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Effectiveness of Security Personnel as First Responders in Managing Campus Emergencies of Selected Universities in Cabanatuan City: Basis for Advocacy Plan

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Abstract

Campus emergencies continue to pose significant threats to the safety, order, and operational continuity of higher education institutions. Security personnel are commonly the first responders during emergency incidents and are expected to provide immediate intervention, maintain public order, and coordinate with external emergency agencies. This study assessed the effectiveness of security personnel as first responders in managing campus emergencies in selected universities in Cabanatuan City, Philippines. Specifically, the study evaluated effectiveness in terms of manpower capacity, response readiness and situational awareness, communication and coordination, decision-making and leadership, and implementation of emergency procedures and first aid measures. A quantitative descriptive-comparative research design was employed using a structured survey questionnaire administered to security personnel and members of the campus community. Data were analyzed using frequency distribution, weighted mean, standard deviation, and independent samples t-test. Findings revealed that security personnel were generally perceived as highly effective in performing first responder functions, particularly in leadership, communication, and emergency procedure implementation. Statistical analysis showed no significant difference between the perceptions of security personnel and campus community respondents ($t = 1.23$, $p = 0.268$). The findings indicate a shared recognition of the competence and preparedness of campus security personnel. However, continuous capability enhancement, manpower strengthening, and regular simulation exercises remain necessary. Based on the findings, an advocacy program was developed to enhance campus emergency preparedness and security response systems.

Keywords: campus security, first responders, emergency preparedness, criminology, university safety, crisis management

Introduction

Universities are major centers of learning and socialization, serving as important environments for students, faculty, and staff. Despite their primary educational function, these institutions remain vulnerable to emergencies that threaten lives and disrupt normal operations. Reports indicate that schools continue to face challenges in maintaining a secure learning environment. For instance, the Global Coalition to Protect Education from Attack (2023) reported more than a thousand attacks on schools and universities across 30 countries, highlighting the widespread nature of threats against educational institutions. Similarly,

studies show that many higher education institutions are not adequately equipped to handle emergencies, particularly in terms of preparedness, coordination, and response systems (Kapucu & Ustun, 2023).

In the Philippines, campus safety concerns have become increasingly evident, exposing weaknesses in emergency management systems. A notable incident occurred at the Nueva Ecija University of Science and Technology (NEUST) Sumacab Campus in Cabanatuan City on February 14, 2024, when a bomb threat prompted a campus lockdown, evacuation, and suspension of academic activities (Journal Daily News, 2024). Similarly, violent school-related incidents in Nueva Ecija, including a classroom shooting and the killing of a teacher, further highlight the urgency of strengthening campus security (Philippine Star, 2025). These incidents underscore the need for effective communication, rapid decision-making, situational awareness, and proper implementation of emergency procedures.

In such situations, security personnel serve as the first line of defense. Their ability to respond promptly, communicate effectively, and implement appropriate emergency procedures can significantly reduce risks and protect lives. Their role has evolved beyond routine security duties, as they are now expected to act as first responders capable of demonstrating operational readiness, situational awareness, and decisive action (Endsley, 2021). These competencies form the basis for evaluating their effectiveness in managing campus emergencies.

Despite the implementation of safety drills and preparedness programs, challenges remain in areas such as training, crisis communication, and coordination with external emergency services. Existing studies on campus safety primarily focus on institutional policies and general preparedness rather than the actual effectiveness of security personnel as first responders during real emergency situations. For example, studies by Mina et al. (2021) and Fernandez and Tan (2022) emphasize preparedness and coordination but do not assess operational performance. Similarly, Aydinan (2023) highlights training and manpower development but does not evaluate real-time response capability and decision-making.

Moreover, previous studies often rely on general perceptions of safety and do not provide a comparative analysis between security personnel and the campus community, including teachers and students (Mabanglo, 2020). There is also limited research that integrates key variables—such as manpower capacity, situational awareness, communication, leadership, and procedural implementation—into a comprehensive evaluation of effectiveness (Siedlecki, 2020). In addition, there is a lack of localized studies focusing specifically on universities in Cabanatuan City, despite the increasing occurrence of campus-related emergencies in the area (Kapucu & Ustun, 2023).

Given these gaps, there is a need to conduct a comprehensive and comparative assessment of the effectiveness of security personnel as first responders in managing campus emergencies. Thus, this study aims to evaluate their effectiveness based on key operational variables, including manpower capacity, response readiness and situational awareness, communication and coordination, decision-making and leadership, and the implementation of emergency procedures and first aid.

The findings of this study will serve as a basis for developing an advocacy plan aimed at strengthening campus safety systems, improving the performance of security personnel, and promoting a safer learning environment for the academic community.

Theoretical Framework

This study is guided by theoretical perspectives related to emergency management, situational awareness, and organizational preparedness. These frameworks help explain how security personnel perform their

duties as first responders and how their preparedness, decision-making ability, and coordination contribute to the effectiveness of emergency management within university campuses.

One of the theoretical bases of this study is the Emergency Management Cycle, which is commonly used in disaster and crisis management. The model describes four major phases: mitigation, preparedness, response, and recovery. According to the Federal Emergency Management Agency (2022), effective emergency response depends largely on the level of preparedness and coordination among individuals responsible for managing crises. In this study, the model is used to assess how campus security personnel function during the response phase, particularly in handling real-time emergencies. It provides a basis for evaluating their ability to execute emergency procedures, assist victims, manage evacuations, and coordinate with external emergency responders. Furthermore, it helps determine whether existing preparedness efforts, such as training and drills, translate into effective response actions during actual incidents.

Another theoretical perspective relevant to this study is Situational Awareness Theory, which explains how individuals perceive and interpret information within their environment during critical situations. According to Mica R. Endsley (2021), situational awareness involves three levels: perception of environmental elements, comprehension of the situation, and projection of possible future outcomes. In the context of this study, this theory is used to evaluate the decision-making ability of security personnel during emergencies. It explains how their awareness of unfolding situations affects their capacity to respond quickly and appropriately. By applying this theory, the study examines whether security personnel can accurately identify threats, assess risks, and implement appropriate actions to prevent escalation and ensure campus safety.

The study also adopts Organizational Preparedness Theory, which emphasizes that an organization's effectiveness in responding to emergencies depends on the readiness of its personnel, established policies, communication systems, and available resources. This framework is used to assess the level of institutional support provided to campus security personnel, including training programs, emergency protocols, and coordination mechanisms. Studies such as Naim Kapucu and Yusuf Ustun (2023) highlight that organizations with structured preparedness strategies are more capable of managing crises. In this research, the theory helps determine how institutional preparedness influences the performance and effectiveness of security personnel as first responders.

These theoretical perspectives collectively support the idea that effective campus emergency management is influenced by the preparedness, awareness, and responsiveness of security personnel who serve as first responders. By applying these frameworks, the present study seeks to examine the effectiveness of security personnel in responding to campus emergencies in selected universities in Cabanatuan City. The insights gained from this study will provide a foundation for developing an advocacy plan aimed at strengthening the capabilities and responsiveness of campus security personnel in managing emergency situations.

Conceptual Framework

This study utilized the Input–Process–Output (IPO) Model as the conceptual framework to illustrate how the different variables of the study were related in assessing the effectiveness of security personnel as first responders in managing campus emergencies in selected universities in Cabanatuan City. The IPO model was used to explain how certain inputs were transformed through specific procedures or processes to produce the desired outcomes or outputs.

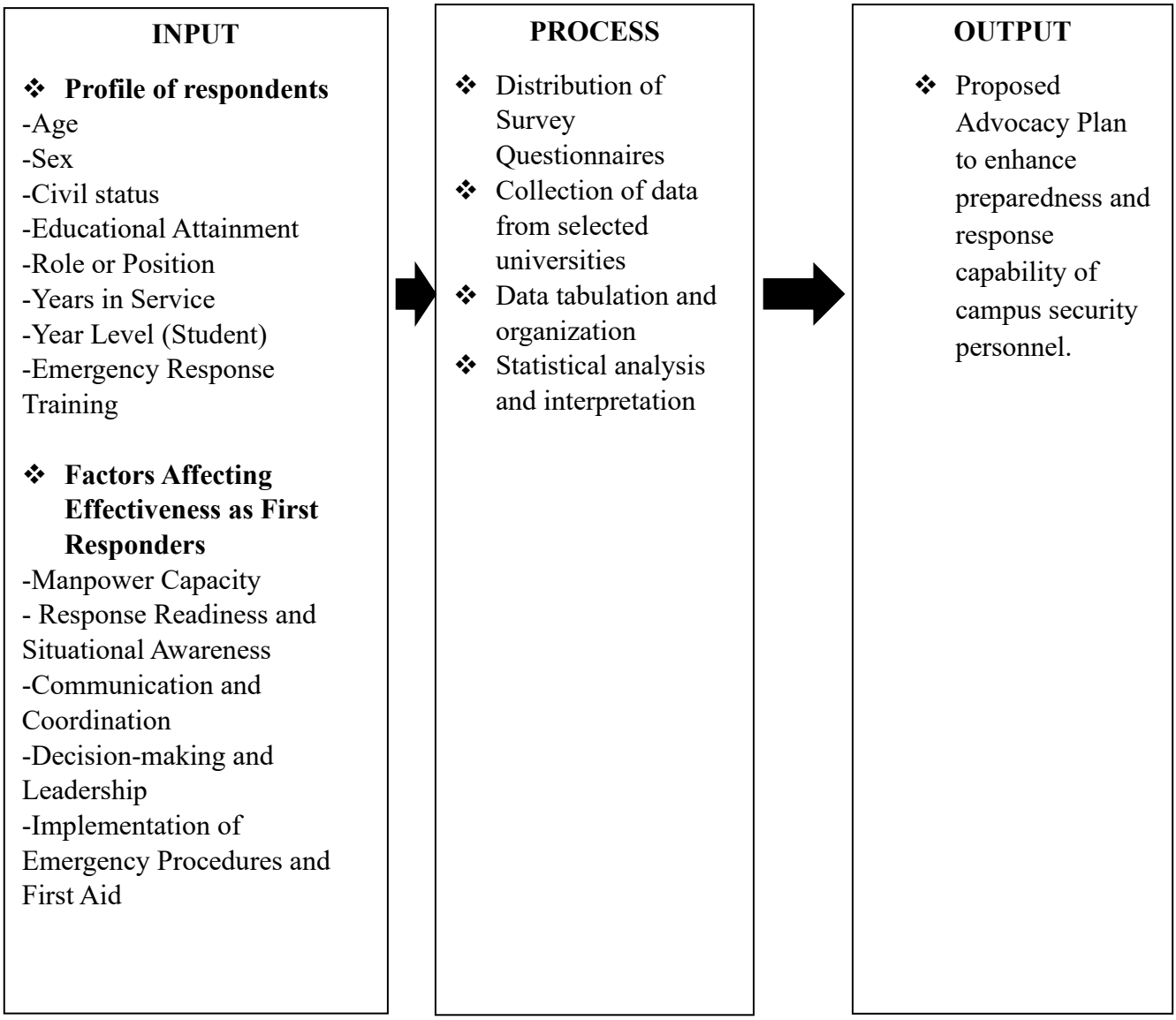


Figure 1. Conceptual Paradigm

The input component of the framework included the relevant characteristics and competencies of campus security personnel that influenced their effectiveness as first responders. These includes the profile of the security personnel such as age, sex, civil status, educational attainment, role or position, length of service, year level, and training related to emergency response. These factors were considered important because they affected the level of knowledge, skills, and experience of security personnel in handling emergency situations.

In addition, the study considered several indicators of effectiveness such as preparedness in responding to manpower and capacity, response readiness and situational awareness, communication and coordination, decision-making and leadership, and implementation of emergency procedures and first aid. These variables served as indicators in determining how capable security personnel were in managing emergency incidents within the university environment.

The process component referred to the procedures that were undertaken by the researcher in conducting the study. This included the distribution of survey questionnaires to selected universities in Cabanatuan City, the collection of responses from security personnel or designated respondents, and the organization

and tabulation of the gathered data. After the data were collected, statistical tools and methods were applied to analyze and interpret the responses in order to determine the level of effectiveness of security personnel as first responders in managing campus emergencies.

The output component represented the results generated from the study. These included the development of a proposed advocacy plan to enhance preparedness and response capability of campus security personnel. The advocacy plan was designed to enhance the preparedness, response capability, and operational performance of campus security personnel in addressing emergency situations within university campuses.

Through this framework, the study demonstrated how the identified inputs, when processed through systematic research procedures, produced outcomes that could contribute to improving campus safety and emergency response management in higher education institutions.

Statement of the Problem

This research was conducted to evaluate the effectiveness of security personnel as first responders in managing campus emergencies in selected universities in Cabanatuan City.

Specifically, it sought to answer the following questions:

1. What is the sociodemographic profile of the respondents in terms of:

1.1 Age;
1.2 Sex;
1.3 Civil status;
1.4 Educational attainment;
1.5 Role or Position;
1.6 Years in service of security personnel and employees;
1.7 Year Level of Students; and
1.8 Trainings and Seminars Attended by the Security Personnel?

2. What is the level of effectiveness of security personnel as first responders in managing emergencies in terms of:

2.1 Manpower Capacity;
2.2 Response readiness and situational awareness;
2.3 Communication and coordination with stakeholders;
2.4 Decision-making and leadership under pressure; and
2.5 Implementation of emergency procedures and first aid measures?

3. Is there a significant difference between the response of security personnel and the campus community (teachers and students) regarding the effectiveness of security personnel as first responders in managing emergencies?
4. What advocacy plan were proposed to enhance the effectiveness of university security personnel as first responders in managing campus emergencies?

Hypothesis

There is no significant difference between the perceptions of the security personnel and the campus community regarding the level of effectiveness of security personnel as first responders in managing emergencies within the university setting.

Scope and Delimitation of the Study

This study focused on assessing the effectiveness of security personnel as first responders in managing campus emergencies in selected universities in Cabanatuan City, Nueva Ecija. Specifically, the research evaluated how security personnel perform their duties as first responders when responding to emergency situations within the university environment.

Moreover, the study examined the effectiveness of security personnel based on five operational dimensions: manpower capacity; response readiness and situational awareness; communication and coordination with stakeholders; decision-making and leadership under pressure; and the implementation of emergency procedures and first aid measures. These indicators were considered essential in determining the level of preparedness and capability of security personnel in responding to campus emergencies.

In addition, the respondents of the study are consisted of two groups: security personnel and members of the campus community, which included the teachers, and students from the selected universities in Cabanatuan City. Security personnel were included because they serve as the primary first responders during campus emergencies. Meanwhile, the teachers, and students were also included to provide their perceptions and observations regarding the effectiveness of security personnel as first responders in responding to emergency situations within the university setting.

Furthermore, the study utilized a descriptive- comparative research design and gathered data through a structured survey questionnaire. The first part of the questionnaire collected the sociodemographic profile of the respondents, including age, sex, civil status, educational attainment, role or position, length of service, year level for students, and trainings and seminars attended by security personnel. The second part assessed the perceived effectiveness of security personnel as first responders based on the five identified indicators.

However, this study was delimited to selected universities in Cabanatuan City and did not include colleges and other universities outside the area. Likewise, the assessment was limited to the responses and perceptions of the identified respondents based on the variables included in the survey questionnaire. Other factors that may influence emergency response effectiveness, such as financial resources or budget, and institutional support, were not included in the scope of this research.

Finally, the findings of the study served as the basis for the development of a proposed advocacy plan aimed at enhancing the preparedness, responsiveness, and operational effectiveness of university security personnel as first responders in managing campus emergencies.

Significance of the Study

This study provides valuable insights into the effectiveness of security personnel as first responders in managing campus emergencies. The findings of this research may benefit the following:

University Administrators. The results of this study may assist university administrators in developing and strengthening policies, programs, and strategies related to campus emergency management. Moreover, the findings may help administrators identify areas that require improvement and determine ways to further support and enhance the performance of their campus security personnel.

Security Personnel. The study may serve as a useful guide for campus security personnel by helping them recognize their strengths and identify areas that require additional training, professional development, or operational support. In addition, the findings may contribute to improving their preparedness and response capability when handling emergency situations within the university.

Students and Faculty. The improvement of campus emergency response systems may directly benefit students and faculty members. Through enhanced security preparedness and effective emergency management, the academic community may experience a safer, more secure, and more conducive learning and working environment.

Security Agencies. The findings of the study may provide valuable feedback to private security agencies responsible for deploying campus security personnel. The results may help these agencies improve their training programs, pre-deployment briefings, and operational guidelines to better address the specific security demands of university environments.

Local Government Units and Emergency Response Agencies. The study may help strengthen collaboration between universities and local emergency responders such as fire services, police authorities, and disaster response units. Improved coordination and communication may contribute to more efficient and organized responses during emergency situations within the campus.

Commission on Higher Education (CHED) and Policy Makers. The results of the study may serve as a reference for policymakers and educational authorities in developing or improving campus safety policies and guidelines. Furthermore, the findings may provide empirical evidence that could support the enhancement of security standards for universities, particularly in provincial areas such as Nueva Ecija.

Future Researchers. The study may serve as a reference for future researchers who intend to conduct related studies on campus security, emergency response management, and institutional safety within higher education institutions. The findings may also provide a foundation for further research in improving campus emergency preparedness and response strategies.

Definition of Terms

For clarity and better understanding of the study, the following terms are operationally defined as they are used in this research:

Advocacy Plan. This refers to the proposed set of strategies, programs, and recommendations derived from the findings of the study aimed at improving the effectiveness of security personnel as first responders in managing campus emergencies.

Campus Community. This refers to the members of the university environment who participate in or are affected by campus safety and security services, specifically including teachers, and students in the selected universities.

Campus Emergencies. These refer to unexpected incidents or situations that occur within the university premises that require immediate action to protect life and property, such as fires, medical emergencies, accidents, security threats, and natural disasters.

Communication and Coordination. This refers to the ability of security personnel to effectively transmit information and coordinate with university authorities, staff, and external emergency response agencies during emergency situations.

Decision-Making and Leadership. This refers to the ability of security personnel to remain calm, analyze situations, and make appropriate decisions while guiding and directing individuals during emergency situations.

Emergency Procedures. These refer to the established protocols and standard operating procedures followed by security personnel when responding to emergency incidents within the university.

First Responders. These refer to the security personnel who are the first individuals to respond to emergency incidents within the university and who provide immediate assistance before external emergency services arrive.

Manpower Capacity. This refers to the availability, adequacy, and proper deployment of security personnel needed to effectively respond to and manage emergency situations within the university campus.

Response Readiness. This refers to the level of preparedness of security personnel to respond quickly and effectively to emergency situations based on their training, knowledge, and awareness of campus safety procedures.

Security Personnel. These refer to the security officers assigned within the selected universities, including the **Head of Security**, who are responsible for maintaining campus safety, enforcing security policies, and responding to emergency incidents within the university.

Situational Awareness. This refers to the ability of security personnel to recognize, understand, and assess potential threats or unusual activities within the campus environment in order to respond appropriately and prevent escalation of incidents.

University Security System. This refers to the overall safety and security structure within the university that includes policies, procedures, personnel, and resources designed to protect the campus community.

Introduction to the Review

This chapter presents a thematic review of related literature and studies focusing on the effectiveness of security personnel as first responders in managing campus emergencies. The review is organized based on key variables identified in the study, including manpower capacity, response readiness and situational awareness, communication and coordination, decision-making and leadership, and implementation of emergency procedures and first aid. It also incorporates both foreign and local studies to provide a comprehensive understanding of campus emergency response systems.

Profile of the Respondents

The effectiveness of campus security personnel is influenced by various demographic and professional factors such as age, sex, educational attainment, length of service, and training experience. These characteristics determine the level of competence, confidence, and preparedness of personnel when responding to emergency situations.

According to Luzon (2022), the qualifications of security personnel, particularly their educational background and specialized training, significantly influence their readiness to respond to institutional emergencies. Security officers with adequate preparation demonstrate stronger situational awareness and decision-making abilities during crisis incidents. Similarly, Okeke and Adeniran (2021) found that higher educational attainment and continuous professional development programs enhance the competence and confidence of security personnel in managing emergencies.

Bautista et al. (2022) further emphasized that personnel who undergo emergency response training exhibit greater efficiency and confidence in handling safety incidents. Their study highlighted the effectiveness of simulation-based training and regular safety drills in maintaining preparedness. In support of this, recent studies indicate that experiential learning approaches, such as scenario-based drills and crisis simulations, significantly improve response performance and decision-making accuracy among security personnel (Hollister & Miao, 2022).

Demographic characteristics such as age and length of service also influence emergency response performance. Sycuan (2025) explained that younger personnel tend to demonstrate higher physical responsiveness, while experienced personnel contribute stronger leadership and conflict management skills. This is supported by Okafor (2020), who noted that experience enhances performance due to exposure to real-world emergency situations.

In the Philippine context, studies conducted in Nueva Ecija highlight the importance of training and human resource development. Aydinan (2023) found that campus security effectiveness largely depends on structured training programs, manpower allocation, and regular performance evaluation. Similarly, Alburo (2025) emphasized that institutions that invest in continuous personnel development demonstrate higher levels of preparedness and response capability.

Overall, these findings suggest that demographic and professional characteristics—particularly education, training, and experience—are critical determinants of the effectiveness of security personnel in managing campus emergencies.

Effectiveness of Security Personnel in Managing Emergencies

Effective emergency management in universities requires the coordinated performance of security personnel across multiple operational dimensions. These include manpower capacity, readiness, communication, leadership, and procedural implementation. According to Kapucu and Ustun (2023), effective crisis response in organizations is largely influenced by the preparedness of personnel and the integration of operational systems.

Recent studies emphasize that security personnel are no longer limited to traditional roles such as surveillance and access control. Instead, they are now recognized as first responders who must demonstrate immediate action, coordination, and decision-making during emergencies (Endsley, 2021). Their effectiveness significantly influences the outcome of crisis situations, particularly during the initial response phase before external emergency services arrive

Manpower Capacity of Campus Security Personnel

Manpower capacity refers to the number, deployment, and operational readiness of security personnel assigned to respond to emergencies. Adequate manpower ensures faster response time, effective crowd control, and efficient monitoring of campus areas.

Woodruff (2022) introduced the concept of visibility-based effectiveness, suggesting that increased patrol presence reduces response time and enhances incident detection. Similarly, Connolly (2026) emphasized the importance of dynamic manpower allocation, particularly during high-risk events and large gatherings. However, understaffing can negatively impact emergency response. Shpeizer (2024) identified "vigilance decrement," wherein personnel assigned to large coverage areas experience fatigue and decreased attentiveness. Omer (2021) further explained that effective emergency response requires the ability to divide personnel into specialized teams, such as perimeter and rescue units, which is difficult to achieve with limited manpower.

Local studies support these findings. Mina et al. (2021) reported that the ratio of security personnel to campus entry points significantly affects response effectiveness. Castillo and Garcia (2021) also noted that extended working hours lead to physical and mental fatigue, reducing performance efficiency. Additionally, Delos Santos (2024) highlighted that assigning specialized roles improves operational effectiveness during emergencies.

Response Readiness and Situational Awareness

Response readiness and situational awareness are essential competencies for security personnel acting as first responders. Situational awareness involves the ability to perceive environmental elements, understand their meaning, and anticipate future events (Endsley, 2021).

Hollister and Miao (2022) found that personnel exposed to realistic emergency simulations respond faster and more effectively than those trained through theoretical methods alone. Similarly, Jamandre and Villaluz (2025) reported that while security personnel demonstrate strong awareness, their response readiness may be limited by insufficient equipment and training.

Studies also indicate that situational awareness improves when personnel are exposed to dynamic and unpredictable environments. Mina et al. (2021) observed that security personnel developed higher awareness during the COVID-19 pandemic as they adapted to new safety protocols and challenges.

Communication and Coordination with Stakeholders

Effective communication and coordination are critical components of successful emergency response in educational institutions. Security personnel must maintain constant communication with university administrators, faculty members, students, and external emergency agencies such as the police, fire department, and disaster response units. During emergencies, the speed and clarity of information exchange significantly influence the effectiveness of response operations.

According to Khan and Rana (2020), communication breakdown is one of the primary causes of delayed emergency response, often leading to confusion and ineffective coordination among responders. This highlights the importance of establishing clear communication protocols and ensuring that all personnel are trained in using communication systems effectively. Similarly, Liu and Graham (2021) emphasized that modern communication technologies, such as mobile alert systems and real-time notification platforms, enhance situational awareness and allow faster dissemination of critical information during emergencies.

Fernandez and Tan (2022) further explained that inter-agency coordination is essential in managing campus emergencies, particularly in large-scale incidents that require collaboration between multiple organizations. Their study found that universities with established coordination protocols with external agencies demonstrated more efficient emergency response and reduced response time. In support of this, Mina et al. (2021) reported that coordination with local government units and emergency responders significantly improves crisis management and ensures a more organized response.

Recent studies also highlight the importance of redundancy in communication systems. Rahman and Lee (2020) suggested that relying on a single communication channel may lead to system failure during emergencies. Instead, institutions should utilize multiple communication platforms, including radios, mobile alerts, and public address systems, to ensure continuous information flow.

In the Philippine context, Alburo (2025) observed that universities with structured communication systems and clear reporting procedures demonstrated higher levels of preparedness and response efficiency. These findings suggest that effective communication and coordination not only facilitate immediate response but also contribute to long-term improvements in campus safety management.

Decision-Making and Leadership Under Pressure

Leadership and decision-making are essential competencies for security personnel, especially during high-risk and time-sensitive emergency situations. As first responders, security personnel must make rapid and

well-informed decisions while maintaining control of the situation and ensuring the safety of all individuals on campus.

Omer (2021) introduced the concept of adaptive command, which emphasizes the importance of flexibility and quick decision-making in dynamic emergency environments. Security personnel who are trained in adaptive leadership are better able to respond to unexpected situations and adjust their strategies based on evolving conditions. Similarly, Endsley (2021) highlighted that effective decision-making is closely linked to situational awareness, as individuals must accurately interpret environmental cues before acting.

Shpeizer (2024) noted that prolonged exposure to high-pressure situations may lead to decision fatigue, which can negatively affect judgment and response effectiveness. This underscores the importance of psychological preparedness and stress management among security personnel. In addition, Sycuan (2025) found that experienced personnel demonstrate stronger leadership skills due to their familiarity with crisis situations and their ability to manage panic among stakeholders.

Recent research also emphasizes the role of training in enhancing leadership capabilities. Hollister and Miao (2022) found that personnel who underwent leadership-focused emergency training exhibited improved decision-making accuracy and faster response times. Furthermore, Aydinan (2023) highlighted that leadership development programs contribute significantly to the effectiveness of campus security personnel in managing emergencies.

These findings suggest that effective leadership and decision-making are not solely dependent on experience but can also be developed through continuous training, simulation exercises, and exposure to real-life scenarios.

Implementation of Emergency Procedures and First Aid Measures

The role of campus security personnel has evolved from passive monitoring to active emergency response. Security personnel are often the first individuals to respond to incidents, making their ability to implement emergency procedures and provide first aid critical in minimizing harm and preventing further escalation. Miller and Henderson (2024) emphasized that security personnel trained in Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR) significantly improve survival rates during medical emergencies. Their study highlighted that immediate intervention during the first few minutes of an incident can determine the outcome of emergency situations.

Hollister and Miao (2022) also stressed the importance of strict adherence to standard operating procedures during emergencies. Deviations from established protocols may result in confusion, delayed response, and increased risk to individuals. Similarly, Woodruff (2022) noted that well-defined emergency procedures ensure coordinated action among responders, reducing the likelihood of errors during crisis situations.

However, local studies reveal gaps in implementation. Delos Santos (2024) found that while many universities have established emergency protocols, security personnel often lack advanced training in first aid and emergency response techniques. Alburo (2025) also reported that compliance with procedures decreases when training and drills are conducted infrequently.

Additionally, recent research highlights the importance of integrating technology into emergency response procedures. Omnilert (2023) emphasized that emergency notification systems and automated response tools enhance the efficiency of emergency procedures and improve overall campus safety.

These findings indicate that while emergency procedures are generally in place, continuous training and reinforcement are necessary to ensure effective implementation.

Proposed Advocacy Plan to Enhance Security Personnel Effectiveness

Several studies recommend advocacy plan to improve campus emergency response systems. These interventions focus on training, coordination, technology integration, and continuous evaluation.

Fernandez and Tan (2022) recommended the implementation of continuous training programs and stronger collaboration with emergency response agencies. Rahman and Lee (2020) suggested the use of modern technologies, such as CCTV systems and digital alert platforms, to enhance situational awareness and communication.

Alburo (2025) emphasized the importance of performance evaluation systems to monitor and improve the effectiveness of security personnel. Similarly, Aydinan (2023) highlighted the need for structured training programs and regular drills to maintain preparedness.

Omnilert (2023) further recommended the development of comprehensive emergency operations plans that integrate communication systems, response protocols, and coordination strategies. These plans ensure that all stakeholders are prepared and capable of responding effectively during emergencies.

Based on these findings, advocacy plans such as the proposed SAFE CAMPUS Initiative may include enhanced training programs, improved coordination with external agencies, increased use of technology, and continuous monitoring of emergency response performance. These initiatives aim to strengthen the preparedness and effectiveness of security personnel as first responders.

Synthesis of the Review of Related Literature and Studies

The reviewed literature highlights the importance of effective emergency management in ensuring campus safety. Security personnel play a crucial role as first responders, and their effectiveness is influenced by key operational factors such as manpower capacity, response readiness and situational awareness, communication and coordination, decision-making and leadership, and the implementation of emergency procedures and first aid.

Previous studies emphasize that adequate manpower, continuous training, effective communication systems, and strong leadership contribute to efficient emergency response. However, most studies focus on general preparedness and institutional policies rather than assessing the actual performance of security personnel as first responders during emergencies. In addition, many studies rely on general perceptions of safety and do not provide comparative analysis between security personnel and the campus community.

Moreover, there is limited research that integrates multiple variables into a comprehensive evaluation of effectiveness, particularly within the context of higher education institutions. There is also a lack of localized studies focusing on universities in Cabanatuan City.

Given these gaps, this study aims to provide a comprehensive and comparative assessment of the effectiveness of security personnel as first responders and to develop an advocacy plan to enhance campus emergency response systems.

METHODOLOGY

This chapter presents the following: research design, research setting, population and sampling procedure, research instrument, validity and reliability, data gathering procedures, ethical standards, and statistical treatment.

Research Design

This study employed a **quantitative descriptive-comparative research design** to assess the effectiveness of security personnel as first responders in managing campus emergencies in selected universities in

Cabanatuan City.

The descriptive component determined the respondents' profile in terms of age, sex, civil status, educational attainment, position, length of service, and trainings attended. The comparative component examined whether significant differences existed in the perceptions of security personnel, teachers, and students regarding the effectiveness of security personnel in emergency response.

A descriptive-comparative design is appropriate when a study aims to describe existing conditions and compare the views or characteristics of two or more groups (Siedlecki, 2020; Mishra & Alok, 2022). According to John W. Creswell (2014), comparative designs are useful in examining naturally formed groups based on roles or characteristics. Thus, this design was considered suitable for describing respondent characteristics and comparing perceptions regarding campus emergency management.

Research Locale

The study was conducted in Cabanatuan City, which is recognized as one of the primary centers for education, commerce, and economic activity in the province of Nueva Ecija. As a first-class component city in the Central Luzon region, Cabanatuan hosts several higher education institutions, making it an appropriate location for examining campus safety protocols and emergency response systems.

The research focused on three universities in the city, which were selected due to their diverse campus environments and security operational contexts. To maintain institutional confidentiality and comply with ethical research practices, the institutions were referred to as **University A, University B, and University C**.

University A represents a public university environment with multiple campuses in the city, characterized by both spacious and densely populated academic areas that require extensive security monitoring. University B represents a private university with campuses located near major transportation routes and commercial areas, resulting in high daily movement of students and visitors. Meanwhile, University C represents a private non-sectarian university located within a dense urban environment and surrounded by residential and community establishments.

These varying campus environments provided diverse contexts for examining the effectiveness of security personnel as first responders in managing campus emergencies.

Population and Sampling Scheme

This study employed two non-probability sampling techniques, namely purposive sampling and incidental sampling, in selecting the respondents.

For the security personnel, purposive sampling was used. Purposive sampling allows the researcher to deliberately select respondents who possess specific knowledge and experience relevant to the objectives of the study. According to Etikan and Bala (2017), purposive sampling enables researchers to select participants who are most knowledgeable about the phenomenon being investigated.

Meanwhile, incidental sampling was used for selecting members of the campus community, including teachers, and students. Incidental sampling involves selecting respondents who are readily available and accessible at the time of data collection.

The total number of respondents included in the study was 150, which was based on the recommendation of the research panel. The panel suggested that this number of respondents would be sufficient to obtain reliable data for the study. Therefore, no statistical sample size computation was conducted.

To ensure that the respondents possessed relevant knowledge regarding campus safety and emergency response, the following inclusion criteria were applied:

1. Security Personnel must be currently employed as security officers assigned to the selected universities.
2. Security personnel must have at least six (6) months of active service to ensure familiarity with campus security operations and emergency response protocols.
3. Teacher respondents must be currently employed within the selected universities and must possess knowledge or awareness of campus security procedures and emergency response practices.
4. Student respondents must be third-year or fourth-year students who have completed the subject Industrial Security, ensuring that they possess basic knowledge regarding security management and emergency response procedures.

Description of the Respondents

The respondents of this study consisted of 150 individuals from selected universities in Cabanatuan City. These respondents were composed of 40 university security personnel and 110 members of the campus community, which included teachers, employees, and students. The respondents were drawn from both public and private universities within the city to ensure diverse perspectives regarding campus safety and emergency response practices.

The distribution of respondents according to university and respondent group is presented in below.

Table 1: Distribution of Respondents

University	Security Personnel	Campus Community
University A	20	30
University B	10	40
University C	10	40
Total	**40**	**110**
Grand Total	**150**	

The respondents consisted of security personnel, teachers, and students from selected universities in Cabanatuan City. The security personnel included male and female officers aged 21 to 60 years old who were currently assigned to the participating universities. Their educational attainment ranged from secondary education to higher academic degrees, particularly in criminology, security management, and public safety. They also varied in length of service, from less than one year to more than ten years, indicating different levels of professional experience and exposure to campus security operations.

Many of the security personnel had attended training programs related to physical security, access control, emergency response, tactical communication, legal powers and limitations, risk assessment, crisis management, and safety planning. These trainings enhanced their preparedness and competence in responding to campus emergencies.

The campus community respondents were composed of teachers and third- and fourth-year students. Teachers were included due to their familiarity with campus safety policies and regular interaction with security personnel. Students were limited to those who had completed the subject *Industrial Security*, ensuring basic knowledge of campus safety procedures and emergency response protocols.

The inclusion of both security personnel and campus community members provided a broader basis for evaluating the effectiveness of security personnel as first responders. It also allowed comparison between the perceptions of those directly involved in security operations and those who regularly observe and experience campus security services. This supports the findings of Okeke and Adeniran (2021), who

emphasized that education, training, and experience significantly influence effective emergency management practices.

Research Instrument

The study utilized a self-constructed survey questionnaire as the primary data-gathering instrument to assess the effectiveness of security personnel as first responders in managing campus emergencies in selected universities in Cabanatuan City. The instrument was developed based on the objectives of the study and the variables identified in the conceptual framework. It consisted of close-ended questions designed to measure respondents' perceptions of campus security personnel's emergency response performance.

The questionnaire contained two major parts. The first page included an introductory letter and informed consent statement explaining the purpose of the study, voluntary participation, confidentiality, and anonymity of responses. Completion of the questionnaire required approximately 15 to 20 minutes.

Part I gathered the demographic and professional profile of the respondents, including age, sex, civil status, educational attainment, role or position, and years of service. For student respondents, year level was included, while security personnel were asked to indicate trainings and seminars attended related to campus safety and security operations. These trainings covered physical security and access control, emergency response, tactical communication, legal powers and limitations, risk and threat assessment, crisis management, safety planning, and personnel management.

Part II assessed the effectiveness of security personnel as first responders through 25 statements distributed across five operational domains: manpower capacity, response readiness and situational awareness, communication and coordination, decision-making and leadership, and implementation of emergency procedures and first aid. Each domain consisted of five indicators.

Responses were rated using a five-point Likert scale ranging from Very Effective to Not Effective. The collected data were used to determine the overall effectiveness of security personnel and to compare the perceptions of security personnel, teachers, and students regarding campus emergency management.

Validity and Reliability

To ensure the accuracy and credibility of the data, the self-constructed questionnaire underwent content validation and reliability testing.

For content validity, the instrument was evaluated by a panel of experts in Criminology, security management, and research methodology. The validators reviewed the 25 assessment items under the five operational domains to determine their relevance, clarity, and alignment with the objectives of the study and university emergency management standards. They also examined the wording and structure of each item to ensure suitability for the intended respondents. Comments and recommendations from the validators were incorporated into the final version of the questionnaire.

To establish reliability, a post-hoc reliability test using Cronbach's Alpha was conducted after the retrieval of completed questionnaires. The instrument obtained an alpha coefficient of 0.82, indicating a high level of internal consistency based on accepted standards in social science research. This result showed that the questionnaire items consistently measured the intended constructs of emergency response effectiveness.

The results of the validation and reliability procedures confirmed that the instrument was both valid and reliable for data collection in this study.

Data Gathering Procedures

The researcher followed a systematic data-gathering procedure conducted over a two-week period to assess the effectiveness of security personnel as first responders in managing campus emergencies in sele-

cted universities in Cabanatuan City.

Formal request letters were first submitted to the university presidents and safety administrators to seek permission to conduct the study. The letters stated the objectives, significance, and scope of the research. Upon approval, the researcher coordinated with university administrators, safety officers, and head security personnel to identify qualified respondents based on the established inclusion criteria.

A brief orientation was then conducted to explain the purpose of the study, survey procedures, and ethical considerations, including voluntary participation, anonymity, and confidentiality of responses.

The researcher personally administered the questionnaires to the identified security personnel, who were given 15 to 20 minutes to complete the instrument. Clarifications were provided when necessary, and completed questionnaires were immediately retrieved. The same procedures were subsequently applied to teacher and student respondents from the campus community following recommendations to broaden the respondent base.

After retrieval, all questionnaires were reviewed to ensure completeness and accuracy of responses to the 25 assessment items. The collected data were then tallied, encoded, and organized for statistical treatment. A post-hoc reliability test using Cronbach's Alpha was also conducted to determine the internal consistency of the instrument.

These procedures ensured that data collection was carried out in an organized, ethical, and systematic manner, thereby supporting the reliability and credibility of the study findings.

Data Processing and Statistical Treatment of Data

The data gathered from the respondents were systematically tallied, encoded, and analyzed with the assistance of a professional statistician using appropriate statistical software to ensure accuracy and reliability.

The sociodemographic and professional characteristics of the respondents, such as age, sex, civil status, educational attainment, length of service, and emergency-related training, were described using **frequency and percentage distribution**. These measures were used to present the profile and distribution of respondents (John W. Creswell & Creswell, 2018).

Formula: $P = \frac{f}{N} \times 100$

Where: P = percentage, f = frequency of responses, and N = total number of respondents.

The level of effectiveness of security personnel as first responders in managing campus emergencies across the five operational domains was determined using the **weighted mean**. This was used to compute the average rating for each indicator. **Standard deviation** was also utilized to measure the variability and consistency of responses.

. Formula: $WM = \frac{\sum(f \cdot x)}{\sum N}$

Where: WM = weighted mean, f = frequency, x = assigned weight, and N = total number of respondents.

The results were interpreted using the following scale: 4.20–5.00 = Very Effective, 3.40–4.19 = Effective, 2.60–3.39 = Moderately Effective, 1.80–2.59 = Least Effective, and 1.00–1.79 = Not Effective.

To determine whether a significant difference existed between the perceptions of security personnel and the campus community (teachers and students), an **independent samples t-test** was employed. This test compared the mean responses of the two independent groups regarding the effectiveness of security personnel as first responders.

The hypothesis was tested at a **0.05 level of significance**. If the computed *p*-value was less than 0.05, the null hypothesis was rejected, indicating a significant difference between the groups. All statistical computations were performed under the supervision of a professional statistician.

Ethical Considerations

To protect the rights of the participants and ensure the integrity of the research process, the researcher strictly observed established ethical standards. According to David B. Resnik (2020), ethical compliance enhances the credibility and trustworthiness of academic research.

Prior to the administration of the questionnaire, respondents were given a clear orientation regarding the purpose, scope, and procedures of the study. They were informed that participation was entirely voluntary and that they had the right to refuse or withdraw at any stage without any negative academic or professional consequences.

Confidentiality and anonymity were strictly maintained. The questionnaire did not require names or personally identifiable information, and only data relevant to the objectives of the study were collected. All responses were treated with strict confidentiality and used solely for academic purposes. Results were presented in aggregated form to prevent the identification of individual participants.

To protect institutional privacy, the participating universities in Cabanatuan City were identified using codes such as University A, University B, and University C. This ensured that the identities of the institutions and their personnel remained confidential.

Formal written permission was also secured from the respective university presidents and safety administrators prior to data collection. This ensured that the study was conducted with institutional approval and in accordance with ethical research guidelines.

RESULTS AND DISCUSSIONS

This chapter presents the analysis, interpretation, and discussion of the data gathered from the respondents. The results are organized according to the sequence of the research questions stated in the Statement of the Problem. Data collected through the survey questionnaire were analyzed using appropriate statistical tools to determine the effectiveness of security personnel as first responders in managing campus emergencies in selected universities in Cabanatuan City. The findings are presented in tables followed by corresponding interpretations and discussions for clearer understanding.

Socio-Demographic Profile of the Respondents

The socio-demographic and professional profile of the respondents provides important background information in understanding their assessment of campus emergency management. Variables such as age, sex, educational attainment, role or position, years of service, and year level of student respondents were examined to describe the characteristics of the participants. These factors help explain how differences in experience, training, and institutional roles may influence perceptions regarding emergency preparedness and response. Understanding these characteristics provides a clearer context for evaluating the effectiveness of security personnel as first responders in managing campus emergencies within the selected universities in Cabanatuan City.

Table 1.1: Age of the Respondents

AGE GROUP	FREQUENCY	PERCENTAGE	RANK
18-27	110	73%	**1**
28-37	9	6%	4

38-47	13	9%	2
48-57	12	8%	3
58 and above	5	4%	**5**
TOTAL	**150**	**100%**	

Table 1.1 shows the age distribution of the respondents. The majority belonged to the 18–27 age group with 110 respondents (73%), followed by ages 38–47 with 13 respondents (9%). Respondents aged 58 years and above recorded the lowest frequency with 5 respondents (4%). The high percentage of younger respondents may be attributed to the inclusion of student participants, while the older age groups may represent faculty members and experienced security personnel. A diverse age composition provides varying perspectives on campus emergency management, as younger individuals may exhibit quicker physical response while older respondents may contribute experience and situational judgment during emergencies.

Table 1.2: ***Sex of the Respondents***

SEX	FREQUENCY	PERCENTAGE
Male	95	63%
Female	55	37%
TOTAL	**150**	**100%**

Table 1.2 presents the respondents according to sex. Male respondents comprised 95 participants (63%), while female respondents accounted for 55 participants (37%). The predominance of male respondents may be associated with the higher representation of males in campus security positions, although both sexes were adequately represented in the study. This suggests that perspectives from both male and female respondents were considered in assessing the effectiveness of security personnel as first responders.

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Table 1.3: ***Civil status of the Respondents***

CIVIL STATUS	FREQUENCY	PERCENTAGE	RANK
Single	111	74%	1
Married	35	23%	2
Widowed	2	1%	3
Separated	2	1%	3
TOTAL	**150**	**100%**	

Table 1.3 indicates that single respondents ranked first with 111 respondents (74%), followed by married respondents with 35 (23%). Widowed and separated respondents each recorded 2 respondents (1%). The large number of single respondents reflects the inclusion of student participants in the study. Civil status data provide additional context regarding the personal background of respondents, which may influence levels of commitment, availability, and stress management in emergency-related situations.

Table 1.4: ***Educational Attainment of the Respondents***

EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE	RANK
Ph.D. Graduate	5	3%	6
Master Graduate	7	5%	5
With Master's unit	11	7%	4
College Graduate	21	14%	2
College Undergraduate	91	61%	1
High School Graduate	15	10%	3
TOTAL	**150**	**100%**	

Table 1.4 reveals that college undergraduates comprised the largest group with 91 respondents (61%), followed by college graduates with 21 respondents (14%). High school graduates accounted for 15 respondents (10%), those with master's units had 11 (7%), master's degree holders had 7 (5%), and Ph.D. graduates had 5 respondents (3%). The high proportion of college undergraduates is expected due to the inclusion of student respondents. Educational attainment may influence awareness, comprehension, and preparedness regarding campus emergency procedures and safety protocols.

Table 1.5: ***Role or Position of the Respondents***

ROLE/ POSITION	FREQUENCY	PERCENTAGE
Security Personnel	**40**	**27%**
Campus Community	**110**	**73%**
TOTAL	**150**	**100%**

Table 1.5 shows that members of the campus community, including teachers and students, comprised 110 respondents (73%), while security personnel accounted for 40 respondents (27%). The inclusion of both groups allowed the study to capture perceptions from those directly responsible for emergency response and those who regularly observe and experience campus security services. This provides a balanced basis for evaluating the effectiveness of security personnel.

Table 1.6: ***Length of Service or Experience of Security Personnel and Teachers in their Current Role***

LENGTH OF SERVICE/ EXPERIENCE IN CURRENT ROLE	FREQUENCY	PERCENTAGE	RANK
1-3 years	30	45%	**1**
4-6 Years	15	22%	**2**
7-10 Years	11	16%	3
11 Years and above	11	16%	3
TOTAL	**67**	**100%**	

Table 1.6 presents the years of service of security personnel and teachers. Respondents with 1–3 years of service ranked first with 30 respondents (45%), followed by 4–6 years with 15 respondents (22%). Those with 7–10 years and 11 years and above each recorded 11 respondents (16%). The findings indicate that many respondents were relatively new in their present roles, while others possessed longer professional

experience. Length of service is relevant because experience often contributes to improved judgment, decision-making, and confidence during emergencies.

Table 1.7: ***Year Level of Student Respondents***

Year Level	FREQUENCY	PERCENTAGE
3rd Year	**28**	**34%**
4th Year	**55**	**66%**
TOTAL	**83**	**100%**

Table 1.7 shows that fourth-year students comprised the majority with 55 respondents (66%), while third-year students accounted for 28 respondents (34%). The larger number of fourth-year students suggests that most student respondents had greater academic exposure and maturity, which may contribute to better understanding of campus safety procedures and emergency preparedness concepts.

Table 1.8: ***Trainings and Seminars Attended by the Security Personnels***

TRAININGS AND SEMINARS ATTENDED	FREQUENCY	PERCENTAGE	RANK
Physical Security and Access Control	**25**	**62%**	2
Emergency Response	**26**	**65%**	1
Tactical Communications	**9**	**23%**	6
Legal Powers and Limitations	**9**	**23%**	6
Risk and Threat Assessment	**17**	**43%**	3
Crisis Management and Planning	**11**	**28%**	4
Personnel Management	**11**	**28%**	4
Others	**4**	**10%**	8

Table 1.8 presents the trainings and seminars attended by security personnel. Emergency Response ranked first with 26 respondents (65%), followed by Physical Security and Access Control with 25 respondents (62%). Risk and Threat Assessment recorded 17 respondents (43%), while Crisis Management and Planning and Personnel Management each had 11 respondents (28%). Tactical Communications and Legal Powers and Limitations both ranked lowest with 9 respondents (23%). Some respondents also reported other trainings such as Bomb Threat Management and Basic Life Support (BLS).

These findings indicate that most security personnel had undergone relevant emergency-related training, which contributes to preparedness, competence, and readiness in responding to campus incidents and emergencies. Continuous training remains essential in strengthening the capability of security personnel as first responders.

1. Level of Effectiveness of Security Personnel as First Responders in Managing Emergencies

The evaluation of the University security personnel's effectiveness as first responders as a proactive mechanism determines its ability to manage risk and respond to campus emergencies. The following section presents survey findings which evaluate how effectively the security personnels performs across five dimensions: Manpower Capacity, Response Readiness and Situational Awareness, Communication and Coordination, Decision-making and Leadership, and implementation of emergency Procedures and First Aid.

Table 2.1 ***Effectiveness of security personnel as first responders in managing campus emergencies among universities in Cabanatuan City in terms of Manpower and Capacity***

	Security Personnel			Campus Community		
A. Manpower and Capacity	W.M.	S.D.	V.D.	W.M.	S.D.	V.I.
1. Maintaining sufficient on-duty personnel levels to ensure an immediate and capable response to campus emergencies.	4.55	0.55	V.E.	4.56	0.61	V.E.
2. Deploying security officers strategically to provide consistent monitoring and protection of high-risk and critical campus zones.	4.50	0.55	V.E.	4.55	0.61	V.E.
3. Managing shift rotations to eliminate surveillance gaps and sustain response capabilities during all operational hours.	4.58	0.54	V.E.	4.46	0.65	V.E.
4. Sustaining a reliable mobilization system to ensure reserve personnel are readily available to assist during emergencies.	4.43	0.49	V.E.	4.44	0.68	V.E.
5. Allocating adequate manpower capacity to maintain safety and order during high-density events or large-scale campus incidents.	4.60	0.54	V.E.	4.37	0.71	V.E.
A.W.M.	**4.53**	**0.39**	V.E.	**4.48**	**0.53**	V.E.

Legend: 4.20-5.00 Very Effective (VE), 3.40-4.19 Effective (E) 2.60-3.39 Moderately effective (ME), 1.80-2.59 Least Effective (LE), 1.00-1.79 Not Effective (NE)

Table 2.1 presents the effectiveness of security personnel as first responders in managing campus emergencies among universities in Cabanatuan City in terms of manpower and capacity. The results indicate that both groups—security personnel and the campus community—rated this dimension as Very Effective, reflecting a strong perception of adequate manpower and operational capability.

For the security personnel, the highest weighted mean was obtained by the indicator "Allocating adequate manpower capacity to maintain safety and order during high-density events or large-scale campus incidents" with a weighted mean of 4.60 (V.E.) and a standard deviation of 0.54. This suggests that security personnel perceive themselves as highly capable of managing large-scale situations, ensuring order, and responding effectively during high-risk events.

Similarly, for the campus community, the highest weighted mean was recorded in "Maintaining sufficient on-duty personnel levels to ensure an immediate and capable response to campus emergencies" with a weighted mean of 4.56 (V.E.) and a standard deviation of 0.61. This indicates that teachers and students recognize the presence of adequate on-duty personnel who can respond promptly to emergencies.

On the other hand, the lowest weighted mean for security personnel was observed in "Sustaining a reliable mobilization system to ensure reserve personnel are readily available to assist during emergencies" with

a weighted mean of 4.43 (V.E.) and a standard deviation of 0.49. Although still interpreted as Very Effective, this suggests a relatively lower assessment in terms of backup personnel mobilization, indicating an area that may require further strengthening.

For the campus community, the lowest weighted mean was obtained by "Allocating adequate manpower capacity to maintain safety and order during high-density events or large-scale campus incidents" with a weighted mean of 4.37 (V.E.) and a standard deviation of 0.71. The slightly higher standard deviation indicates more varied perceptions among respondents, suggesting that not all members of the campus community equally perceive manpower allocation as consistently effective during large-scale events.

The average weighted mean for security personnel is 4.53 with a standard deviation of 0.39, while the campus community obtained an average weighted mean of 4.48 with a standard deviation of 0.53, both interpreted as Very Effective. These findings indicate that manpower and capacity in the selected universities are generally strong and sufficient to support effective emergency response.

Moreover, the lower standard deviation among security personnel (0.39) reflects a very high level of consistency in their responses, while the campus community's standard deviation (0.53) indicates consistent but slightly more varied perceptions. This suggests that security personnel have a more uniform assessment of their capabilities, whereas teachers and students may have differing experiences or levels of awareness regarding manpower deployment.

Overall, the results imply that universities in Cabanatuan City maintain adequate manpower capacity and deployment strategies that enable security personnel to respond effectively to emergencies. However, slight variations in perception, particularly in terms of mobilization and large-scale incident management, indicate opportunities for further enhancement.

These findings support existing literature emphasizing the importance of manpower in campus safety. According to Woodruff (2022), sufficient staffing levels improve response time and operational effectiveness. Similarly, Aydinan (2023) noted that effective campus safety systems rely on proper allocation of human resources, while Mina et al. (2021) emphasized that manpower availability and training significantly strengthen emergency preparedness and response capabilities.

Table 2.2 Effectiveness of security personnel as first responders in managing campus emergencies among universities in Cabanatuan City in terms of Response Readiness and Situational Awareness

	Security Personnel			**Campus Community**		
B. Response Readiness and Situational Awareness	**W.M.**	S.D.	**V.D.**	**W.M.**	S.D.	**V.D.**
1. Maintaining a high level of situational alertness to identify unusual activities or potential threats before they manifest.	4.55	0.55	V.E.	4.58	0.58	V.E.
2. Analyzing the nature and severity of emergencies with precision and speed during high-pressure incidents.	4.60	0.49	V.E.	4.35	0.61	V.E.
3. Demonstrating full knowledge of all emergency exits, designated routes, and campus evacuation areas.	4.63	0.48	V.E.	4.53	0.68	V.E.

4. Sustaining a state of continuous readiness through active participation in emergency drills and campus-specific safety briefings.	4.70	0.46	V.E.	4.56	0.58	V.E.
5. Identifying and reporting environmental or behavioral hazards in their early stages to prevent the escalation of minor risks.	4.58	0.49	V.E.	4.47	0.61	V.E.
A.W.M.	**4.61**	**0.34**	**V.E.**	**4.50**	**0.46**	V.E.

Legend: 4.20-5.00 Very Effective (VE), 3.40-4.19 Effective (E) 2.60-3.39 Moderately effective (ME), 1.80-2.59 Least Effective (LE), 1.00-1.79 Not Effective (NE)

Table 2.2 presents the effectiveness of security personnel as first responders in managing campus emergencies among universities in Cabanatuan City in terms of response readiness and situational awareness. The results indicate that both security personnel and the campus community rated this dimension as Very Effective, reflecting a high level of preparedness and awareness in handling emergency situations.

For the security personnel, the highest weighted mean was obtained by the indicator "Sustaining a state of continuous readiness through active participation in emergency drills and campus-specific safety briefings" with a weighted mean of 4.70 (V.E.) and a standard deviation of 0.46. This indicates that security personnel consistently engage in training activities that enhance their readiness, improve coordination, and strengthen their ability to respond effectively during emergencies.

In contrast, for the campus community, the highest weighted mean was recorded in "Maintaining a high level of situational alertness to identify unusual activities or potential threats before they manifest" with a weighted mean of 4.58 (V.E.) and a standard deviation of 0.58. This suggests that teachers and students perceive security personnel as highly alert and capable of identifying potential risks within the campus environment.

On the other hand, the lowest weighted mean for security personnel was observed in "Maintaining a high level of situational alertness to identify unusual activities or potential threats before they manifest" with a weighted mean of 4.55 (V.E.) and a standard deviation of 0.55. Although still interpreted as Very Effective, this indicates a relatively lower assessment in proactive monitoring compared to other indicators.

For the campus community, the lowest weighted mean was obtained by "Analyzing the nature and severity of emergencies with precision and speed during high-pressure incidents" with a weighted mean of 4.35 (V.E.) and a standard deviation of 0.61. The higher standard deviation suggests more varied perceptions among respondents, indicating that some members of the campus community may perceive differences in how effectively security personnel analyze and respond to emergency situations.

The average weighted mean for security personnel is 4.61 with a standard deviation of 0.34, while the campus community obtained an average weighted mean of 4.50 with a standard deviation of 0.46, both interpreted as Very Effective. These results indicate that security personnel demonstrate a high level of readiness and situational awareness in managing campus emergencies.

Furthermore, the very low standard deviation among security personnel (0.34) indicates a high level of consistency in their responses, while the campus community's standard deviation (0.46) reflects very consistent perceptions, though slightly more varied compared to security personnel. This suggests that

both groups generally agree on the strong preparedness of security personnel, with minor differences in perception.

Overall, the findings imply that continuous training, drills, and safety briefings significantly contribute to enhancing the readiness and situational awareness of security personnel. However, slight variations in perception, particularly in analytical response during high-pressure situations, indicate areas for further improvement.

These findings support existing literature. According to Mica R. Endsley (2021), situational awareness enables responders to perceive, comprehend, and anticipate potential threats during crisis situations. Similarly, Jamandre and Villaluz (2025) emphasized that the effectiveness of campus security personnel depends on their ability to identify hazards and respond appropriately. In addition, Mina et al. (2021) highlighted that preparedness and situational awareness play a crucial role in managing emergencies and ensuring safety within educational institutions.

Table 2.3 ***Effectiveness of security personnel as first responders in managing campus emergencies among universities in Cabanatuan City in terms of Communication and Coordination***

	Security Personnel			**Campus Community**		
C. Communication and Coordination	**W.M.**	**S.D.**	**V.D.**	**W.M.**	**S.D.**	**V.D.**
1. Transmitting essential information with clarity and composure to ensure instructions remain intelligible during high-stress crisis scenarios.	4.50	0.63	V.E.	4.45	0.56	V.E.
2. Utilizing dependable communication infrastructure (e.g., two-way radios, emergency lines) that remains functional and interference-free during incidents.	4.70	0.46	V.E.	4.45	0.70	V.E.
3. Adhering strictly to the established tactical chain of command to ensure efficient reporting through authorized hierarchies without confusion.	4.53	0.50	V.E.	4.47	0.65	V.E.
4. Maintaining seamless coordination with external agencies (BFP, PNP, CDRRMO) through the immediate and effective use of standardized emergency protocols.	4.60	0.49	V.E.	4.58	0.59	V.E.
5. Exchanging critical security updates and incident logs systematically and promptly during shift turnovers and between security units and university administration.	4.50	0.50	V.E.	4.53	0.60	V.E.
A.W.M.	**4.57**	**0.34**	**V.E.**	**4.49**	**0.46**	**V.E.**

Legend: 4.20-5.00 Very Effective (VE), 3.40-4.19 Effective (E) 2.60-3.39 Moderately effective (ME), 1.80-2.59 Least Effective (LE), 1.00-1.79 Not Effective (NE)

Table 2.3 presents the effectiveness of security personnel as first responders in managing campus emergencies among universities in Cabanatuan City in terms of communication and coordination. The results show that both security personnel and the campus community rated this dimension as Very Effective, indicating that communication systems and coordination mechanisms are generally strong and reliable in managing emergency situations.

For the security personnel, the highest weighted mean was obtained by the indicator "Utilizing dependable communication infrastructure (e.g., two-way radios, emergency lines) that remains functional and interference-free during incidents" with a weighted mean of 4.70 (V.E.) and a standard deviation of 0.46. This suggests that security personnel perceive communication tools as reliable and effective in facilitating timely information exchange during emergencies.

Similarly, for the campus community, the highest weighted mean was recorded in "Maintaining seamless coordination with external agencies (BFP, PNP, CDRRMO) through the immediate and effective use of standardized emergency protocols" with a weighted mean of 4.58 (V.E.) and a standard deviation of 0.59. This indicates that teachers and students recognize the ability of security personnel to coordinate effectively with external emergency responders during crisis situations.

On the other hand, the lowest weighted mean for security personnel was observed in two indicators: "Transmitting essential information with clarity and composure during high-stress crisis scenarios" and "Exchanging critical security updates and incident logs systematically and promptly during shift turnovers", both with a weighted mean of 4.50 (V.E.) and standard deviations of 0.63 and 0.50, respectively. Although still rated Very Effective, the relatively higher standard deviation in communication clarity suggests that some variability exists in how effectively information is conveyed during high-pressure situations.

For the campus community, the lowest weighted mean was obtained by two indicators: "Transmitting essential information with clarity and composure" and "Utilizing dependable communication infrastructure", both with a weighted mean of 4.45 (V.E.) and standard deviations of 0.56 and 0.70, respectively. The higher standard deviation of 0.70 indicates more varied perceptions, suggesting that some respondents may have experienced inconsistencies in communication effectiveness during emergencies.

The average weighted mean for security personnel is 4.57 with a standard deviation of 0.34, while the campus community obtained an average weighted mean of 4.49 with a standard deviation of 0.46, both interpreted as Very Effective. These findings indicate that communication and coordination systems in the selected universities are highly effective in supporting emergency response.

Moreover, the very low standard deviation among security personnel (0.34) reflects a high level of consistency in their responses, while the campus community's standard deviation (0.46) indicates very consistent but slightly more varied perceptions. This suggests that security personnel have a more uniform evaluation of communication effectiveness, while teachers and students may have differing experiences in terms of communication clarity and infrastructure reliability.

Overall, the findings imply that while communication systems and coordination practices are strong, there are minor areas for improvement, particularly in maintaining clarity of communication during high-stress situations and ensuring consistent information dissemination across all stakeholders.

These findings are supported by existing literature. According to Luzon (2022), efficient communication systems and clear reporting channels enable security personnel to relay information quickly and coordinate appropriate response actions during emergencies. Similarly, Aydinan (2023) emphasized that effective

campus safety management relies on coordinated communication among security personnel, university administrators, and external emergency responders. In addition, Mina et al. (2021) highlighted that strong communication and collaboration between campus security and local emergency agencies improve crisis management and ensure timely response to safety incidents within educational institutions.

Table 2.4 ***Effectiveness of security personnel as first responders in managing campus emergencies among universities in Cabanatuan City in terms of Decision-Making and Leadership***

	Security Personnel			**Campus Community**		
D. Decision-Making and Leadership	**W.M.**	S.D.	**V.D.**	**W.M.**	S.D.	**V.D.**
1. Exhibiting psychological composure and emotional stability to ensure sound judgment during rapid decision-making in high-stress environments.	4.38	0.53	V.E.	4.45	0.65	V.E.
2. Prioritizing life-safety actions over secondary property concerns during active emergencies to minimize potential casualties.	4.63	0.48	V.E.	4.54	0.58	V.E.
3. Executing necessary emergency protocols independently and with proactive initiative when direct supervision is not immediately available.	4.58	0.49	V.E.	4.44	0.64	V.E.
4. Projecting a sense of authority and composure to effectively de-escalate panic among students, faculty, and campus visitors during an incident.	4.50	0.63	V.E.	4.48	0.58	V.E.
5. Engaging in post-incident evaluations to analyze the effectiveness of decisions and refine future emergency response strategies.	4.63	0.48	V.E.	4.56	0.59	V.E.
A.W.M.	**4.54**	**0.39**	**V.E.**	**4.49**	**0.44**	V.E.

Legend: 4.20-5.00 Very Effective (VE), 3.40-4.19 Effective (E) 2.60-3.39 Moderately effective (ME), 1.80-2.59 Least Effective (LE), 1.00-1.79 Not Effective (NE)

Table 2.4 presents the effectiveness of security personnel as first responders in managing campus emergencies among universities in Cabanatuan City in terms of decision-making and leadership. The results indicate that both security personnel and the campus community rated this dimension as Very Effective, reflecting strong leadership capabilities and sound decision-making during emergency situations.

For the security personnel, the highest weighted mean was obtained by two indicators: “Prioritizing life-safety actions over secondary property concerns during active emergencies to minimize potential casualties” and “Engaging in post-incident evaluations to analyze the effectiveness of decisions and refine future emergency response strategies”, both with a weighted mean of 4.63 (V.E.) and a standard deviation

of 0.48. These findings suggest that security personnel are highly capable of prioritizing human safety during emergencies while also engaging in reflective evaluation to improve future response strategies.

Similarly, for the campus community, the highest weighted mean was also observed in "Engaging in post-incident evaluations to analyze the effectiveness of decisions and refine future emergency response strategies" with a weighted mean of 4.56 (V.E.) and a standard deviation of 0.59. This indicates that teachers and students recognize the importance of continuous improvement and learning in enhancing emergency response effectiveness.

On the other hand, the lowest weighted mean for security personnel was recorded in "Exhibiting psychological composure and emotional stability to ensure sound judgment during rapid decision-making in high-stress environments" with a weighted mean of 4.38 (V.E.) and a standard deviation of 0.53. Although still interpreted as Very Effective, this suggests that maintaining emotional stability under pressure is a relatively weaker area compared to other leadership competencies.

For the campus community, the lowest weighted mean was observed in "Executing necessary emergency protocols independently with proactive initiative when direct supervision is not immediately available" with a weighted mean of 4.44 (V.E.) and a standard deviation of 0.64. The higher standard deviation indicates more varied perceptions among respondents, suggesting that some members of the campus community may perceive differences in the ability of security personnel to take initiative during emergencies.

The average weighted mean for security personnel is 4.54 with a standard deviation of 0.39, while the campus community obtained an average weighted mean of 4.49 with a standard deviation of 0.44, both interpreted as Very Effective. These findings indicate that security personnel demonstrate strong leadership and decision-making abilities in managing campus emergencies.

Moreover, the very low standard deviation for security personnel (0.39) reflects a high level of consistency in their responses, while the campus community's standard deviation (0.44) indicates very consistent perceptions, though slightly more varied. This suggests that both groups generally agree on the effectiveness of leadership and decision-making, with minor differences in perception.

Overall, the findings imply that while leadership and decision-making skills are highly effective, there are opportunities for improvement, particularly in strengthening emotional resilience and independent decision-making under pressure.

These findings are supported by existing literature. According to Omer (2021), effective emergency response requires leaders who can make rapid and well-informed decisions while prioritizing life safety. Similarly, Mica R. Endsley (2021) emphasized that leadership is closely linked to situational awareness, enabling responders to interpret evolving situations and take appropriate action. Furthermore, Shpeizer (2024) highlighted that strong leadership is essential in preventing judgment breakdown during high-pressure situations. In addition, Sycuan (2025) and Aydinan (2023) noted that experienced and well-trained security personnel tend to demonstrate stronger leadership and crisis management abilities.

Table 2.5 ***Effectiveness of security personnel as first responders in managing campus emergencies among universities in Cabanatuan City in terms of Implementation of Emergency Procedures and First Aid***

	Security Personnel			**Campus Community**		
E. Implementation of Emergency Procedures and First Aid	**W.M.**	S.D.	**V.D.**	**W.M.**	S.D.	**V.D.**
1. Administering immediate life-saving interventions, such as Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR), with technical proficiency during medical crises.	4.40	0.54	V.E.	4.51	0.67	V.E.
2. Utilizing specialized emergency equipment, including fire extinguishers and rescue tools, correctly and safely during initial response efforts.	4.53	0.50	V.E.	4.60	0.57	V.E.
3. Adhering consistently to the university's established Standard Operating Procedures (SOPs) to ensure a disciplined and lawful response during an active crisis.	4.68	0.47	V.E.	4.44	0.64	V.E.
4. Managing the systematic and safe movement of the campus community through designated evacuation routes during fire or disaster scenarios.	4.73	0.45	V.E.	4.60	0.63	V.E.
5. Maintaining comprehensive and accurate incident documentation to ensure legal accountability and facilitate future policy reviews.	4.70	0.46	V.E.	4.45	0.63	V.E.
A.W.M.	**4.61**	**0.34**	**V.E.**	**4.52**	**0.52**	V.E.

Legend: 4.20-5.00 Very Effective (VE), 3.40-4.19 Effective (E) 2.60-3.39 Moderately effective (ME), 1.80-2.59 Least Effective (LE), 1.00-1.79 Not Effective (NE)

Table 2.5 presents the effectiveness of security personnel as first responders in managing campus emergencies among universities in Cabanatuan City in terms of implementation of emergency procedures and first aid. The results indicate that both security personnel and the campus community rated this dimension as Very Effective, reflecting strong capability in executing emergency protocols and providing initial response during crisis situations.

For the security personnel, the highest weighted mean was obtained by the indicator "Managing the systematic and safe movement of the campus community through designated evacuation routes during fire or disaster scenarios" with a weighted mean of 4.73 (V.E.) and a standard deviation of 0.45. This suggests that security personnel are highly effective in directing orderly evacuations, ensuring safety, minimizing panic, and facilitating efficient movement toward safe areas during emergencies.

Similarly, for the campus community, the highest weighted mean was observed in two indicators: "Utilizing specialized emergency equipment, including fire extinguishers and rescue tools, correctly and safely during initial response efforts" and "Managing the systematic and safe movement of the campus community through designated evacuation routes", both with a weighted mean of 4.60 (V.E.) and standard

deviations of 0.57 and 0.63, respectively. This indicates that teachers and students recognize the competence of security personnel in both equipment utilization and evacuation management.

On the other hand, the lowest weighted mean for security personnel was recorded in "Administering immediate life-saving interventions, such as Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR), with technical proficiency during medical crises" with a weighted mean of 4.40 (V.E.) and a standard deviation of 0.54. Although still interpreted as Very Effective, this suggests that first aid and medical response skills may require further enhancement through continuous training.

For the campus community, the lowest weighted mean was obtained by "Maintaining comprehensive and accurate incident documentation to ensure legal accountability and facilitate future policy reviews" with a weighted mean of 4.45 (V.E.) and a standard deviation of 0.63. The higher standard deviation indicates more varied perceptions, suggesting that some respondents may have limited awareness or differing views regarding documentation practices.

The average weighted mean for security personnel is 4.61 with a standard deviation of 0.34, while the campus community obtained an average weighted mean of 4.52 with a standard deviation of 0.52, both interpreted as Very Effective. These findings indicate that security personnel effectively implement emergency procedures and provide initial response assistance during campus emergencies.

Moreover, the very low standard deviation among security personnel (0.34) reflects a high level of consistency in their responses, while the campus community's standard deviation (0.52) indicates consistent but slightly more varied perceptions. This suggests that both groups generally agree on the effectiveness of emergency procedures and first aid, with minor differences in perception.

Overall, the findings imply that while evacuation management and procedural implementation are highly effective, there are opportunities for improvement, particularly in strengthening first aid competencies and enhancing awareness of documentation practices.

These findings are supported by existing literature. Miller and Henderson (2024) emphasized that security personnel trained in Basic Life Support (BLS) and CPR significantly improve survival rates during emergencies. Similarly, Woodruff (2022) highlighted that adherence to established emergency procedures ensures coordinated and timely response during crisis situations. In addition, Delos Santos (2024) noted that the practical application of emergency procedures and first aid skills plays a vital role in strengthening disaster preparedness and safety management in higher education institutions.

Table 3 ***Significant difference between the response of security personnel and the campus community regarding the effectiveness of security personnel as first responders in managing emergencies***

	Security Personnel	**Campus community**
Mean	4.58	4.48
Standard Deviation	.298	.438
N	40	110
Mean difference	0.10	
t-value	1.23	
p-value	.268	
Degree of freedom	39	
Findings	**There is no significant difference**	

Table 3 presents the significant difference between the responses of security personnel and the campus community regarding the effectiveness of security personnel as first responders in managing campus emergencies. The results show that the security personnel obtained a mean score of 4.58, while the campus community obtained a mean score of 4.48, resulting in a mean difference of 0.10. Although the security personnel rated their effectiveness slightly higher than the campus community, both groups still perceived the effectiveness of security personnel as very high. This indicates that both respondents generally agree that security personnel are capable of responding effectively to campus emergencies.

The results of the t-test analysis revealed a computed t-value of 1.23 with a p-value of 0.268 at 39 degrees of freedom. Since the p-value is greater than the 0.05 level of significance, the **null hypothesis is accepted**, indicating that there is no significant difference between the responses of security personnel and the campus community regarding the effectiveness of security personnel as first responders in managing campus emergencies. This implies that both groups share similar perceptions about the preparedness, capability, and performance of campus security personnel in handling emergency situations. The findings implies that the campus community and the security personnel have a common understanding of the effectiveness of security response systems within the universities. The similarity in perceptions indicates that the security measures and emergency response practices implemented by the universities are visible and recognized by both groups.

This observation is consistent with the findings of Gabata et al. (2024), who emphasized that when security services and safety procedures are clearly implemented within a university environment, stakeholders such as students, faculty members, and security personnel tend to develop similar perceptions regarding the effectiveness of campus safety systems.

Similarly, Aydinan (2023) noted that coordinated campus security programs and institutional safety practices promote shared awareness among members of the academic community regarding emergency preparedness.

In addition, Luzon (2022) highlighted that the effectiveness of security personnel is often reflected in the confidence and recognition of their role by members of the university community.

Proposed Advocacy Plan

SAFE CAMPUS Initiative

(Strengthening Awareness, First-Response Efficiency, and Emergency Preparedness in Universities)

Rationale

The findings of the study revealed that security personnel in the selected universities in Cabanatuan City were generally assessed as very effective in managing campus emergencies in terms of manpower capacity, response readiness and situational awareness, communication and coordination, decision-making and leadership, and the implementation of emergency procedures and first aid. Despite these positive results, the study emphasizes the importance of continuous security training, improved coordination with emergency agencies, and strengthened campus safety awareness in sustaining and further enhancing the effectiveness of security personnel as first responders.

Therefore, the SAFE CAMPUS Initiative is proposed to strengthen the preparedness, coordination, and emergency response capability of security personnel while promoting safety awareness among members of the campus community. However, it is important to note that the proposed advocacy plan is primarily based on quantitative findings derived from a descriptive research design and does not incorporate qualitative approaches that could provide deeper insights into the experiences and perspectives of

respondents. This limitation suggests that future studies may consider integrating qualitative methods to further enrich and validate the proposed interventions.

Objectives of the Advocacy Plan

The advocacy plan aims to:

1. Enhance the emergency response capability of security personnel through continuous training and development programs.
2. Strengthen coordination between university security personnel and external emergency response agencies.
3. Promote campus-wide awareness of emergency preparedness and safety procedures.
4. Improve the implementation of emergency response protocols during campus emergencies

SAFE CAMPUS Advocacy Plan

Objectives	Activities	Persons Responsible	Timeline	Expected Outcome
Enhance emergency response capability of security personnel	Conduct training on emergency response, crisis management, and situational awareness	University Security Office / Safety Office	Twice a year	Security personnel demonstrate improved preparedness during emergencies
Strengthen first aid and life-saving skills	Conduct Basic Life Support (BLS) and First Aid training programs	University Safety Office / Local Health Agencies	Annually	Security personnel are capable of providing immediate medical assistance
Improve coordination with emergency agencies	Organize joint emergency drills with PNP, BFP, and CDRRMO	University Administration / Security Office	Twice a year	Improved coordination and faster emergency response
Increase campus safety awareness	Conduct safety orientation seminars and distribute emergency preparedness guides	Student Affairs Office / Safety Office	Every semester	Students and staff become more aware of campus emergency procedures
Strengthen campus emergency preparedness	Conduct regular fire drills, earthquake drills, and evacuation simulations	University Safety Office	Quarterly	Campus community becomes more prepared during emergencies

SUMMARY

This study assessed the effectiveness of security personnel as first responders in managing campus emergencies in selected universities in Cabanatuan City. The study examined the socio-demographic

profile of the respondents, evaluated the level of effectiveness of security personnel across five operational domains, and determined whether a significant difference existed between the perceptions of security personnel and the campus community.

The results showed that the majority of the respondents were 18–27 years old, predominantly male, and single. In terms of educational attainment, most respondents were college undergraduates, reflecting the inclusion of student respondents from the campus community. With regard to role or position, the majority of the respondents belonged to the campus community, while security personnel comprised the remaining portion of the respondents. Among the security personnel, most had 1–3 years of service, and emergency response training was identified as the most commonly attended seminar, while tactical communications and legal powers and limitations were among the least attended training programs.

In evaluating the level of effectiveness of security personnel as first responders, the findings revealed that security personnel were rated Very Effective across all five operational domains, namely manpower capacity, response readiness and situational awareness, communication and coordination, decision-making and leadership, and the implementation of emergency procedures and first aid.

Furthermore, the results of the Independent Samples t-test indicated that there was no significant difference between the responses of security personnel and the campus community regarding the effectiveness of security personnel as first responders in managing campus emergencies in the selected universities.

CONCLUSIONS

1. The respondents consisted of security personnel and members of the campus community, including teachers and students from selected universities in Cabanatuan City. Most respondents were young, single, and currently pursuing higher education, reflecting the large number of student participants. Security personnel varied in work experience and training exposure, indicating differences in professional maturity and preparedness.
2. The security personnel were assessed as Very Effective across all operational dimensions, including manpower capacity, response readiness and situational awareness, communication and coordination, decision-making and leadership, and implementation of emergency procedures and first aid. Some indicators obtained relatively lower ratings, particularly in areas related to mobilization systems, situational alertness, communication clarity, emotional stability under pressure, and first aid proficiency, indicating opportunities for further improvement.
3. There is no significant difference between the perceptions of security personnel and the campus community, suggesting that both groups share similar views regarding the effectiveness, preparedness, and performance of security personnel which indicates that emergency response practices are generally observable and recognized within the university setting.

Recommendations

1. Universities may continue strengthening the overall effectiveness of security personnel through regular emergency drills, updated training programs, and consistent performance evaluation.
2. Institutions may enhance manpower systems by ensuring the availability and rapid deployment of reserve personnel during emergencies, addressing limitations in mobilization and backup support.
3. Universities may reinforce training focused on situational alertness, early threat detection, and environmental awareness to improve proactive response to potential risks.

4. Universities may improve communication practices by emphasizing clear, composed, and timely information delivery during emergencies, as well as strengthening coordination among security personnel, administrators, and external emergency agencies.
5. Security personnel may undergo training in stress management, emotional stability, and leadership under pressure to enhance decision-making and maintain composure during high-stress situations.
6. Universities may provide continuous training in Basic Life Support (BLS), CPR, and emergency medical response to improve technical proficiency in handling medical emergencies.
7. Universities are encouraged to implement and continuously evaluate the SAFE CAMPUS Initiative to address identified gaps and further enhance preparedness, coordination, and response capability.
8. Since the advocacy plan is based on a descriptive quantitative approach, future studies may incorporate qualitative methods to provide deeper insights and improve program effectiveness.

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