

Assessment on Disaster and Disturbance Readiness of Security Guards in a University in Negros Occidental

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ABSTRACT

The safety of an individual is one of the major concerns that should be taken seriously by society because disasters and emergencies happen without warning. In this regard, this quantitative descriptive-comparative research using a self-made questionnaire assessed the level of readiness in disaster and disturbance of the total population of 29 security guards in a selected university in Negros Occidental. The results showed that the participants are always ready to combat disaster and disturbance. When the participants were grouped according to age, sex, and length of service, they have a very high level of readiness in terms of managing disaster and disturbance. Moreover, the results showed that the security guards in the University are well-equipped in planning, training, education, technology and communication, and coordination and are capable of handling disaster and disturbance risks any time in the future. There is no significant difference in the level of readiness in disaster and disturbance management of the security guards. Appropriate recommendations, including further enhancement of disaster and disturbance emergency protocol to maintain the level of readiness, are presented to address these issues.

INTRODUCTION

The safety of an individual is one of the major concerns that should be taken seriously by society. It is because disasters and emergencies happen without warning (The Disaster Center & National Disaster Education Coalition, 1999). If a person cannot secure himself from any threatening force around him, possible injury or even death may occur.

In the framework of extensive risk, in particular, it is often people's vulnerability that is the greatest factor in determining their jeopardy (World Meteorological Organization & United Nations (UN) International Strategy for Disaster Reduction, 2012).

However, being vulnerable and being at risk are distinct issues. Vulnerability is a weakness or gap in a security program that can be exploited by threats to gain unauthorized access to the asset, while the

risk is the potential for loss, damage, or destruction of an asset due to a threat exploiting the vulnerability. When vulnerability arises, a risk may penetrate, and disasters and disturbances can take place. Disturbances are disastrous events caused directly and principally by one or more identifiable deliberate or negligent human actions (Alexander, 2000). On the other hand, disasters are natural hazards that may include hurricanes and tropical storms, which are among the most powerful natural disasters. On this note, security must take place to counter and prevent any unwanted possible victimization.

Security involves the stability of an environment where disruption or harm is at its lowest potential (Guest, 2017). It also involves troubleshooting the gap of the security program and managing the risk itself, formulating prevention and intervention when risk comes unexpectedly, therefore, lessening the impact of the risk that it is supposed to inflict. The United Nation Office for Disaster Risk Reduction (UNISDR) gives meaning to disaster risk management as the idea and application of lowering the disaster risks through methodological efforts in order to inspect and decrease the factors causing the disaster: lowering the vulnerability of people and property to hazards, clever management of the environment, and enhancing the preparation and precautionary measures for unfavorable incidents. An environment that produces no harm and fear is considered a secured environment, a scenario that is possible when someone safeguards it.

As the world population grows, the number of property owners increases, resulting in the demand for watchmen or security guards to look over their properties (Alexander, 2000). According to Freedom Group, the worldwide annual spending on security services is predicted to rise to \$244 billion in 2016 (VSS Security Services, 2018). The study showed that the number of security guards deployed heightens each year and in the succeeding years, but the Freedom

group noted that the competency of security guards is taken less priority.

In the Philippines, security guards outnumber the military forces of the country. Based on the records of the licensing office of the Philippine National Police (PNP) reviewed in the year 2016, the licensed private security guards have the approximate number of 500,000, excluding personal bodyguards hired, while the Armed Forces of the Philippines (AFP) and the PNP personnel were 130,000 and 160,000 respectively (Wang, 2018). Therefore, the PNP considers security guards like «tanods» as «force multipliers.» Similar to the duties and responsibilities of law enforcers in the country, security guards are responsible for the welfare of its premises, act as front liners whenever a situation arises (University of Paramouth), and assist law enforcement and public safety operations if ever an operation is conducted in the area of interest.

A security guard's duty usually involves the sense of security, prevention of any malicious, unlawful act, community-friendly customer service, handling crimes within one's jurisdiction, and most of the time, monitoring the pieces of property within the area of interest (VSS Security Services, 2018).

With these responsibilities at hand, one question raised in the property owners' and the citizens' minds is whether or not the security guards who are considered property and personnel front liners are competent enough to handle unexpected situations that could somehow put risk and eventually harm a person or a property in the vicinity. Therefore, along with the society's interest in safeguarding oneself, the security guards' competence must always be monitored (Paton, 2013).

Readiness in disaster and disturbance occurrence may be enhanced with proper planning. Disaster risk management encompasses a systematic process of implementing strategies for preparing, responding, and recovering from a disaster to lessen the adverse impacts of hazard and reduce the possibility of disaster

(Adeyemo, 2018). Planning and practicing for these events is a key factor for a favorable response. Good planning produces effective emergency operations and improves overall preparedness (Chartoff et al., 2017). On the other hand, the key to responding well emphasizes good training, proper education, and ample utilization of updated technology among the security personnel. The road to recovery involves the entire community and where the disaster takes place; thus, effective coordination is important. Preparedness can greatly reduce the threat posed by hazardous events (Rana & Pandey, 2017).

In a school setting, security guards are the bearers of safety and the epitome of protection and welfare. The key areas of effective disaster management are skills and knowledge, a requirement of disaster resilience, lifelong learning, and higher education (Rana & Pandey, 2017). The level of preparedness and education of the exposed community influences the magnitude of the impact of disasters (Rana & Pandey, 2017). Knowledge and education are comprised of being informed of what is happening around, training not only for public service but also to maintain discipline and manage effective responses to different disasters, likewise, taking proactive measures of disaster prevention. Some information or insights are not offered inside the classroom, and they become more heightened by experience.

The Theory of Planned Behavior (TBP) proposed by Icek Ajzen in 1985 is interrelated with Disaster Preparedness Behavior (DPB). The theory presented that human behavior is guided by three kinds of considerations: beliefs about the likely consequences of behavior (behavioral beliefs), beliefs about the normative expectations of others (normative beliefs), and beliefs about the presence of factors that may facilitate or impede the performance of the behavior (control beliefs).

In connection with the study, the security guards are guided to behave in three considerations that

contribute to one behavioral intention: to provide security to whomever they serve. Being ready to secure and safeguard human life and put one out of danger are common roles people expect from the security guards that the guards themselves likewise perceive as their behavior or something they should do. The security guards have normative beliefs that they were hired because they need to perform certain behaviors related to securing or safeguarding property and persons.

The school or university community is very aware that the guards are equipped with skills and training in making the environment safe for everyone. Thus, they are presumed ready in emergency cases that may pose a risk to any property or individual in the school premises. However, their preparedness and readiness to respond to disaster and disturbance may vary, especially that they can control beliefs regarding their capacity to behave in a manner expected of them. Some may believe that they have all the facility and resources available; the reason why they can perform a great job, but others might believe that what they have are not at all sufficient to make them prepared and ready to any circumstance that may come their way. The difficulty or ease of performing a ready and well-prepared behavior during disaster and disturbance depends strongly on the security guards and the intention to fulfill their duty of doing so. The beliefs of the people and the significant others whom the security guards are serving will somehow push them to perform, too. These people leave an impression of the security guards to do the tasks required of them and pose an expectation for the guards to carry on their tasks.

It is hypothesized that DBP can be predicted from attitudes, subjective norms, and perceived behavioral control concerning the behavior; and that doing disaster preparedness can be envisioned from intentions and perceptions of behavioral control. The more powerfully people can feel that they have

control over disaster and disturbance preparedness, the more it is possible for them to execute their duties. Heightened perceived control is attributed to strengthening the human intention to physically act (Paton, 2003).

The education sector is one of the most vulnerable sectors affected by catastrophic events brought by natural hazards (ASEAN Safe School Initiative (ASSI), 2019). The same is true for man-made activities. School safety and security continue to be a concern in schools throughout the world as it is not a matter of "if" a crisis occurs, but "when" a crisis will occur (Akers, 2007), which is naturally possible to happen anytime. Thus, there is a large segment of the population that attends school making preparedness a timely topic. However, until a crisis occurs, crisis plans are often developed in piecemeal form, and steps are taken only as specific issues arise. Therefore, the greatest likelihood to jeopardize the safety and security schools today is the attitude that crisis will not happen here.

Therefore, it is the priority of everyone involved in the school to ensure that students feel safe and secure to learn at the optimal level (Forte & Wagner, 2018). Keeping schools safe allows children to look forward to an encouraging environment that promotes social and creative learning (Applebury, 2019). Violence acts in the school reported 8% of students getting involved in physical fights, and 6% were reported missing because they did not feel safe. The crisis of violence in schools has devastating effects; thus, security guards are very important to keep the campus in order and peaceful.

However, Dragan (2019) claimed that security guards, school police, or resource officers at the school might even strengthen the students' trust and be a false sense of safety for them. He further explained that wearing of uniform on the guards' end does not always mean additional protection for students. Casella (2018) stated that the security

guards' use of equipment to save lives has little impact on the effectiveness but rather creates an appeal for the school system to buy this high-tech equipment to ensure safety.

School facilities must be maintained and must be concerned about resource management and provide a clean and safe environment for the learners (Szuba, 2003). Therefore, it is evident that a balance between the facilities or safety equipment and the security guards must take place in any school setting to safeguard all the property of the school and its people. Cowan et al. (2013) contend that physical and psychological safety should work together to avoid overly restricted measures such as arms and metal detectors that can undermine the learning environment. Instead, these should be combined with reasonable physical security measures such as locked doors and monitored public spaces. With these efforts to enhance school climate, schools shall build a trusting relationship and encourage students to report potential threats, leading towards achieving safety and security.

In order to implement effective security and emergency plans, security measures inclusive of equipment and human resources should be maximized. Disaster preparedness and disaster management will then be addressed properly if an effective security workforce is at hand. Lubbe & Barnard (2013) highlighted the efficiency of security officers in South Africa. Eighty male security guards with ages from 25 to 40 years old became the participants of the study. According to the study results, male security guards who were "experienced" tend to be inquisitive, mentally alert, and observant of hidden and obvious patterns in the surroundings. Their qualifications, both in training and education, were accompanied by demonstrated job-relevant skills and knowledge of a security officer's duties. They had the potential to learn and keep abreast of new knowledge continuously. Thus, they responded well

to emergency cases and were considered efficient.

The Security Industry in London (Security Risk Specialists, 2017) used license regulation on the security guard sector to assess efficiency. The required license pushed the security guards to improve their knowledge and gain sufficient training continuously. The 49 interviewed security guard operatives believed that the license had improved their range of skills, their overall ability to do the job, and their future career options. Staying long in the journey of safeguarding persons and property opened more training experiences for them. Training like first aid and physical intervention was added to their educational knowledge. The experience they gained from these training supplemented their readiness for disaster and disturbances. In Horn's (2019) study, however, security guards were investigated regarding their general performance and response to disaster emergencies. Results displayed that security guards with less tenure were prone to disciplinary action, and those with a higher level of education were prone to fewer disciplinary actions in the line of disaster preparedness.

Godinho et al. (2016) studied 119 male security guards, with an average of 60 years old and length of service from 3 to 43 years. Based on the results, the workability scores were affected by healthy lifestyle habits and reorganization of work environments. The work environments included physiological resources such as coping with the demands at work and mental and physical capabilities. With effective coping strategies regarding the work demands, those with a healthy lifestyle and proper utilization of mental and physical abilities scored high on the readiness scale. These results imply a higher tendency for preparedness when disaster happens. Moreover, Attan et al. (2017) found the younger security guards to be more competent when assigned to safeguard the institution, but those with long years of service were more effective than those with short years of

service.

About sex as a variable, the women security personnel were more diverse and more interested in enhancing their education (Security Industry Association, 2018). In addition, the different thought processes and different perspectives of women add to their perspective when addressing complex security issues. Therefore, the female security guards engaged in various training, internet-based learning, e-learning, face-to-face, web conferencing or live online, study guide review, and study group to enhance their security knowledge and elevate their readiness to succeed in their roles as security personnel.

In the context of the selected University in Negros Occidental, it is not exempted from all possibilities of a natural and human-made incident that may harm lives and property despite its prestige. Aside from providing basic education, the school is responsible for providing safe teaching-learning facilities and a hazard-free environment to the schoolchildren (DepEd, 2008). Thus, it hires security guards for the welfare of its jurisdiction to ensure saving lives and property; nonetheless, the responsibility of the institution is beyond acquiring security guards. The University must ensure that they possess the capability to perform the duties such as sense of security, prevention of any malicious, unlawful act, community-friendly customer service, handling crimes within their jurisdiction, and most of the time, monitoring the properties within the area of interest (Onuma et al., 2017).

Readiness or preparedness to disaster and disturbance in the University may have been assessed, but none has focused on the security guards. Thus, the conduct of this study explored the security guards of the selected university purposively, covering all the five key indicators: planning, technology and communication, education, coordination, and training, respectively. Specifically, it sought the

level of readiness of security guards in disaster and disturbance management when taken as a whole and grouped according to age, sex, and length of service, and if there is a significant difference in the level of readiness of security guards in disaster and disturbance management when grouped according to the variables. The findings of the study were used as the basis for the Safety and Security Office Program on Enhanced Disaster and Disturbance Readiness for the Security Personnel.

METHODOLOGY

A descriptive-comparative research design was used in the study. Specifically, the survey method was used to describe the readiness of the security guards in managing a disaster and disturbance. Descriptive research is a valid method for researching specific subjects and a precursor to more quantitative studies. It describes a phenomenon or condition that exists in the present time. While there are some valid concerns about the statistical validity, as long as the limitations are understood by the researcher, this type of study is an invaluable scientific tool (Shuttleworth, 2018). Also, the comparative design is appropriate for the study since it intended to compare the research constructs in terms of age, sex, and length of service.

The participants of this study are all the 29 security guards of the University who were in service for the academic year 2018-2019. These participants are officially identified as affiliates of the selected school and are under the supervision of the Security and Safety office. The distribution of participants by age revealed that the mean and median ages were 33.6 and 32.5 years old. The standard deviation was 5.9 years old. The distribution of participants by sex showed that 9 out of 10 participants were male. The findings imply that male security guards dominated the security personnel of the University. Lastly, the distribution of participants by the length of service

showed that the mean and median length of service were 5.4 and 4.5 years, respectively. The mode was ten years, and the standard deviation was 3.6.

This research made use of the self-made questionnaire on the Readiness to Disaster and Disturbance. Part 1 consists of 25 equally distributed questions into five areas, namely planning, training, physical drills, education, technology and communication, and coordination. Part 2 of the questionnaire focuses on the readiness for specific disaster and disturbance situations. A 5-point Likert-type scale was adopted to describe the low or high value of the readiness factor, likewise the frequency of readiness to specific situations. The participants were instructed to rate their readiness using the following values: 1 - Not at all ready; 2 - Seldom ready; 3- Sometimes ready; 4- Often ready; and 5 - Always ready.

The self-made questionnaire was subjected to a reliability test using the Cronbach Alpha reliability indexing before its actual administration. The researchers used appropriate questions modified from related research and individual queries. In addition, a pilot test of 15 security guards of another prestigious school here in Bacolod was conducted. The reliability test yielded an index of 0.951, indicating that the instrument is reliable. At the same time, this questionnaire underwent validation by three experts with the use of the evaluation criteria set by Good and Scates. These jurors made corrections and gave suggestions to improve the questionnaire. The validity rating is 4.91, which indicated that the instrument is valid.

To gather data, the researchers sought the permission of the Vice President of Academics of the selected university and the Head of Safety and Security Office to utilize the total population of the security guards in the said school. Along the course of approval is the establishment of the psychometrics of the instrument. So soon as the instrument was declared reliable and valid to use, the researchers

reproduced it for the actual administration. With the help of the security supervisor, the shifting schedules of the rendered duty were identified. The researchers guided the security guards present during the daytime during the conduct of the survey. For the researchers' ease and comfort in the conduct of the survey for the security guards scheduled on the night shift, the supervisor took charge of the distribution of the questionnaire. The retrieval of the questionnaire was made by the researchers on the next day in case some clarifications need to be addressed. Ethical practices adhering to the research protocol were also implemented as the ethics clearance was secured. Data were then forwarded to the statistician for treatment.

The gathered data were translated and looked into so that only necessary information would appear in the study. Descriptive analysis was utilized for the descriptive problems of the study, and inferential analysis was utilized for the inferential problems of the study. The statistical tools were used to treat the data gathered for the use of the study. Mean was utilized to identify the level of readiness to disaster and disturbance when taken as a whole and grouped according to the variables above. T-test was utilized to measure the significant difference in the level of readiness of the participants toward disaster and disturbance when they are grouped accordingly.

Ethical considerations for the welfare of the

participants were taken into account along the course of the study. The researchers made an orientation regarding the participation of the security guards, that no force shall be done and that such participation is voluntary. Research data were treated with the utmost confidentiality and were discarded properly after the study.

RESULTS AND DISCUSSION

Table 1 shows that the level of readiness of the security guards in disaster and disturbance management, in general, was very high ($M=4.79$, $SD=0.23$). This means that they are always ready to deal with disaster and disturbance occurrences. Regarding planning, the participants also always showed readiness to manage disasters and disturbances in school. The overall mean of 4.94, which is interpreted as very high, describes the security guards to always manage to secure, safeguard, and access supplies. Likewise, it explains that they are familiar with the sources of hazards, relocation areas when disaster happens, and passages for safety. Since security guards plan out highly in order to be ready, this can be a true testimony that the participants have the readiness to perform a given behavior as a response to a given situation (Ajzen, 1985), such as disaster and disturbance management.

The level of readiness in disaster and disturbance

Table 1
Level of Readiness of the Participants in Each of the Five Major Areas

Area	Mean	SD	Interpretation
Planning	4.94	0.19	Very High
Training	4.75	0.26	Very High
Education	4.78	0.29	Very High
Technology and Communication	4.82	0.21	Very High
Coordination	4.67	0.42	Very High
As a Whole	4.79	0.23	Very High

management, which concerns the training of the participants, showed an overall mean of 4.75, which is also interpreted as very high. This shows that the security guards are equipped with the knowledge and skills on safety protocols such as detecting and preventing fire, emergency response, and the like.

Similarly, the level of readiness in disaster and disturbance management of the participants in the area of education revealed that they had a very high level of readiness ($M=4.78, SD=0.29$). This result means that the security guards are knowledgeable in disaster preparedness, and their concepts on management of disaster and disturbance are exemplary. Furthermore, the knowledge and skills they learned from their training, fire drills, and technical writing have aided them to be ready when disaster comes. In line with these findings, the Security Industry in London (Security Risk Specialists, 2017) supports training like first aid and other physical intervention, and further education for these improve the range of special skills for the security personnel. The study's findings add to the claim made by Torani et al. (2019) that training, education, and overall knowledge of those involved in delivering disaster information is of great importance.

The participants' level of readiness in disaster and disturbance management regarding technology and communication revealed a very high result ($M=4.82, SD=0.21$). The values describe the security guards' ability to use communication gadgets effectively, convene with other security personnel meticulously, and even contact parents immediately when disaster arises.

However, high result on responding to media inquiries implies that security guards need to coordinate with the office that takes charge of the school's social media platform to respond favorably to inquiries. Supporting the role of media platforms in disaster and disturbance management, Astor et al. (1999) agree that the use of video or electronic

stuff to address media inquiries must be closely monitored to ensure school safety. Likewise, Linvill (2019) stated that the mainstream media is awash with stories about the role social media may play in fostering a hostile environment on college campuses. On the other account, having social media for safety is a choice that administrators must make since it can alert administrators to potential threats (Matznick, 2016).

The overall growing availability and use of publicly and commercially available cyber tools is increasing the overall volume of unattributed cyber activity worldwide (Senate Select Committee on Intelligence, 2019). Therefore, security guards must be aware of whatever emergency or disaster incidents that fill in the feeds of the students' social media. They may not control the students' social accounts, but the disaster information they bring is within their control.

Regarding coordination, the security guards' level of readiness in disaster and disturbance management also scored very high ($M=4.67, SD=0.42$), indicating that they are always ready to manage all the disaster and disturbance situations with proper coordination with the administration, security personnel, faculty, students, and parents.

In general, the participants' level of readiness for disaster and disturbance management in each of the five major areas was very high. Thus, the results of the study strengthen the relationship of the Theory of Planned Behavior with Disaster Preparedness Behavior. The very high level of readiness implies that security guards are always ready in times of disaster and disturbance. It further implies that the security guards have a strong intention to safeguard the school's property and the human lives therein. Likewise, the participants have perceived control over the disaster and disturbance, and such perception has made them feel prepared and able to execute their duties.

Table 2a

Frequency Table: Level of Readiness of the Participants of Specific Disaster and Disturbance Situations

	Not at all	Seldom	Sometimes	Often	Always	Total
Disaster Situations	%	%	%	%	%	%
Fire	0.0	0.0	0.0	6.7	93.3	100.0
Flood	0.0	0.0	0.0	40.0	60.0	100.0
Earthquake	0.0	0.0	0.0	26.7	73.3	100.0
Disturbance Situations						
Suicide	0.0	0.0	10.0	16.7	73.3	100.0
Bomb-Threats	0.0	0.0	0.0	13.3	86.7	100.0
Hostage Taking	0.0	0.0	3.3	36.7	60.0	100.0
Campus Fights	0.0	0.0	0.0	13.3	86.7	100.0
Robbery/Theft	0.0	0.0	0.0	30.0	70.0	100.0
Suicide Attempt	6.7	6.7	10.0	23.3	53.3	100.0

Table 2b

Level of Readiness of the Participants of Specific Disaster and Disturbance Situations

Disaster Situations	Mean	SD	Interpretation
Fire	4.93	0.25	Always Ready
Flood	4.60	0.50	Always Ready
Earthquake	4.73	0.45	Always Ready
Disturbance Situations			
Suicide	4.63	0.67	Always Ready
Bomb-Threats	4.87	0.35	Always Ready
Hostage Taking	4.57	0.57	Always Ready
Campus Fights	4.87	0.35	Always Ready
Robbery/Theft	4.70	0.47	Always Ready
Suicide Attempt	4.10	1.24	Often Ready

Table 2 shows that the participants' level of readiness in specific disasters, including fire, flood, and earthquake, and disturbance occurrences such as suicide, bomb threat, hostage-taking, campus fights, and robbery was likewise very high. However, the security guards showed less readiness when a suicide attempt occurs ($M=4.10$, $SD=1.24$). During the period covered by the retrieval of the questionnaires,

around half of the participants responded that they were not always ready to manage suicide attempts.

About these findings, dealing with fire and structural safety, violence, and ragging in schools, protection from sexual abuse, and safety of children in school busses, among others, are somewhat recognized by the security personnel (IndiaToday, 2018), but mental health concerns pose the most need of power

vigilance. Waalen et al. (2020) agree that mental health concerns are not just a public issue but a serious school issue. According to their study, from among their interviewees and participants, a low-cost solution, specifically ground deterrents in the persons of roving security guards, can contribute to suicide decrease and can intervene with this problem effectively.

The mean and standard deviation of the readiness in disaster and disturbance management of the participants when grouped according to age in the five major areas are all interpreted as very high. Thus,

young or old security guards are often ready when disaster and disturbance occur. This result differs from the claim of Attan et al. (2017) that younger security guards are more ready to respond to disasters and disturbances. Additionally, Lubbe & Barnard (2013) and Godinho et al. (2016) stressed experience, healthy lifestyle, and effective coping strategies as more significant dimensions than age.

Table 3 shows that there was no significant difference in the level of readiness in disaster and disturbance management in the areas of planning, training, technology, and communication, and coordination

Table 3a
Difference in the Level of Readiness in Disaster and Disturbance Management According to Age

	33yrs old & below			Above 33 years old		
	n=17			n=13		
Disaster and Disturbance Management	Mean	SD	Int.	Mean	SD	Int.
Planning	4.93	0.24	VH	4.95	0.09	VH
Training	4.68	0.29	VH	4.85	0.19	VH
Education	4.68	0.32	VH	4.91	0.18	VH
Technology and Communication	4.76	0.24	VH	4.89	0.16	VH
Coordination	4.58	0.48	VH	4.78	0.30	VH
As a Whole	4.73	0.26	VH	4.88	0.14	VH

* Int. = Interpretation; VH = Very High

Table 3b
Difference in the Level of Readiness in Disaster and Disturbance Management According to Age

Disaster and Disturbance Management	t	df	p	Significant?
Planning	-0.343	28	0.734	No
Training	-1.765	28	0.089	No
Education	-2.258	28	0.032	Yes
Technology and Communication	-1.681	28	0.104	No
Coordination	-1.372	28	0.181	No
As a Whole	-1.859	28	0.073	No

Table 4a

Difference in the Level of Readiness in Disaster and Disturbance Management According to Sex

Disaster and Disturbance Management	Male n=27			Female n=3		
	Mean	SD	Int.	Mean	SD	Int.
Planning	4.93	0.20	VH	5.00	0.00	VH
Training	4.73	0.27	VH	4.93	0.12	VH
Education	4.76	0.30	VH	5.00	0.00	VH
Technology and Communication	4.81	0.22	VH	4.93	0.12	VH
Coordination	4.63	0.43	VH	5.00	0.00	VH
As a Whole	4.77	0.23	VH	4.97	0.05	VH

* Int. = Interpretation; VH = Very High

Table 4b

Difference in the Level of Readiness in Disaster and Disturbance Management According to Sex

Disaster and Disturbance Management	t	df	p	Significant?
Planning	-0.568	28	0.574	No
Training	-1.273	28	0.214	No
Education	-1.412	28	0.169	No
Technology and Communication	-0.973	28	0.339	No
Coordination	-1.486	28	0.148	No
As a Whole	-1.483	28	0.149	No

when the participants were grouped according to age, as manifested in their computed p-value of 0.734, 0.089, 0.104, and 0.181 respectively. However, there was a significant difference in education where the p-value is 0.032, which is less than the critical value of 0.05 level of significance. Thus, the null hypothesis stating that there is no significant difference in the level of readiness in disaster and disturbance management when the participants are grouped according to age when planning, training, education, technology and communication, and coordination

considered were not rejected. However, the null hypothesis in education in terms of age was rejected.

The related studies of Lubbe and Barnard in 2013, which stated that security guards are considered more experienced, especially those with ages ranging from 25 to 40 years, somehow contradicted the result of the study. In the current study, age is not a factor in the level of readiness of the security guards to disaster and disturbance in general.

The difference in the level of readiness in disaster and disturbance management concerning planning,

training, education, technology and communication, and coordination as assessed by the participants when grouped according to sex is interpreted as very high. Furthermore, all the t-tests showed no significant differences in the level of readiness in disaster and disturbance management between the male and female participants since all the p-values associated with each of the t-tests were greater than 0.05. Therefore, the differences may just be attributed to chance. Thus, the null hypothesis was not rejected. Such a result disagrees with the survey done by the Security Industry Association (2018) stating that

female security personnel is more ready because they possess more diverse techniques in training and education.

The mean level and standard deviation of the readiness in disaster and disturbance management of the participants when grouped according to the length of service in all five major areas were all interpreted as very high. Furthermore, all the t-tests showed no significant differences in the means between the five years, and below and above five years participants since all the p-values associated with each of the t-tests were greater than 0.05.

Table 5a

Difference in the Level of Readiness in Disaster and Disturbance Management According to Length of Service

Disaster and Disturbance Management	5 years & below n=17			Above 5 years n=13		
	Mean	SD	Int.	Mean	SD	Int.
Planning	4.94	0.24	VH	4.94	0.10	VH
Training	4.68	0.29	VH	4.85	0.19	VH
Education	4.69	0.32	VH	4.89	0.19	VH
Technology and Communication	4.78	0.25	VH	4.88	0.13	VH
Coordination	4.54	0.47	VH	4.83	0.28	VH
As a Whole	4.73	0.27	VH	4.88	0.13	VH

* Int. = Interpretation; VH = Very High

Table 5b

Difference in the Level of Readiness in Disaster and Disturbance Management According to Length of Service

Disaster and Disturbance Management	t	df	p	Significant?
Planning	0.038	28	0.970	No
Training	-1.765	28	0.089	No
Education	-1.946	28	0.062	No
Technology and Communication	-1.299	28	0.205	No
Coordination	-1.972	28	0.059	No
As a Whole	-1.859	28	0.073	No



Therefore, the differences may just be attributed to chance; thus, the result failed to reject the null hypothesis. Therefore, the years of service did not affect how security guards respond readily to disaster and disturbance management.

Regardless of the variables included in the study, age, sex, and length of service, the security guards of the selected University seemed ready in any disaster and disturbance that may come along the way in the future. This level of readiness implies that before hiring the security personnel, the University authorities strictly screened the security guards. The school administrators are very much concerned about the welfare and life of the students, of which competent security guards are put as front liners in disaster and disturbance occurrences inside the campus. They ensure that the security guards are competent and responsible for securing the property and the students inside the campus. Findings further revealed that the University put a premium on the experience, training, education, and any other background dimensions before employing the security guards.

Concerning planning, the security guards are well-equipped with supplies kit that is made accessible anytime they are needed. The accessibility of the kits implies effective and efficient management concerning disaster and disturbance incidents since they are also aware that whenever a disaster happens, they know where the important school properties should be relocated to stay in their form without damage. The security guards were also briefed and familiarized with the hazards that may occur on the campus and the sources of danger inside the school community. Whenever a phenomenon occurs, the security guards are well-informed of the location of the school's fire exits and entrance passages, leading the way for the persons inside the school to their assigned areas whenever calamity arises.

Regarding training, the security guards know how to maneuver a fire extinguisher and manage fire

effectively. In addition, they have undergone adequate training on how to perform CPR or Cardiopulmonary Resuscitation whenever a victim needs one. They are also trained in the detection and prevention of fire, preparing a checklist of things to bring while they are on guard, including flashlights, ballpen, whistle, and other equipment. They are also curious and eager to learn new things regarding disaster and disturbance management that they tend to stay updated on the current trends and news about disaster preparedness.

In education, the security guards know how to distinguish different types of alarms and respond to the alarm accordingly. They are also equipped with knowledge on disaster preparation and prevention and respond to it appropriately through their security agency. The security guards are also knowledgeable about identifying potential emergency cases and detecting some before it happens. They are also participating in different drills, including fire drills and earthquake drills, programs involving emergency response, hazards, accidents, and the like. After the incident or disaster occurrence, they write incident reports accordingly and pass them to the head of the security office.

In terms of technology and communication, the security guards have memorized the different telephone contacts of the school and the different safety and security departments for effective communication. They are also using two-way radios to communicate with each other easily. However, they need training on handling media inquiries so that whenever an interview may arise at any unexpected time, they can handle and answer the questions appropriately and accordingly (Dempsey, 2010).

Regarding coordination, whenever an incident that can affect the welfare of the students occurs, the families and relatives are notified. The security personnel inform the students on the campus on what to do and where to go whenever a fire incident happens. The security guards follow the right system





according to their emergency protocol along with school personnel. They escort the students and faculty whenever an emergency arises. They also know where to evacuate when the school has been breached by disaster and disturbance incidents. They also initiate alerting every department as soon as an emergency arises at any area of the University campus.

In line with this, the security personnel are well-equipped with reliable communication devices to help coordinate and give updates around the campus. Reliable emergency equipment is at hand to act and respond to a calamity, phenomenon, or any other related incident, either natural or human-made, efficiently and effectively. However, there is a need for improvement in the area of training and seminars, particularly on the detection and management of fire incidents. The security agency may be conducting a few seminar sessions, but the security personnel under the security agency have shown low knowledge regarding detection, prevention, and management of fire and arson cases. Additionally, the security personnel are not very familiar with identifying potential emergency cases. Accordingly, this need could be addressed by enriching knowledge about disaster and disturbance through drills on fire, earthquake, flood, and the like. The security guards need exposure to the media interview to handle social media inquiries and communicate their thoughts appropriately and effectively. They must be capable of producing credible statements on social media while at the same time protecting the reputation of the University. The security guards are equipped in handling disturbance situations such as bomb threats, hostage-taking, campus fights, and robbery or theft but are a bit disturbed in responding to suicide attempts. In reiteration, the security guards need to be adequately equipped with knowledge and skills in detecting and preventing students with suicidal ideation or attempts.

CONCLUSION AND RECOMMENDATIONS

The level of readiness of the security guards to disaster and disturbance when taken as a whole and across all variables is very high that makes them always ready to handle these situations. The same result goes for the management of security guards to specific disasters and disturbance situations. The guards are always ready for almost all specific disaster and disturbance situations except on situations of suicide attempts for which they are only “often ready.”

The participants’ sex and length of service did not influence their level of readiness in the key indicators of planning, technology, and communication, education, coordination, and training. However, there was a significant difference in the level of readiness in education when the participants were grouped according to age.

Based on these conclusions, the security guards are recommended to continue learning amidst their very high readiness by engaging in more emergency drills in order to improve their skills. They should be more involved in agency-sponsored seminars about preparedness and be more vigilant of the disturbances happening within the school premises. They should learn more independently how to detect potential emergency cases and undergo fire drills, earthquake drills, and others. They are as well recommended to maintain their knowledge on how to handle bomb threats, hostage-taking, campus fights, robbery, or theft and enhance their skills in handling suicide attempts. They must coordinate with the guidance personnel to help them get a grasp on the detection and prevention of students with suicide attempts.

Results should be submitted to the University administrators for feedbacking and evaluation of the security personnel. In line with this, the security office should suggest programs that can further enhance the security personnel’s skills and knowledge and innovate ways for efficient performance in managing



disaster and disturbance. Forwarding the results to the University administrators will enable them (administrators) to learn more about the hazards and risks that may be experienced inside or outside the school vicinity. In line with this, the natural incidents that may occur can be countered by safety precautionary measures and preparation with the use of necessary and sufficient equipment for the personnel can be utilized. Finally, future researchers are encouraged to conduct more investigations relevant to the present study using different methodologies and subjects.

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