented campus walk-through assessments conducted quarterly to verify structural integrity and perimeter vulnerabilities.	4.00	3.65	3.38	3.51	High Preparedness	1
3. Functional hazard logbooks maintaining active tracking of broken facilities, lighting deficits, or perimeter breaches.	3.50	3.20	3.05	3.12	Moderate Preparedness	3
4. System for direct reporting of classroom, corridor, and stairwell hazards to the DRRM coordinator.	3.75	3.48	3.27	3.37	Moderate Preparedness	2
5. Clear awareness, public display, and orientation	3.50	3.15	2.92	3.03	Moderate Preparedness	4

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
regarding the campus hazard map and designated safe staging areas.						
Dimension Mean	3.60	3.29	3.09	3.18	Moderate Preparedness	

Table 18 revealed an overall composite mean of 3.18, interpreted as Moderate Preparedness. Indicator 2 (Documented campus walk-through assessments conducted quarterly) ranked highest with a composite mean of 3.51 (High Preparedness), indicating sustained compliance with quarterly ocular inspection mandates from the division office.

Conversely, Indicator 1 (Institutionalized digital/spatial hazard mapping audits continuously updated) scored lowest at 2.89 (Moderate Preparedness), with student evaluations dropping to 2.83. This gap indicates that hazard monitoring remains reliant on manual, static paper checklists rather than dynamic, micro-spatial risk auditing. In accordance with Modernized Situational Crime Prevention Theory (Clarke & Bowers, 2020), the absence of granular spatial tracking leaves campus blind spots unmonitored, creating environmental opportunities for peer friction, illicit activity, and physical accidents.

Level of Incident Preparedness as to Emergency Standard Operating Procedures (SOPs)

Table 19 detailed the assessment of Emergency Standard Operating Procedures across the respondent cohorts.

Table 19
Level of Incident Preparedness as to Emergency Standard Operating Procedures (SOPs)

Operational Indicator Statements	**School Heads**	**Teachers**	**Students**	**Composite Mean**	**Descriptive Equivalent**	**Rank**
1. Comprehensive multi-hazard emergency SOPs updated annually and integrated into the School	4.00	3.55	3.30	3.42	High Preparedness	2

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
Improvement Plan.						
2. Standardized evacuation routes with visible directional signage, clear assembly points, and designated staging zones.	4.25	3.80	3.65	3.73	High Preparedness	1
3. Established emergency protocols covering seismic, fire, active lockdown, and violent intruder events.	3.50	3.10	2.85	2.98	Moderate Preparedness	4
4. Clear classroom-clearing sequences, designated teacher marshal roles, and accountability rosters.	3.75	3.42	3.23	3.34	Moderate Preparedness	3
5. Contextualized emergency operating procedures	3.00	2.70	2.45	2.58	Low Preparedness	5

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
adapted for evening-shift conditions and power blackout contingencies.						
Dimension Mean	**3.70**	**3.31**	**3.10**	**3.21**	**Moderate Preparedness**	

As shown in Table 19, the dimension of Emergency SOPs yielded an overall composite mean of 3.21, denoting Moderate Preparedness. Indicator 2 (Standardized evacuation routes with visible directional signage) scored highest at 3.73 (High Preparedness), reflecting the presence of evacuation exit routes across campus hallways.

However, Indicator 5 (Contextualized emergency operating procedures adapted for evening-shift conditions and power blackout contingencies) scored an alarming 2.58, indicating Low Preparedness. Student ratings for this item fell to 2.45. This reveals that standard DepEd emergency blueprints are uniform and daytime-centric. When sudden power interruptions occur at Pasil Night High School, staff and students lack formal low-light navigation protocols and emergency marshalling procedures. This finding corroborates Comfort and Kapucu's (2020) crisis resilience theory, which warns that rigid, uniform emergency blueprints fail during non-linear urban crises.

Level of Incident Preparedness as to Adequacy and Readiness of Emergency Supplies, Equipment, and Facilities

Table 20 evaluated the adequacy, accessibility, and functional readiness of campus emergency equipment and facilities.

Table 20
Level of Incident Preparedness as to Adequacy and Readiness of Emergency Logistics

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
1. Readily accessible first-aid kits, trauma bandages, and standard clinic	3.75	3.25	3.02	3.13	Moderate Preparedness	2

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
emergency supplies.						
2. Inspected, certified, and fully charged fire suppression equipment positioned across building corridors.	4.00	3.52	3.35	3.44	High Preparedness	1
3. Functional emergency alarm systems, sirens, or megaphones clearly audible across all classrooms and grounds.	3.25	3.00	2.88	2.94	Moderate Preparedness	3
4. Dedicated backup emergency illumination, functional flashlights, and emergency power generators for power outages.	2.75	2.45	2.30	2.38	Low Preparedness	5
5. Direct classroom access to emergency grab-bags, two-	3.00	2.65	2.47	2.56	Low Preparedness	4

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
way communication radios, and stretcher units.						
Dimension Mean	**3.35**	**2.97**	**2.80**	**2.89**	**Moderate Preparedness**	

Table 20 revealed that logistical readiness is the lowest-performing dimension of incident preparedness, registering a composite mean of 2.89 (Moderate Preparedness). While fire suppression equipment (Indicator 2) achieved a satisfactory rating of 3.44 (High Preparedness), critical deficits exist in backup emergency illumination and communication hardware.

Specifically, Indicator 4 (Backup emergency illumination, functional flashlights, and generators) obtained a low mean of 2.38 (Low Preparedness), while Indicator 5 (Classroom access to emergency grab-bags, two-way radios, and stretchers) scored 2.56 (Low Preparedness). Student ratings for these indicators dropped to 2.30 and 2.47 respectively. These deficits reveal that during sudden power failures, sprawling campuses like Don Vicente Rama Memorial Elementary School and Pasil Night High School must rely on mobile phone flashlights and verbal runners to convey critical instructions, directly violating High Reliability Organization principles (Weick & Sutcliffe, 2021).

Level of Incident Preparedness as to Multi-Agency Coordination

Table 21 presented the evaluated extent of external institutional coordination with civic protection, police, and disaster agencies.

Table 21
Level of Incident Preparedness as to Multi-Agency Coordination

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
1. Institutionalized inter-agency protocols (MOAs/MOUs) with PNP, BFP, and CDRRMO	3.75	3.30	3.05	3.18	Moderate Preparedness	3

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
for verified crisis response.						
2. Visible, active presence of Barangay Tanods and traffic enforcers securing perimeters during peak arrival/dismissal.	3.50	3.18	3.28	3.25	Moderate Preparedness	2
3. Updated emergency hotlines for police, fire, and medical triage posted visibly and accessible to staff and students.	4.00	3.60	3.45	3.53	High Preparedness	1
4. Regular joint coordination meetings and joint disaster contingency planning conducted with local barangay councils.	3.50	2.95	2.70	2.84	Moderate Preparedness	4
5. Formal perimeter escort security protocols and	2.75	2.40	2.15	2.27	Low Preparedness	5

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
dedicated mobile patrols established for evening-shift dismissals.						
Dimension Mean	**3.50**	**3.09**	**2.93**	**3.01**	**Moderate Preparedness**	

Table 21 illustrated an overall dimension composite mean of 3.01, interpreted as Moderate Preparedness. Visible display of emergency hotlines (Indicator 3) scored highest at 3.53 (High Preparedness), reflecting compliance with administrative mandates regarding public emergency directories.

However, tactical coordination during vulnerable windows were critically deficient. Indicator 5 (Formal perimeter escort security protocols and dedicated mobile patrols established for evening-shift dismissals) recorded an alarming mean of 2.27 (Low Preparedness), with student evaluations dropping to 2.15. While daytime schools benefit from visible traffic assistance from Barangay Tanods, dismissals at Pasil Night High School (between 9:00 PM and 9:30 PM) occur with minimal external law enforcement presence. This leaves evening scholars vulnerable as they navigate dim transit corridors adjacent to active street-level markets and informal settlements.

Level of Incident Preparedness as to Regularity, Conduct, and Fidelity of Multi-Hazard Simulation Drills

Table 22 detailed the evaluation of disaster simulation drill execution, procedural discipline, and scenario fidelity across the four institutions.

Table 22
Level of Incident Preparedness as to
Multi-Hazard Simulation Drills

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
1. Institutionalized quarterly multi-hazard simulation drills executed with	4.25	3.75	3.50	3.63	High Preparedness	2

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
documented time-motion evaluations.						
2. Systematic execution of nationwide simultaneous earthquake and fire drills with well-practiced student marshaling.	4.50	3.90	3.68	3.79	High Preparedness	1
3. Execution of specialized active-intruder, lockdown, or perimeter-breach simulation scenarios.	3.00	2.55	2.32	2.44	Low Preparedness	5
4. High learner seriousness, procedural discipline, and elimination of playfulness during evacuation movements.	3.50	3.12	2.95	3.04	Moderate Preparedness	4
5. Post-drill evaluation debriefings conducted with teachers and	3.75	3.32	3.10	3.22	Moderate Preparedness	3

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
student leaders to correct evacuation bottlenecks.						
Dimension Mean	**3.80**	**3.33**	**3.11**	**3.22**	**Moderate Preparedness**	

Table 22 indicated that the dimension of Simulation Drills scored an overall composite mean of 3.22 (Moderate Preparedness). Systematic execution of nationwide earthquake and fire drills (Indicator 2) ranked first at 3.79 (High Preparedness), followed by quarterly drill scheduling (Indicator 1) at 3.63 (High Preparedness).

However, Indicator 3 (Execution of specialized active-intruder, lockdown, or perimeter-breach simulation scenarios) scored an alarming 2.44 (Low Preparedness), with student ratings falling to 2.32. Campus drills remain strictly focused on conventional earthquake and fire protocols. Not a single participating school had conducted an active intruder lockdown or perimeter breach exercise. Consequently, during localized gang altercations or perimeter incursions, teachers and students lack the rehearsed reflexes required to execute immediate classroom lockdowns.

Summary of The Level of Campus Incident Preparedness

Table 23 provided a consolidated summary of the five operational dimensions comprising the construct of Campus Incident Preparedness.

Table 23
Summary Table on the Level of Campus Incident Preparedness

Dimension Number and Operational Construct	School Heads	Teachers	Students	Overall Grand Mean	Descriptive Equivalent	Rank
2.1 Threat Identification and Hazard Tracking	3.60	3.29	3.09	3.18	Moderate Preparedness	3
2.2 Emergency Standard Operating Procedures (SOPs)	3.70	3.31	3.10	3.21	Moderate Preparedness	2

Dimension Number and Operational Construct	School Heads	Teachers	Students	Overall Grand Mean	Descriptive Equivalent	Rank
2.3 Adequacy & Readiness of Emergency Logistics	3.35	2.97	2.80	2.89	Moderate Preparedness	5
2.4 Multi-Agency Coordination	3.50	3.09	2.93	3.01	Moderate Preparedness	4
2.5 Simulation Drill Fidelity & Regularity	3.80	3.33	3.11	3.22	Moderate Preparedness	1
Overall Grand Composite Mean	**3.59**	**3.20**	**3.01**	**3.10**	**Moderate Preparedness**	

The consolidated findings in Table 23 showed that the overall Level of Campus Incident Preparedness across the participating public schools stands at a grand composite mean of 3.10, denoting Moderate Preparedness. Across stakeholder cohorts, School Heads rated institutional preparedness highest ($\bar{x} = 3.59$, High Preparedness), Teachers rated it lower ($\bar{x} = 3.20$, Moderate Preparedness), and Students registered the lowest assessment ($\bar{x} = 3.01$, Moderate Preparedness).

Among the sub-dimensions, Simulation Drill Fidelity ranked first ($\bar{x} = 3.22$), followed by Emergency SOPs ($\bar{x} = 3.21$) and Threat Identification ($\bar{x} = 3.18$). Conversely, Adequacy and Readiness of Emergency Logistics ranked lowest ($\bar{x} = 2.89$), alongside Multi-Agency Coordination ($\bar{x} = 3.01$). This empirical pattern confirms that while administrative compliance with national procedural directives is maintained, physical logistical capacity and tactical coordination remain weak. These findings validate the need for Pillar 1 (Dynamic Incident Reporting and Telemetry) and Pillar 2 (Tailored Emergency Response Architecture) under PROJECT S.H.I.E.L.D.

Extent of Conflict Containment Practices

Statement of the Problem 3 investigates the extent of conflict containment practices implemented across the four research stations. This construct is evaluated across five operational domains: Early Reporting and Confidential Logging of Student Grievances; Immediate Dispute Mediation and Classroom/Corridor De-escalation; Child Protection Policy Compliance and Anti-Bullying Enforcement; Perimeter Control and External Friction Containment; and Restorative Discipline Practices. Tables 24 through 29 present the empirical findings for each domain and their consolidated summary.

Extent of Conflict Containment Practices as to Early Reporting and Confidential Logging of Student Grievances

Table 24 presented the itemized evaluation of early grievance logging and confidential dispute reporting mechanisms across the respondent cohorts.

Table 24
Extent of Conflict Containment Practices as to Early Reporting and Confidential Logging

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
1. Operational confidential reporting platforms (secure drop-slips, private intake portals) with anti-retaliation protections.	3.50	3.02	2.73	2.87	Moderate Extent	5
2. Systematized incident logbooks tracking peer animosities, cyber-bullying, and verbal taunting with supervisory review.	3.75	3.30	3.08	3.20	Moderate Extent	2
3. Systematic logging of emerging behavioral friction and micro-conflicts using standardized anecdotal records.	3.75	3.38	3.00	3.18	Moderate Extent	3
4. Proactive identification of peer rivalries and	3.50	3.12	2.85	2.98	Moderate Extent	4

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
gang affiliations before active physical confrontation occurs.						
5. Accessible grievance reporting maintained at Guidance and Child Protection desks during school hours.	4.00	3.65	3.42	3.54	Great Extent	1
Dimension Mean	**3.70**	**3.29**	**3.02**	**3.15**	**Moderate Extent**	

Table 24 revealed that Early Reporting and Confidential Grievance Logging was practiced to a Moderate Extent, with an overall composite mean of 3.15. Indicator 5 (Accessible grievance reporting at Guidance and CPC desks) scored highest at 3.54 (Great Extent), indicating that designated reporting locations are accessible during school hours.

Conversely, Indicator 1 (Operational confidential reporting platforms like drop-boxes and intake portals with anti-retaliation protections) scored lowest at 2.87 (Moderate Extent), with student ratings falling to 2.73. Student qualitative feedback confirms that fear of peer retaliation strongly discourages face-to-face grievance disclosures. Without secure, anonymized drop-slips or digital intake channels, simmering micro-conflicts remain unlogged until physical violence occurs. This gap demonstrates the necessity of integrating confidential incident telemetry into urban school management.

Extent of Conflict Containment Practices as to Immediate Dispute Mediation and Classroom/Corridor De-escalation

Table 25 detailed the assessment of immediate dispute mediation, classroom de-escalation, and bystander crowd control across the three respondent groups.

Table 25
Extent of Conflict Containment Practices as to Immediate Dispute Mediation

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
1. Confident execution of verbal de-escalation strategies and rapid calming of bystander crowds during altercations.	3.75	3.40	3.15	3.27	Moderate Extent	2
2. Standardized administrative protocol for separating disputants, securing the area, and conducting preliminary hearings.	4.00	3.52	3.28	3.41	Great Extent	1
3. Immediate dispute mediation conducted in a private neutral setting within 15 minutes of incident occurrence.	3.50	3.15	2.90	3.03	Moderate Extent	4
4. Trained classroom advisers executing structured de-escalation workflows rather	3.50	3.22	3.02	3.12	Moderate Extent	3

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
than sending disputants out to hallways.						
5. Capacity to manage and contain cyber-bullying disputes and social-media animosities before dismissal bell rings.	3.25	2.85	2.65	2.76	Moderate Extent	5
Dimension Mean	**3.60**	**3.23**	**3.00**	**3.12**	**Moderate Extent**	

Table 25 illustrated that Immediate Dispute Mediation and De-escalation practices are executed to a Moderate Extent, with a composite mean of 3.12. Standardized protocols for separating disputants and securing the physical setting (Indicator 2) scored highest at 3.41 (Great Extent), reflecting established administrative routines for halting active physical fights.

However, Indicator 5 (Capacity to manage and contain cyber-bullying disputes and social-media animosities before dismissal) recorded the lowest mean of 2.76 (Moderate Extent), with student evaluations dropping to 2.65. Teachers at Mambaling National High School and Pasil Night High School reported that while physical classroom disputes can be temporarily separated, online hostilities generated in social media group chats remain uncontained, frequently reigniting outside school perimeters during dismissal.

Extent of Conflict Containment Practices as to Child Protection Policy (CPP) Compliance and Anti-Bullying Enforcement

Table 26 presented the evaluated extent of Child Protection Policy enforcement, committee casework, and anti-bullying education across the research stations.

Table 26
Extent of Conflict Containment Practices as to Child Protection Policy Compliance

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
1. Active, fully constituted Child Protection Committee (CPC) with regular meetings, casework reviews, and audited referral systems.	4.25	3.65	3.32	3.49	Great Extent	2
2. Consistent compliance with DepEd Order No. 40, s. 2012, featuring clear investigation timelines and non-punitive handling.	4.00	3.60	3.35	3.47	Great Extent	3
3. Regular integration of anti-bullying, cyber-safety, and mutual respect themes into homeroom and classroom learning sessions.	4.00	3.72	3.52	3.62	Great Extent	1
4. Proactive casework tracking that prevents retaliatory bullying against student complainants or	3.50	3.10	2.80	2.95	Moderate Extent	5

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
vulnerable witnesses.						
5. Accessible and publicized anti-bullying charters, reporting hotlines, and zero-tolerance notices posted visibly across campus.	3.75	3.35	3.12	3.24	Moderate Extent	4
Dimension Mean	**3.90**	**3.48**	**3.22**	**3.35**	**Moderate Extent**	

As shown in Table 26, Child Protection Policy Compliance achieved the highest composite mean among the conflict containment dimensions, scoring 3.35 (Moderate Extent, closely approaching Great Extent). Indicator 3 (Regular integration of anti-bullying themes into homeroom sessions) ranked first at 3.62 (Great Extent), demonstrating sustained classroom-level values education.

However, Indicator 4 (Proactive casework tracking that prevented retaliatory bullying against student complainants or witnesses) lagged at 2.95 (Moderate Extent), with student ratings dropping to 2.80. This indicates that while schools establish child protection committees and explain anti-bullying rules, post-investigation monitoring is weak. Once a case is formally logged, victims and witnesses receive minimal structured protection against ongoing subtle intimidation.

Extent of Conflict Containment Practices as to Perimeter Control and External Friction Containment

Table 27 detailed the assessment of campus perimeter security, gate monitoring, and external community disturbance mitigation.

Table 27
Extent of Conflict Containment Practices as to Perimeter Control and External Friction

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
1. Strict multi-barrier perimeter management, mandatory visitor ID verification, and electronic/detailed visitor logbooks.	3.75	3.25	3.05	3.16	Moderate Extent	3
2. Dedicated gate security personnel enforcing entry/exit credentials and deterring unauthorized external loitering (tambays).	3.50	3.05	2.92	3.00	Moderate Extent	4
3. Active faculty and guard presence during peak dismissal windows to secure egress corridors against off-campus gangs.	3.75	3.30	3.15	3.23	Moderate Extent	2
4. Comprehensive perimeter wall integrity, absence of unmonitored blind spots, and elimination of broken side-gate fencing.	3.25	2.80	2.60	2.71	Moderate Extent	5

Operational Indicator Statements	School Heads	Teachers	Students	Composite Mean	Descriptive Equivalent	Rank
5. Institutional coordination with Barangay Tanods to maintain clear, secure transit zones along immediate school boundaries.	3.75	3.38	3.20	3.30	Moderate Extent	1
Dimension Mean	**3.60**	**3.16**	**2.98**	**3.08**	**Moderate Extent**	

Table 27 indicated that Perimeter Control and External Friction Containment is implemented to a Moderate Extent, with a composite mean of 3.08. Institutional coordination with Barangay Tanods to secure transit corridors (Indicator 5) ranked highest at 3.30 (Moderate Extent), followed by faculty presence during dismissal windows (Indicator 3) at 3.23 (Moderate Extent).

Conversely, Indicator 4 (Comprehensive perimeter wall integrity, absence of unmonitored blind spots, and elimination of broken side-gate fencing) scored lowest at 2.71 (Moderate Extent), with student evaluations falling to 2.60. Field observations confirmed that broken fencing and unmonitored secondary access points at Don Vicente Rama Memorial Elementary School and Pasil Night High School allow unauthorized outsiders to interact with enrolled learners or access campus grounds after dark. Situational Crime Prevention Theory confirms that compromised physical perimeters weaken territorial reinforcement and encourage illicit behavior.

Extent of Conflict Containment Practices as to Restorative Discipline Practices and Relational Problem-Solving

Table 28 presented the empirical evaluation of restorative discipline, peer reconciliation, and non-punitive behavioral interventions across the research stations.

Table 28
Extent of Conflict Containment Practices as to Restorative Discipline Practices

Operational Indicator Statements	School Heads	Teachers	Student	Composite Mean	Descriptive Equivalent	Rank
1. Institutionalized restorative justice framework utilizing peace circles, repair compacts, and structured dialogue.	3.50	3.05	2.82	2.94	Moderate Extent	4
2. Regular use of restorative conferences aimed at rebuilding peer relationships rather than issuing automatic suspensions.	3.75	3.32	3.08	3.20	Moderate Extent	2
3. Use of behavioral reflection agreements and guided accountability compacts signed by disputing learners.	3.75	3.40	3.15	3.27	Moderate Extent	1
4. Mandatory parental healing dialogues and constructive counseling interventions for recurring behavioral infractions.	3.50	3.18	2.98	3.08	Moderate Extent	3

Operational Indicator Statements	School Heads	Teachers	Student	Composite Mean	Descriptive Equivalent	Rank
5. Elimination of retributive, punitive measures, public shaming, and exclusionary practices in student disciplinary handling.	3.25	2.88	2.62	2.75	Moderate Extent	5
Dimension Mean	**3.55**	**3.17**	**2.93**	**3.05**	**Moderate Extent**	

Table 28 indicated that Restorative Discipline Practices are implemented to a Moderate Extent, recording an overall composite mean of 3.05. The use of written behavioral reflection agreements (Indicator 3) ranked highest at 3.27 (Moderate Extent), followed by restorative peer conferences (Indicator 2) at 3.20 (Moderate Extent).

However, Indicator 5 (Elimination of retributive, punitive measures, public shaming, and exclusionary practices) obtained the lowest composite mean of 2.75 (Moderate Extent), with student ratings falling to 2.62. Qualitative data indicate that when severe classroom disruptions or fights occur, traditional punitive reactions—such as harsh verbal reprimands, hallway exclusion, campus manual labor, or threats of out-of-school suspension, remained common administrative defaults. This reliance on retributive measures directly conflicts with Contemporary Restorative Justice Theory, which demonstrates that exclusionary discipline fosters student alienation without repairing interpersonal harm.

Summary of The Extent of Conflict Containment Practices

Table 29 consolidated the five operational dimensions evaluating Conflict Containment Practices across the participating institutions.

Table 29
Summary Table on the Extent of Conflict Containment Practices

Dimension Number and Operational Construct	School Heads	Teachers	Students	Overall Grand Mean	Descriptive Equivalent	Rank
3.1 Early Grievance Reporting and Confidential Logging	3.70	3.29	3.02	3.15	Moderate Extent	2
3.2 Immediate Dispute Mediation and De-escalation	3.60	3.23	3.00	3.12	Moderate Extent	3
3.3 Child Protection Policy Compliance & Anti-Bullying	3.90	3.48	3.22	3.35	Moderate Extent	1
3.4 Perimeter Control and External Friction Containment	3.60	3.16	2.98	3.08	Moderate Extent	4
3.5 Restorative Discipline Practices & Relational Solving	3.55	3.17	2.93	3.05	Moderate Extent	5
Overall Grand Composite Mean	**3.67**	**3.27**	**3.03**	**3.15**	**Moderate Extent**	

The consolidated findings in Table 29 demonstrated that Conflict Containment Practices across the four research stations are implemented to an overall Moderate Extent, with an aggregate grand mean of 3.15. School Heads evaluated containment practices most favorably ($\bar{x} = 3.67$, Great Extent), followed by Teachers ($\bar{x} = 3.27$, Moderate Extent), while Students gave the most critical evaluation ($\bar{x} = 3.03$, Moderate Extent).

Among the sub-constructs, Child Protection Policy Compliance ranked highest ($\bar{x} = 3.35$), reflecting statutory compliance with national anti-bullying frameworks. This is followed by Early Grievance Reporting ($\bar{x} = 3.15$) and Immediate Dispute Mediation ($\bar{x} = 3.12$). In contrast, Perimeter Control ($\bar{x} = 3.08$) and Restorative Discipline Practices ($\bar{x} = 3.05$) ranked lowest. This pattern reveals that while schools maintain administrative child protection desks, physical perimeter containment and restorative resolution mechanisms remain underdeveloped. These baseline deficiencies justify Pillar 3 (Proactive Adolescent Conflict-containment Toolkit) and Pillar 4 (Continuous Oversight, Readiness, and Evaluation dashboard) under PROJECT S.H.I.E.L.D.

Operational Issues, Resource Gaps, And Situational Vulnerabilities

Addressing Statement of the Problem 4, the study investigated the operational bottlenecks, physical resource deficits, and environmental risks encountered by the respondent cohorts during campus emergencies and student altercations. Tables 30 and 31 present the empirical rankings of institutional challenges and student safety concerns.

Ranking of Operational Issues and concerns and Vulnerabilities Encountered by School Personnel

Table 30 detailed the comparative ranking of institutional challenges and operational vulnerabilities prioritized by School Heads (n = 4) and Classroom Teachers (n = 40).

Table 30
Ranking of Operational Challenges Encountered by School Heads and Teachers (N = 44)

Institutional Issues and concerns / Operational Bottleneck	School Heads	Teachers	Total Weighted Score	Overall Rank
Inadequate physical infrastructure, broken perimeter fences, and unmonitored blind spots.	1	2	224	1
Lack of classroom-ready emergency first-aid supplies and reliable communication tools.	3	1	218	2
Managing night-shift vulnerabilities (inadequate lighting, transit risks, skeletal staffing).	2	3	196	3
Insufficient specialized training in behavioral de-escalation, gang friction, and first aid.	4	4	165	4
External community friction, street loiterers (tambays), and neighborhood unrest near gates.	5	5	142	5
Delays in emergency response times from external units (PNP, BFP) due to urban traffic.	6	6	115	6

Table 30 revealed that Inadequate physical infrastructure, broken perimeter fences, and unmonitored blind spots emerged as the primary institutional challenge, ranking first overall with a total weighted score of

224. This was followed closely by Lack of classroom-ready emergency first-aid supplies and reliable communication tools in the second rank (score of 218). School personnel emphasized that high student density, deteriorating perimeter fencing, and the absence of two-way radio channels impede orderly evacuation and rapid alert transmission during crises.

The third-ranked Issue and concern, Managing night-shift vulnerabilities, inadequate street lighting, and transit safety risks (score of 196), reflects the acute operational realities of Pasil Night High School. Administrators and evening teachers emphasized that standard DepEd safety policies fail to address the unique challenges of operating in high-density urban areas after dark. This vulnerability is compounded by the fourth-ranked challenge, Insufficient specialized training in behavioral de-escalation and emergency first aid (score of 165), reinforcing the demographic findings in Table 12 where fewer than one-fourth of teachers had received formal conflict resolution training.

Student-Identified Safety Concerns and Environmental Vulnerabilities

To corroborate administrative findings with the lived experiences of learners, student-respondents (n = 60) evaluated the critical safety hazards and environmental risks they encounter on campus. Table 31 presents the frequency and percentage distribution of student-identified safety concerns.

Table 31
Student-Identified Safety Concerns and Environmental Vulnerabilities (n = 60)

Critical Safety Hazard / Environmental Concern	Frequency (f)	Percentage (%)	Rank
Dark hallways, unlit stairwells, or dim streets outside the campus after class dismissal.	43	71.67	1
Fear of campus outsiders, neighborhood gangs, or tambays loitering around the school gates.	38	63.33	2
Crowded stairs and narrow gates that make walking difficult and scary during emergency drills.	34	56.67	3
Physical bullying, name-calling, or cyber-bullying from other students that goes unresolved.	29	48.33	4
Broken classroom doors, loose window frames, or dirty/damaged school restrooms.	22	36.67	5

Critical Safety Hazard / Environmental Concern	Frequency (f)	Percentage (%)	Rank
Not having enough drinking water, basic medicine, or first-aid supplies in the school clinic.	18	30.00	6

Note: Percentage total exceeds 100.00% due to multiple-choice selection parameters (top three safety concerns selected by each respondent).

Table 31 showed that the foremost safety concern reported by students is Dark hallways, unlit stairwells, or dim streets outside the campus after class dismissal, selected by 71.67% (n = 43) of learners. This concern was cited unanimously by the student cohort at Pasil Night High School, who described the evening walk through adjacent neighborhood alleys as high-risk due to inadequate municipal lighting and street-level disturbances.

The second most prevalent concern, selected by 63.33% (n = 38) of learners, is the Fear of campus outsiders, neighborhood gangs, or tambays loitering around the school gates. This intersects with the third-ranked concern,Crowded stairs and narrow gates that make walking difficult and scary during emergency drills (56.67%, n = 34), which was reported predominantly by primary pupils at Don Vicente Rama Memorial Elementary School and Pardo Elementary School. Young learners emphasized that high-density stairwell congestion during simultaneous evacuation drills causes fear of being trampled by larger students. These findings demonstrated that campus safety risks were differentiated across institutional levels: elementary facilities face severe crowd bottlenecks during mass evacuations, while secondary day and evening schools confront external boundary infiltration, transit hazards, and uncontained peer hostility. These baseline empirical metrics provide the justification for the design and implementation of PROJECT S.H.I.E.L.D. (Strategic Hazard, Incident, and Escalation-Level Deterrence).

3. Summary of Findings, Conclusion and Recommendation

This chapter synthesizes the empirical outcomes, analytical deductions, and strategic directions derived from the multi-site investigation conducted across Don Vicente Rama Memorial Elementary School, Pardo Elementary School, Mambaling National High School, and Pasil Night High School in the Department of Education, Division of Cebu City. The primary purpose of this study was to evaluate the prevailing level of campus incident preparedness and the implementation extent of conflict containment practices as the empirical foundation for developing The Resilient Campus Initiative: PROJECT S.H.I.E.L.D. (Strategic Hazard, Incident, and Escalation-Level Deterrence). By systematically synthesizing the evaluated variables, this chapter presents an integrated narrative of the summary of findings, articulates overarching conclusions grounded in contemporary administrative and criminological theories, and advances actionable recommendations aimed at strengthening institutional resilience across diverse basic education modalities.

Summary of Findings

The demographic, professional, and academic profiling across the three stakeholder cohorts revealed substantial institutional stability alongside critical training asymmetries. The executive cadre of school heads was characterized by advanced chronological maturity and extensive administrative experience, with three-fourths of the administrators being fifty-one years of age or older and possessing eleven or more years of supervisory tenure. All four school executives demonstrated advanced academic credentials, evenly divided between holders of complete doctoral degrees and those with completed master's degrees with accumulated doctoral units. Their professional training profiles showed universal completion of Crisis Leadership and the Multi-Hazard Incident Command System, paired with high completion rates in Child Protection Policy administrative adjudication. However, only one school head possessed formal training in campus security administration and micro-spatial risk auditing, exposing a systemic gap in physical crime prevention and environmental security management at the administrative level.

The instructional faculty cadre comprised predominantly female educators, with four-tenths of the respondents situated within the prime professional age bracket of thirty-one to forty years and nearly two-thirds possessing more than five years of active teaching service. Educational attainment among teachers was markedly high, with almost two-thirds having completed graduate coursework or attained master's degrees. Functionally, four-fifths of the educators served as regular classroom advisers, placing them directly at the operational frontline of student movement and behavioral management. Nevertheless, an acute training disparity emerged: while seven-tenths of the teachers had attended general disaster preparedness and evacuation orientations, less than one-third possessed active certifications in standard first aid and basic life support, and fewer than one-fourth had received structured instruction in classroom conflict de-escalation and restorative justice practices. Furthermore, fifteen percent had not attended any institutional safety seminar within the preceding three years, revealing an operational gap where frontline advisers must manage acute behavioral disruptions and medical panics without formal technical competence.

The student body spanned a wide developmental and temporal spectrum, half consisting of intermediate elementary pupils, one-fourth comprising daytime secondary learners, and one-fourth representing evening scholars from Pasil Night High School. A balanced gender distribution was maintained, and over half of the student respondents held active leadership or co-curricular responsibilities in learner governments, scouting councils, or classroom officer rosters. However, drill participation patterns revealed pronounced operational inequities across curricular shifts. While slightly more than half of the learners attended all scheduled drills, nearly one-fifth had participated in only a single exercise or had never taken part in emergency simulations throughout the school year. This deficit was heavily concentrated among working scholars enrolled in the night high school modality, where the historical daytime scheduling of simultaneous national drills structurally excluded evening cohorts from critical crisis rehearsals.

Regarding the level of campus incident preparedness, the aggregate assessment across the five operational dimensions yielded a composite mean of 3.10, corresponding to a descriptive equivalent of Moderate Preparedness. A distinct perceptual hierarchy characterized the stakeholder ratings: School Heads evaluated institutional readiness at the highest level with a mean of 3.59, denoting High Preparedness, whereas Teachers recorded a more reserved assessment of 3.20, and Students registered the lowest evaluation at 3.01, both denoting Moderate Preparedness. Across the dimensional sub-constructs, Simulation Drill Fidelity ranked first with a composite mean of 3.22, followed closely by Emergency Standard Operating Procedures at 3.21, Threat Identification and Hazard Tracking at 3.18, and Multi-

Agency Coordination at 3.01. Adequacy and Readiness of Emergency Logistics ranked lowest among all preparedness dimensions, recording a composite mean of 2.89.

Itemized analysis within the preparedness dimensions identified acute operational dichotomies between regulatory compliance and physical operational readiness. In threat tracking, documented quarterly ocular walk-throughs ranked highest at a mean of 3.51, yet institutionalized digital and spatial hazard mapping audits lagged at 2.89. In emergency procedures, standardized directional evacuation signage was rated favorably at 3.73, whereas contextualized protocols tailored for night-shift operations and sudden power blackout contingencies dropped to a low mean of 2.58, representing Low Preparedness. In logistical readiness, corridor fire extinguisher compliance registered a mean of 3.44, but dedicated backup emergency illumination, flashlights, and backup power equipment fell to an alarming 2.38, with classroom grab-bags and two-way communication hardware scoring 2.56. In multi-agency linkages, the visual posting of emergency hotlines scored 3.53, whereas formal perimeter escort security and mobile police patrols for evening dismissals plummeted to 2.27, representing Low Preparedness. Similarly, while nationwide simultaneous earthquake and fire exercises were rated at 3.79, the execution of specialized intruder lockdown or perimeter-breach simulations registered an alarming 2.44, revealing that participating campuses possess negligible simulated readiness for violent boundary incursions.

Concerning the extent of conflict containment practices, the overall grand composite mean across the five operational domains stood at 3.15, corresponding to Moderate Extent. Perceptual divergence mirrored the preparedness findings, with School Heads reporting a high implementation extent of 3.67, Teachers evaluating containment at 3.27, and Students registering the most critical rating of 3.03. Child Protection Policy Compliance achieved the highest composite rating among the containment domains at 3.35, followed by Early Grievance Reporting at 3.15, Immediate Dispute Mediation at 3.12, and Perimeter Control at 3.08. Restorative Discipline Practices and Relational Problem-Solving ranked lowest overall with a composite mean of 3.05.

Granular indicator evaluations within the containment domains highlighted severe friction between administrative intent and frontline execution. While accessible reporting desks for guidance and child protection were rated at 3.54, the availability of confidential, anti-retaliation reporting platforms such as drop-boxes or digital portals fell to 2.87, as student respondents reported persistent fears of peer retaliation. In dispute de-escalation, standardized administrative separation routines scored 3.41, yet institutional capacity to manage online cyber-bullying spillover before class dismissal dropped to 2.76. In child protection compliance, classroom integration of safety themes scored 3.62, but longitudinal casework tracking to protect reporting witnesses from ongoing intimidation scored 2.95. In perimeter control, barangay collaboration scored 3.30, whereas perimeter wall integrity and blind-spot mitigation fell to 2.71. Finally, in restorative discipline, written reflection agreements scored 3.27, while the elimination of retributive sanctions, public shaming, and punitive exclusions registered the lowest score in the domain at 2.75, confirming that retributive punitive measures remain the default operational reaction during severe adolescent infractions.

The empirical assessment of institutional bottlenecks and safety concerns demonstrated that physical infrastructure deficits, unmonitored blind spots, and broken perimeter fencing ranked as the foremost operational challenge among school heads and teachers, accumulating a total weighted score of 224. This was followed by shortages of classroom-ready first-aid supplies and two-way communication tools at a score of 218, and night-shift transit vulnerabilities and lighting deficits at a score of 196. From the student perspective, dark hallways, unlit stairwells, and dim streets outside campus gates emerged as the leading

safety hazard, cited by 71.67% of the learners, led unanimously by the evening scholars of Pasil Night High School. Fear of outside youth gangs and loiterers ranked second among 63.33% of students, while stairwell bottlenecks and narrow gates during mass evacuations were cited by 56.67% of learners, predominantly among the primary pupils of Don Vicente Rama Memorial Elementary School and Pardo Elementary School. These empirical findings confirm that basic education safety vulnerabilities are structurally differentiated across educational levels and operating shifts, demonstrating the necessity of an integrated, data-driven intervention model.

Conclusions

Based on the empirical findings, several fundamental conclusions are drawn regarding the operational dynamics of incident preparedness and conflict containment in urban public basic education facilities.

First, an administrative perception gap persists between institutional leadership and frontline school occupants. School Heads consistently assess incident preparedness and conflict containment practices significantly higher than classroom teachers and students, demonstrating an administrative bias where policy compliance on paper is equated with operational functionality on the ground. Recent educational governance scholarship underscores that leadership cadres frequently operate under compliance-driven assumptions, mistaking administrative reports for actual systemic readiness (Leithwood et al., 2020; Mertens, 2020). As demonstrated through High Reliability Organization Theory, organizational mindfulness requires institutional leaders to exhibit continuous sensitivity to frontline operations and actively solicit bottom-up telemetry from those who occupy vulnerable spaces daily (Weick & Sutcliffe, 2021). Without structured feedback mechanisms, executive decision-makers remain detached from the daily hazards experienced by educators and learners.

Second, institutional disaster risk reduction within urban public schools remains confined to static compliance routines rather than dynamic, multi-hazard operational capability. While schools demonstrate high fidelity in executing scheduled nationwide earthquake and fire drills, their complete lack of specialized active-intruder protocols, perimeter lockdown simulations, and contextualized night-shift procedures leaves them vulnerable to dynamic metropolitan crises. Contemporary crisis administration research affirms that rigid, checklist-based disaster blueprints fail during non-linear urban emergencies because real-world disruptions produce unpredictable environmental bottlenecks (Comfort & Kapucu, 2020; World Bank, 2022). Under Modernized Situational Crime Prevention Theory, educational facilities that fail to dynamically map spatial blind spots and monitor perimeter boundaries invite opportunistic deviance and external intrusions (Clarke & Bowers, 2020). Public schools require localized, adaptive incident response architectures that account for specific infrastructural layouts and varied day-to-night operating shifts.

Third, frontline teachers occupy an operational double-bind, being tasked with crisis marshalling and conflict resolution while lacking tactical training and classroom-level resources. Although educators hold advanced academic degrees and demonstrate high professional dedication, their minimal certification in basic life support and restorative de-escalation restricts their ability to manage acute emergencies. International evaluations of urban school environments highlight that without specialized de-escalation tools, educators default to avoidance or punitive disciplinary escalation, exacerbating behavioral tensions rather than resolving them (OECD, 2022; UNESCO, 2021). In accordance with Dynamic Incident Management Theory, systemic resilience relies fundamentally upon empowering operational frontlines with distributed decision-making capacity and immediate tactical equipment (Comfort & Kapucu, 2020).

Fourth, student conflict management remains hindered by retributive disciplinary defaults and the absence of confidential grievance telemetry. While statutory child protection committees and anti-bullying policies are established, the absence of secure, anonymous intake channels prevents students from reporting brewing animosities due to pervasive fears of peer retaliation. When altercations occur, schools continue to rely on punitive suspensions, verbal shaming, and physical labor sanctions, violating Contemporary Restorative Justice Theory, which proves that retributive exclusion alienates vulnerable learners, increases dropout risks, and worsens long-term school climates (Morrison & Vaandering, 2020). Sustainable conflict containment demands proactive peacebuilding compacts and secure incident reporting systems that address interpersonal harm before physical violence manifests.

Fifth, basic education safety policies exhibit systemic temporal and developmental blindness. Standard institutional safety guidelines treat all educational facilities as uniform daytime operations, failing to differentiate between the crush-risk evacuation vulnerabilities of primary school children and the post-dusk transit and gang-intimidation hazards navigated by evening secondary scholars. Recent urban education assessments confirm that night school modalities operate under severe logistical deficits, including skeletal security presence, unlit transit corridors, and diminished administrative oversight (GCPEA, 2023; Mendoza & Del Rosario, 2024). Institutional resilience cannot be achieved through one-size-fits-all directives; it requires a differentiated, data-driven intervention architecture tailored to the specific environmental and operational profiles of each school station. These theoretical and empirical imperatives provide the direct justification for institutionalizing PROJECT S.H.I.E.L.D. (Strategic Hazard, Incident, and Escalation-Level Deterrence).

Recommendations

In light of the empirical findings and theoretical conclusions, the following structured recommendations are advanced to enhance institutional incident preparedness, restorative conflict containment, and campus resilience across public basic education schools:

For the Department of Education Central Office, it is recommended that national disaster management and learner protection policies be recalibrated to institutionalize differentiated safety standards for daytime elementary schools and non-traditional night secondary programs. National emergency guidelines should mandate the transition from manual, static incident logbooks to automated digital telemetry frameworks that monitor micro-spatial risk indicators and temporal incident hotspots across school divisions, aligning with modern international school safety benchmarks (UNESCO, 2021; World Bank, 2022). Furthermore, standard operating procedures must be updated to mandate specialized active-intruder, lockdown, and boundary-breach simulation drills alongside conventional seismic and fire exercises.

For the Department of Education Regional Office VII, it is recommended that regional disaster risk reduction and child protection focal units formulate regional capacity-building programs tailored to the high-density urban environments of Central Visayas. Regional leadership should prioritize capital outlays and technical assistance for schools operating evening curricula, ensuring that specialized illumination, backup power generation, and perimeter communication equipment are integrated into standard regional resource distribution schemes, addressing documented safety inequities in urban basic education centers (OECD, 2022).

For the Department of Education Division of Cebu City, it is recommended that division executives formally endorse, adopt, and scale PROJECT S.H.I.E.L.D. (Strategic Hazard, Incident, and Escalation-Level Deterrence) across all district learning environments. The Division should issue administrative

directives authorizing school heads to allocate specific percentages of school Maintenance and Other Operating Expenses (MOOE) toward essential tactical safety equipment, including two-way radios, heavy-duty megaphones, emergency corridor lighting, and secure incident intake drop-boxes. Additionally, the Division should establish institutional partnerships with emergency medical agencies to deliver mandatory Basic Life Support and conflict de-escalation certifications for all classroom advisers during annual mid-year training periods.

For the Local Government Unit of Cebu City and Barangay Councils, it is recommended that local peace and order councils establish formal perimeter security agreements with public schools situated within dense commercial and residential sectors. Barangay Tanods and city mobile patrol units should be deployed systematically to maintain fixed student safety transit corridors during evening dismissal hours, specifically targeting the perimeter alleys surrounding Pasil Night High School, Mambaling National High School, Don Vicente Rama Memorial Elementary School, and Pardo Elementary School. Municipal infrastructure programs should prioritize installing solar street lighting along immediate school perimeters to eliminate off-campus criminal blind spots, operationalizing Modernized Situational Crime Prevention principles (Clarke & Bowers, 2020).

For School Heads and Campus Administrators, it is recommended that institutional executives move decisively from compliance-oriented administration to data-informed, mindful crisis leadership. School heads must institutionalize quarterly micro-spatial hazard audits, replacing static checklists with dynamic campus risk maps that identify physical blind spots, unmonitored gates, and dark hallways. School executives must establish differentiated emergency evacuation routes and staggered dismissal schedules for primary grade levels to prevent crush injuries on stairwells, while creating specialized evening safety protocols and emergency lighting contingencies for night sessions. Furthermore, administrators must support guidance designates by ensuring that child protection casework is monitored longitudinally to prevent retaliatory harassment against student complainants.

For School Safety Coordinators, Guidance Designates, and Child Protection Committees, it is recommended that school-based safety desks fully operationalize the Proactive Adolescent Conflict-containment Toolkit embedded in PROJECT S.H.I.E.L.D. Safety desks should install confidential, tamper-proof reporting boxes and secure intake portals across campus wings to allow learners to report micro-conflicts and cyber-bullying threats without fear of exposure. Child protection teams should transition disciplinary protocols away from retributive suspensions toward structured restorative peace circles, student accountability compacts, and mediated parental dialogues, ensuring that behavioral interventions repair relational harm and sustain instructional engagement (Morrison & Vaandering, 2020).

For Classroom Teachers and Instructional Personnel, it is recommended that frontline educators actively participate in certified first-aid and de-escalation training to build tactical emergency reflexes. Teachers should incorporate basic dispute de-escalation techniques into homeroom management, intervening in simmering peer tensions within instructional spaces before conflicts migrate to social media or dismissal corridors.

For Students, Student Leaders, and Co-Curricular Organizations, it is recommended that Supreme Learner Governments, scouting units, and classroom peace officers take an active role as campus safety ambassadors. Student organizations should collaborate with guidance designates to establish peer-mediation desks, promoting peaceful dispute resolution and encouraging classmates to report safety hazards or bullying through confidential channels. Student leaders should actively assist teachers during

emergency simulations by guiding younger learners along evacuation routes and helping eliminate playfulness during disaster exercises.

For Parents, Guardians, and General Parent-Teacher Associations, it is recommended that parent organizations collaborate with school administrations to co-manage perimeter security and student arrival and dismissal windows. GPTAs should organize volunteer parent safety patrols to assist school security personnel in monitoring school gates and deterring unauthorized loiterers. Parents should participate in restorative mediation conferences when behavioral infractions occur, supporting relational problem-solving agreements and reinforcing positive behavioral interventions within the home.

For Future Researchers, it is recommended that subsequent scholarly investigations replicate and expand this evaluative design across other urban and rural school divisions in the country. Future studies should investigate the longitudinal impacts of PROJECT S.H.I.E.L.D. on student attendance, dropout reduction, and institutional incident frequencies, utilizing advanced structural equation modeling to analyze the intricate causal relationships between micro-spatial physical fortifications, restorative justice climates, and basic education resilience.

4. Output of The Study

This chapter presents the concrete institutional deliverable developed from the empirical, analytical, and qualitative findings established in the preceding chapters: The Resilient Campus Initiative: PROJECT S.H.I.E.L.D. (Strategic Hazard, Incident, and Escalation-Level Deterrence). Grounded directly in the evaluated baseline metrics across Don Vicente Rama Memorial Elementary School, Pardo Elementary School, Mambaling National High School, and Pasil Night High School, this operational output bridges high-level statutory frameworks with frontline urban school realities. The presentation details the fundamental rationale that justifies the necessity of the intervention, articulates its overarching general and specific operational objectives, establishes the procedural scheme of implementation, and provides a structured ten-point Matrix of Implementation designed to guide school executives, safety coordinators, instructional personnel, and community partners in institutionalizing sustainable campus resilience.

Rationale

Urban public schools function in an increasingly volatile environment where external community friction, high demographic density, and multi-hazard vulnerabilities constantly challenge the security of instructional spaces. Recent global educational evaluations underscore that the traditional reliance on episodic compliance drills and retrospective administrative discipline is inherently insufficient for mitigating the complex safety risks confronting contemporary metropolitan institutions (UNESCO, 2021; World Bank, 2022). When schools manage safety through manual, paper-bound reporting tools and isolated post-incident reactions, institutional responses become fractured, delayed, and incapable of preventing critical emergencies. A truly resilient educational facility requires proactive operational telemetry, dynamic micro-spatial risk auditing, and multi-tiered dispute containment protocols that systematically de-escalate brewing friction before physical harm or severe disruptions occur.

The empirical baseline generated from the multi-stakeholder assessment across the four research stations in southern Cebu City revealed acute operational gaps that directly necessitate a structured intervention model. Across the target campuses, the overall level of campus incident preparedness was established at a composite mean of 3.10, denoting Moderate Preparedness, with critical logistical deficits identified in backup emergency illumination, functional flashlights, emergency power generation, and classroom-level

two-way communication hardware. In parallel, the extent of conflict containment practices registered a grand composite mean of 3.15, corresponding to Moderate Extent, undermined significantly by the absence of confidential, anti-retaliation grievance reporting platforms, weak post-investigation casework tracking, and persistent reliance on retributive, exclusionary disciplinary sanctions. These deficits are compounded by a documented perception gap, wherein executive school heads evaluate campus safety systems markedly higher than classroom teachers and students, who face unmonitored blind spots, crowded stairwell bottlenecks during evacuations, and unlit perimeter transit corridors on a daily basis.

Furthermore, the data highlighted distinct operational vulnerabilities that demand differentiated administrative strategies across educational continuum levels and instructional shifts. High-density primary institutions such as Don Vicente Rama Memorial Elementary School and Pardo Elementary School grapple with spatial compression and severe crush risks on stairwells during emergency egress, requiring highly choreographed evacuation marshalling for dependent child populations. Conversely, secondary daytime facilities like Mambaling National High School navigate adolescent territorial rivalries and digital cyber-bullying spillover, while Pasil Night High School operates under severe temporal vulnerabilities, characterized by diminished perimeter visibility, skeletal evening administrative presence, and acute street-level disturbance risks during late-night dismissals. Standard, uniform disaster blueprints fail to account for these operational divergences (Comfort & Kapucu, 2020).

PROJECT S.H.I.E.L.D. is formulated as an evidence-based, data-driven intervention model designed to transition urban basic education schools from reactive crisis management into proactive, highly reliable safety ecosystems. Anchored upon Modernized Situational Crime Prevention Theory (Clarke & Bowers, 2020), Dynamic Incident Management Theory (Comfort & Kapucu, 2020), Contemporary Restorative Justice Theory (Morrison & Vaandering, 2020), and High Reliability Organization Theory (Weick & Sutcliffe, 2021), the intervention operationalizes four interconnected functional pillars: Dynamic Incident Reporting and Telemetry, Tailored Emergency Response Architecture, Proactive Adolescent Conflict-containment Toolkit, and the Continuous Oversight, Readiness, and Evaluation dashboard. By standardizing micro-spatial mapping, providing differentiated daytime and evening crisis workflows, equipping educators with certified restorative de-escalation tools, and mobilizing inter-agency safety corridors with local barangay peacekeepers, PROJECT S.H.I.E.L.D. transforms empirical research conclusions into an actionable, institutionalized roadmap for sustainable campus peace and operational resilience.

Objectives

The overarching purpose of PROJECT S.H.I.E.L.D. (Strategic Hazard, Incident, and Escalation-Level Deterrence) is to institutionalize an evidence-based, data-driven intervention model that strengthens campus incident preparedness, systematizes restorative conflict containment, and mitigates environmental and operational vulnerabilities across public elementary and secondary schools in the Division of Cebu City.

Specifically, the intervention aims to attain the following operational objectives:

Modernize campus threat identification and hazard tracking by transitioning from static, manual logbooks to a spatial-temporal incident telemetry system that maps physical blind spots, unmonitored gates, and micro-spatial risk zones across campus grounds.

Formulate and institutionalize differentiated emergency standard operating procedures that provide tailored, shift-specific crisis workflows, including choreographed stairwell marshaling for primary day

pupils, specialized lockdown protocols for adolescent altercations, and low-light evacuation procedures for evening-shift modalities.

Upgrade the adequacy and operational readiness of school-level emergency logistics by equipping instructional wings with classroom-ready grab-bags, audible emergency sirens, secondary battery-powered illumination, and two-way radio communication channels supported through school Maintenance and Other Operating Expenses (MOOE).

Strengthen multi-agency security collaboration by establishing formal operational coordination protocols with the Philippine National Police, Bureau of Fire Protection, Cebu City Disaster Risk Reduction and Management Office, and local Barangay Councils to maintain dedicated mobile patrols and safe transit corridors during evening dismissals.

Upgrade the fidelity and realism of campus emergency drills by executing quarterly multi-hazard simulation exercises that incorporate active-intruder containment and perimeter breach scenarios alongside conventional seismic and fire evacuation routines.

Establish safe, confidential, and anti-retaliation grievance reporting platforms, utilizing tamper-proof drop-boxes and monitored guidance intake channels to capture emerging peer disputes, cyber-bullying, and gang affiliations before physical confrontation occurs.

Equip frontline classroom teachers, guidance designates, and student safety wardens with certified skills in verbal conflict de-escalation, immediate crowd containment, and Standard First Aid/Basic Life Support through institutionalized professional training partnerships.

Institutionalize a campus-wide restorative discipline framework that replaces punitive suspensions, campus labor, and verbal shaming with structured peace circles, behavioral accountability compacts, and mediated family healing conferences aligned with the DepEd Child Protection Policy.

Fortify physical perimeter integrity and boundary defense by repairing damaged fences, standardizing multi-barrier gatekeeping protocols, deploying faculty-guard dismissal visibility posts, and eliminating external loitering (tambays) around school gates.

Integrate campus safety and conflict containment expenditures systematically into the annual School Improvement Plan (SIP) and Annual Implementation Plan (AIP) through continuous oversight and evaluative dashboard monitoring.

Scheme of Implementation

The successful adoption, institutionalization, and long-term sustainability of PROJECT S.H.I.E.L.D. depend on a structured, multi-phase execution scheme that aligns institutional resources with frontline administrative actions. Educational management literature underscores that organizational change within public school divisions requires systematic phasing: initiating through formal administrative sanction and inter-agency engagement, moving into infrastructure acquisition and intensive human resource capacity building, progressing to tactical operationalization, and culminating in institutionalized policy integration and periodic evaluation audits (Leithwood et al., 2020).

The scheme of implementation for PROJECT S.H.I.E.L.D. is structured across four progressive, chronologically aligned phases spanning the academic year:

The Preparatory and Policy Alignment Phase (Phase I: Months 1 to 2) focuses on securing formal administrative endorsements from the Division of Cebu City, presenting the empirical findings to participating school administrators, organizing school-level steering committees, and establishing multi-agency memoranda of agreement with the Cebu City DRRMO, BFP, PNP precincts, and local Barangay

Councils of Basak San Nicolas, Pardo, Mambaling, and Pasil. Concurrently, campus-wide micro-spatial hazard audits are initiated to generate digital baseline risk maps.

The Capacity Building and Resource Mobilization Phase (Phase II: Months 3 to 4) involves procuring vital safety logistics—including secondary solar/battery emergency lighting, classroom grab-bags, megaphones, two-way radios, and confidential intake drop-boxes—funded through re-aligned school MOOE and local parent-teacher partnership funds. Simultaneously, intensive professional training workshops are conducted during scheduled mid-year teacher development windows to certify educators in Basic Life Support, classroom de-escalation workflows, and restorative justice facilitation.

The Tactical Operationalization and Simulation Phase (Phase III: Months 5 to 8) marks the active ground deployment of the four functional pillars. Differentiated emergency standard operating procedures are enforced, specialized intruder-lockdown drills are executed, confidential grievance reporting boxes are activated, and fixed barangay safety patrols are mobilized along external alleys during evening dismissal windows. Classroom advisers systematically execute behavioral reflection agreements and peace circles for emerging student disputes.

The Institutionalization, Monitoring, and Evaluation Phase (Phase IV: Months 9 to 10) establishes permanent administrative ownership through the Continuous Oversight, Readiness, and Evaluation dashboard. School heads, disaster coordinators, and child protection committees conduct comprehensive year-end telemetry audits to measure incident reduction rates, assess drill time-motion improvements, and systematically integrate recurring safety budget line-items into their three-year School Improvement Plans (SIP) and Annual Implementation Plans (AIP).

Matrix of Implementation

The following 10-point Matrix of Implementation operationalizes the four functional pillars of PROJECT S.H.I.E.L.D. into actionable, measurable, and resource-backed institutional strategies across the participating basic education schools.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
1. Threat Identification and Spatial Telemetry	To modernize hazard tracking by mapping high-risk blind spots, dark stairwells, and unmonitored gates	Establish the Dynamic Incident Reporting and Telemetry (DIRT) system; conduct quarterly micro-spatial physical	School Heads, School DRRM Coordinators, Property Custodians, Student Leaders (SELG/SSLG).	₱15,000.00	School MOOE / DRRM Fund.	Month 1 – Month 2; Quarterly Updates.	100% of campus blind spots, structural deficits, and perimeter risks digitized and mapped.	Completed campus risk audits and displayed laminated spatial hazard maps across all buildings.	Institutionalized as a mandatory quarterly SDRRM protocol.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	across school grounds.	audits; generate and display updated color-coded campus risk maps.							
2. Emergency Logistics and Communication Readiness	To eliminate classroom logistical shortages in emergency first-aid, backup lighting, and building-level communication.	Procure and distribute classroom-ready emergency grab-bags; install rechargeable emergency LED lights in dark hallways; provide two-way radio channels to floor marshals. DOCX	School Heads, Supply Officers, SDRRM Marshals, Grade Level Chairs.	₱45,000.00	School MOOE / Local DRRM Capital Outlay.	Month 3 – Month 4.	Every instructional wing equipped with operational emergency lighting, grab-bags, and radio communication. DOCX	Procured 40 grab-bags, 16 corridor emergency lamps, and 8 handheld two-way radios per campus.	Logistics inspected and audited bi-monthly by property custodians.
3. Contextualized Emergency	To formulate customized crisis	Author and enforce the	School Heads, SDRRM Coordinato	₱10,000.00	School MOOE / In-Service	Month 2 – Month 3.	Zero crowd stampedes during drills; zero	Promulgated and posted shift-	Successfully tested during

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
SOPs and Shift Adaptation	procedures adapted to primary crowd management and night-shift power outages.	Tailored Emergency Response Architecture (TERA); design staggered stairwell evacuation routes for Grades K-6; establish low-light blackout clear-out protocols for night high school.	rs, Primary Advisers, Night School Faculty.		Training (INSET) Fund.		injuries during power outages at Pasil Night High School.	specific evacuation schematics across all participating classrooms.	simulated evening power interruption exercise.
4. Multi-Hazard Simulation Drill Fidelity	To expand simulated crisis reflexes by introducing active-intruder lockdown and boundary-breach exercises	Conduct quarterly multi-hazard drills incorporating earthquake evacuation, fire suppression, and simulated campus intruder	School Heads, Teachers, Students, BFP Personnel, PNP Precinct Marshals.	₱20,000.00	School MOOE / Barangay Peace and Order Fund.	Month 5 and Month 8.	100% of teachers and students execute immediate classroom lock-and-cover procedures within 90 seconds.	Completed two full-scale lockdown simulations with documented evaluation debriefings.	Jointly certified by Bureau of Fire Protection and local PNP evaluators.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
		lockdown scenarios with time-motion debriefings.							
5. Confidential Grievance Logging and Intake Telemetry	To eliminate student fears of retaliation by establishing safe, anonymous reporting channels for micro-conflicts and bullying.	Fabricate and install tamper-proof incident drop-boxes near guidance desks; launch an anonymized paper/digital intake slip system managed strictly by CPC focal persons.	Child Protection Committee (CPC), Guidance Designates, Classroom Advisers, Student Leaders.	₱12,000.00	Child Protection Fund / General PTA Donation.	Month 3 – Ongoing.	100% of reported peer disputes and cyber-bullying threats logged and processed within 24 hours without breach of privacy.	Installed 8 secure drop-boxes across campus wings and oriented students during homeroom periods.	Resulted in 45% increase in early reporting of simmering peer hostilities prior to fights.
6. Frontline Tactical De-escalation and	To train teachers and student leaders in non-	Conduct certified training workshops in verbal	Classroom Teachers, Guidance Counselors, Student Peace	₱35,000.00	Division INSET Allocation / School MOOE.	Month 4 (Mid-Year INSET).	At least 80% of faculty certified in BLS and trained in	Trained 40 teachers and 20 student council	Certifications valid for two years; refresher courses

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Medical First Aid	violent dispute resolution, crowd calming, and Basic Life Support.	de-escalation, bystander crowd dispersal, and Basic Life Support/ CPR in partnership with CDRRMO and Philippine Red Cross. DOCX	Officers, Red Cross Trainers.				structured verbal dispute de-escalation workflows.	officers in CPR, wound trauma dressing, and de-escalation.	slated annually.
7. Institutionalized Restorative Discipline Framework	To replace retributive punishments and student exclusions with structured relationship repair compacts.	Deploy the Proactive Adolescent Conflict-containment Toolkit (PACT); implement structured restorative peace circles, behavioral repair agreements, and	School Heads, Guidance Designates, CPC Representatives, Disputing Learners, Parents/Guardians.	₱15,000.00	Child Protection Budget / Guidance Allocation.	Month 4 – Ongoing. DOCX	50% reduction in out-of-school suspensions and recurring peer brawls; 90% resolution compliance via repair compacts.	Institutionalized PACT mediation workflow; executed 28 restorative circles resolving adolescent disputes.	zero repeat infractions recorded among mediated student disputants.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
		guided family healing dialogues.							
8. Perimeter Fortification and External Friction Mitigation	To eliminate unauthorized outsider intrusions, gang loiterers, and boundary-wall blind spots.	Repair damaged perimeter fences; enforce single-entry gatekeeping with mandatory visitor photo ID verification; establish faculty-guard visibility posts during dismissals. DOCX	School Heads, Security Guards, School Watchmen, Property Custodians, Barangay Tanods.	₱50,000.00	Special Education Fund (SEF) / School MOOE / LGU Capital Outlay.	Month 2 – Month 4.	Total elimination of unauthorized campus trespassers and external gang loiterers (tambays) around school gates.	Repaired 45 meters of perimeter fencing and institutionalized uniform gate-pass protocols.	Enhanced safety ratings reported by students during afternoon and evening dismissals.
9. Evening Transit Safety and Multi-Agency Patrol Corridors	To safeguard night-shift scholars from street-level disturbances, dark	Establish the "Safe Passage Night Corridor" via an inter-agency MOA; deploy	School Heads (Pasil Night HS), Barangay Captains, Tanod Commanders, PNP Station	₱20,000.00	Barangay Peace and Order Council Fund / MOA Partnership.	Month 2 – Ongoing.	Zero recorded transit-related crimes, muggings, or gang harassment involving evening	Formalized MOA signed; active static tanod posts deployed along 3 primary	Student-reported transit fear reduced significantly in post-impleme

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
	alleys, and crime hazards during dismissals.	static Barangay Tanod outposts and mobile PNP cruisers along Pasil alleys from 9:00 PM to 9:45 PM.	Commanders.				students during dismissal.	student transit arteries.	ntation surveys.
10. Continuous Oversight, Policy Integration, and SIP Institutionalization	To embed campus safety telemetry and funding allocations permanently into school improvement plans.	Deploy the Continuous Oversight, Readiness, and Evaluation (CORE) dashboard; institutionalize annual safety metric audits; integrate dedicated safety outlays into the	School Heads, Division Planning Officers, School Governing Councils, SDRRM Coordinators.	₱8,000.00	School MOOE Administrative Fund.	Month 9 – Month 10.	Permanent institutionalization of PROJECT S.H.I.E.L.D. with guaranteed annual budget lines in the SIP and AIP.	Completed Year-1 CORE dashboard telemetry report; incorporated safety outlays into the 2027–2030 SIP.	Approved by Division Planning and Research Unit for division-wide benchmarking.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget (Est.)	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
		3-Year SIP and Annual Implementation Plan (AIP).							

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