

Safety Protocols Practices in Public Secondary School of Cagayan de Oro City

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ABSTRACT

Safety protocol practices are essential components of effective school management, ensuring the protection and well-being of students, teachers, and staff. This study aimed to assess the level of safety protocol practices among teachers in public secondary schools. It examined the respondents' profile in terms of age, sex, civil status, position, teaching experience, highest educational attainment and trainings and seminars attended. The study focused on six key areas: physical safety, health and hygiene, psychological and emotional safety, cyber security and online safety, legal and ethical protocols, and collaboration with authorities. Specifically, it aimed to describe the characteristics of the respondents, assess the respondents' level of safety protocol practices and determine the significant relationship between these variables. The sample consisted of 200 public secondary teachers as respondents. The study utilized descriptive correlational method, and a researcher made questionnaire was used to gather data. A universal random sampling technique was employed, and descriptive statistics such as frequency, percentage, mean and standard deviation was applied, while pearson r was used for inferential analysis.

The overall findings revealed that Cybersecurity and Online Safety, Psychological and Emotional Safety, and Collaboration with Authorities got the highest mean score among the variables which interpreted as Very Much Aware while physical safety recorded the lowest though still within the high range. These results indicates that teachers are generally consistent in following safety protocols, particularly in digital safety, Psychological and emotional Safety and Collaboration with authorities while improvements can still be made in physical safety preparedness. There is significant relationship between the respondents' profile and their level of safety protocol practices. There is a statistically significant correlations, emphasizing that these personal and professional characteristics influence how teachers implement safety measures. The research concludes that enhancing the safety protocol practices in the schools will lead to improve the performance of the teachers. It is recommended that schools should place greater focus on improving physical safety specially on the provision of basic equipment.

Keywords: Teachers, Safety Protocols, Practices

1. BACKGROUND OF THE STUDY

Ensuring the safety and well-being of students and staff in public secondary schools in Cagayan de Oro City is a priority. Although safety protocols exist, their implementation and understanding among

stakeholders remain insufficiently evaluated, leaving possible risks unaddressed. This study assesses teachers' safety protocol practices to identify areas for improvement.

DepEd has implemented initiatives such as the Comprehensive School Safety Ecosystem (CSSE) and Disaster Risk Reduction and Management (DRRM), which improved school safety and hygiene facilities (PIDS, 2021).

However, issues like reported cases of student abuse and inconsistent enforcement of protocols still persist, especially in under-resourced schools.

This study aims to determine teachers' level of safety protocol practices and their relationship with their profiles to help improve school safety in Cagayan de Oro City.

Literature and Related Studies

The following literature provides relevant concepts that serve as baseline information for the study on safety protocol practices among teachers.

Respondent's Profile

The inclusion of respondents' profiles is essential in understanding how demographic factors influence perceptions and practices in safety protocols. Johnson (2024) emphasizes that teachers play a key role in maintaining a safe school environment through preparedness in emergency situations. Similarly, Asio et al. (2020) and Olabarria et al. (2024) found that age, sex, position, experience, and training significantly affect teachers' safety awareness and implementation, highlighting the need for targeted professional development.

Age

Age influences safety awareness and compliance. Alshammari (2021) found that older teachers have better first aid knowledge. Dragano et al. (2019) and Hosseini et al. (2021) noted that younger workers tend to have lower safety awareness due to limited experience. Quiachon (2025) also reported that more experienced teachers show higher participation in safety and disaster preparedness activities.

Sex

Sex differences affect risk perception and safety behavior. Vanner (2019) and Morrison and Fenton (2020) found that female teachers are generally more cautious and safety-oriented, while males tend to show lower perceived risk. Bender and McKinney (2021) and Green and Lawrence (2019) further noted that females prioritize emotional safety, while males focus more on physical safety.

Civil Status

Civil status influences job behavior and safety concern. Delos Santos (2020) found married teachers show higher job satisfaction, while single teachers are more flexible. Morrison and Fenton (2020) added that married teachers tend to be more protective of student safety due to family responsibilities.

Position

Teaching position affects safety roles and responsibilities. Graham (2023) explains that teachers' roles influence their safety practices. Serrano (2020) and Hewson and Taylor (2020) highlight that higher

positions involve leadership in implementing safety protocols, while lower-ranked teachers need more support.

Teaching Experience

Experience improves safety competence. Reyes (2020) found experienced teachers show higher efficacy. Harris and Thompson (2019) reported that they are more familiar with emergency procedures, while Green and Lawrence (2019) noted that new teachers struggle more with applying safety protocols.

Highest Educational Attainment

Higher education improves safety awareness. Garcia (2020) states that advanced education enhances teaching effectiveness. Alshammari (2021) and Makhtar et al. (2024) found that higher educational levels are linked to better safety knowledge. Continuous learning remains essential (Lee & Johnson, 2022).

Training/Seminars

Safety training improves preparedness. Hernandez and Bautista (2023) found that teachers with formal safety training perform better. Wilson and Harris (2019) and Love et al. (2024) confirmed that seminars significantly improve emergency response and reduce accidents. Active learning methods also enhance retention (Mora et al., 2024).

Physical Safety

Physical safety measures are essential in schools. Bowers et al. (2021) emphasize emergency preparedness, while Miller and Smith (2021) highlight the importance of security infrastructure. Limited equipment can reduce safety effectiveness (Limbo et al., 2021).

Health and Hygiene

WHO (2020) stresses hygiene standards in schools. Agyemang et al. (2021) found teachers are key in enforcing hygiene practices. Vally et al. (2019) and Tidwell et al. (2020) showed that school-based hygiene programs improve long-term health behavior.

Psychological and Emotional Safety

Psychological safety improves teacher performance. Edmondson (2019) and Edutopia (2023) found that safe environments increase collaboration and reporting of risks. Thompson and Green (2020) added that psychological safety improves adherence to protocols.

Cybersecurity and Online Safety

Cyber awareness improves digital safety. Fisher and Roberts (2020) found trained teachers are more likely to implement online protection. Safar (2024) reported high cybersecurity awareness among educators with ICT training.

Legal and Ethical Protocol

Legal awareness improves safety compliance. Martinez and Roberts (2020) found that knowledgeable teachers better implement safety rules. Williams (2019) emphasized ethical responsibility in ensuring safe environments.



Collaboration with Authorities

Collaboration improves emergency response. Lunenburg and Ornstein (2020) and Barton and Green (2020) highlight strong coordination with law enforcement improves preparedness. Merritt and Klein (2020) emphasize inter-agency collaboration in crisis management.

Objectives

The study aims to determine teachers' safety protocols in public secondary schools in Cagayan de Oro, West II District. It specifically identifies respondents' profile (age, gender, teaching experience, educational background, and training), assesses their level of awareness and compliance with safety protocols in terms of regularity, effectiveness, and areas for improvement, and determines the significant relationship between teachers' profile and their safety protocol practices.

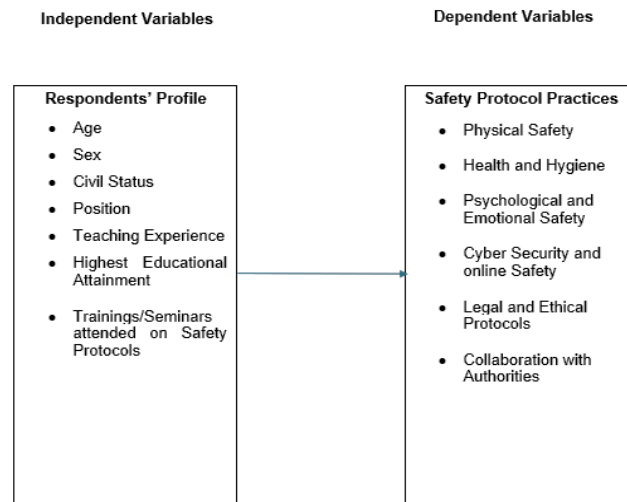
Theoretical Framework

This study is anchored on the Theory of Planned Behavior (Ajzen, 1985), which explains that behavior is influenced by attitudes, subjective norms, and perceived behavioral control. Applied to teachers' safety protocols, compliance depends on their beliefs about safety, social expectations, and their ability to perform required actions. Positive attitudes, supportive school culture, and adequate resources promote compliance, while lack of training and resources may hinder it. Thus, TPB explains how psychological and environmental factors affect teachers' adherence to safety protocols.

Conceptual Framework

This study is anchored on DepEd Order No. 45, s. 2016, which promotes Occupational Safety and Health (OSH) in public schools, ensuring safe working conditions, health standards, training, and hazard prevention in coordination with DOLE standards. Schools must maintain safe environments and conduct regular safety training.

Safety protocols are standardized procedures that ensure protection and guide emergency response. The study examines how teachers' profiles (age, sex, civil status, position, experience, education, and training) influence their safety practices. Dependent variables include physical safety, health and hygiene, psychological safety, cyber safety, legal and ethical compliance, and collaboration with authorities. It assumes that teachers' profiles affect their level of awareness, compliance, and implementation of safety protocols in public secondary schools.



Statement of the Problem

The study aimed to determine the safety protocol practices among teachers in the public secondary schools in West District II, Division of Cagayan de Oro City, for the School Year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' profile in terms of age, sex, civil status, position, teaching experience, highest educational attainment, and training/seminars attended on safety protocols?
2. What is the respondents' level of safety protocol practices considering the physical safety, health and hygiene, psychological and emotional safety, cyber security and online safety, legal and ethical protocols, and collaboration with authorities?
3. Is there a significant relationship between the respondents' profile and their level of safety protocol practices in public secondary schools in the Division of Cagayan de Oro City?

Hypothesis

Problems 1 and 2 are hypotheses - free. Based on Problem 3, the following null hypothesis was tested at 0.05 level of significance.

H01: There is no significant relationship between the respondents' profile and their level of safety protocol practices in public secondary schools in the Division of Cagayan de Oro City.

Significance of the Study

This study is significant to key stakeholders in education. For DepEd officials, it provides evidence to improve safety policies, training, monitoring systems, and resource allocation. For school heads, it identifies gaps in safety implementation to guide budgeting, training, and safety management. For teachers, it raises awareness of occupational safety rights and promotes safer working conditions, reducing stress and burnout. For policymakers and LGUs, it supports the development of stronger, proactive safety measures addressing school risks. For future researchers, it serves as a basis for further studies on teacher safety protocols.

Scope and Limitation

This study focuses on safety protocol practices in 4 public secondary schools in the West II District of Cagayan de Oro City with 200 teacher-respondents. It examines respondents' profiles (age, sex, civil status, position, experience, education, and trainings) and safety practices including physical, health, psychological, cyber, legal, and collaborative safety.

The study is limited to public secondary schools and excludes private and elementary schools. Data are collected through surveys within a specific academic period. Limitations include self-report bias and possible restricted responses due to confidentiality and ethical considerations.

2. METHODOLOGY

This study used a descriptive-correlational research design to examine the relationship between teachers' safety protocol practices and their profile. It assessed respondents' characteristics (age, sex, civil status, position, teaching experience, educational attainment, and safety trainings) and safety practices in terms of physical, health and hygiene, psychological, cyber, legal, and collaborative safety.

Study Setting

The study was conducted in four public secondary schools in West II District, Cagayan de Oro City: Pedro "Oloy" N. Roa NHS, Canitoan NHS, Iponan NHS, and Bulua NHS. These schools were selected due to their urban setting, diverse populations, and varying resources, allowing comparison of how safety protocols under DepEd Order No. 45, s. 2016 are implemented.

Respondents

The respondents were 200 teachers from the four selected public secondary schools in West II District, Cagayan de Oro City for School Year 2025–2026.

Table A**Distribution of Respondents**

School Code	Respondents
A	50
B	50
C	50
D	50
TOTAL	200

Sampling Technique

The study used universal sampling (census), where all 200 teacher-respondents from West II District, Cagayan de Oro City were included. This method ensured that every teacher had an equal chance of

participation, minimized sampling bias, and provided a more accurate representation of the population. However, it may be resource-intensive for larger populations.

Research Instrument

The study used a researcher-made questionnaire with two parts.

Part I covered respondents' profile: age, sex, civil status, position, teaching experience, educational attainment, and safety-related trainings.

Part II measured teachers' safety protocol practices in terms of physical safety, health and hygiene, psychological and emotional safety, cyber and online safety, legal and ethical protocols, and collaboration with authorities, based on DepEd Order No. 45, s. 2016 (OSH Program).

Validity and Reliability

A pilot test was conducted with 30 teachers from Pagatpat National High School. Content validity was reviewed by 5 experts to ensure accuracy and relevance of items. Reliability was tested using Cronbach's alpha (≥ 0.97), indicating high internal consistency. Based on results, revisions were made to improve clarity before final administration to the 200 respondents.

Scoring System

The study used a defined scoring system to properly interpret respondents' answers and determine the level of teachers' safety protocol practices.

Part I. Respondent Profile

Age

- 51 years and above
- 41-50 years old
- 31-40 years old
- 30 years old and below

Sex

- Male
- Female

Civil Status

- Single
- Married
- Separated
- Widowed

Position

- Master Teacher II
- Master Teacher I
- Teacher III
- Teacher II
- Teacher I



Teaching Experience

- 20 years and above
- 16-19 years
- 11-15 years
- 6-10 years
- 5 years and below

Highest Educational Attainment

- Doctorate degree
with doctorate degree units
- Master's degree
with M.A units
- Bachelor's degree

Trainings and Seminars Attended on Safety Protocols

- National and International Level
- Regional Level
- Division Level
- District Level
- School Level

Part II. Teachers Safety Protocol in Public Secondary School

Scale	Range	Description	Interpretation
4	3.26 – 4.00	At all Times	Very Much Aware
3	2.51 – 3.25	Most of the Time	Aware
2	1.76 – 2.50	Sometimes	Less Aware
1	1.00 – 1.75	Never	Not Aware

Data Gathering Procedure

Approval was obtained from the Schools Division Superintendent of Cagayan de Oro City before data collection. A researcher-made questionnaire was used to gather data on teachers' profile and safety protocol practices. The survey was distributed to the selected schools in West II District, and all responses were collected, organized, and analyzed while ensuring strict confidentiality.

Statistical Treatment of Data

The study used frequency and percentage for respondents' profiles, mean and standard deviation for the level of safety protocol practices, and Pearson correlation to determine the relationship between teachers' profile and safety practices.

Ethical Considerations

Ethical approval was secured prior to the study. Informed consent was obtained, ensuring voluntary participation and the right to withdraw anytime. Confidentiality was strictly maintained by protecting participants' identities and securely handling all data.

3. RESULTS AND DISCUSSION

This section presents and analyzes data from survey questionnaires given to respondents', which aimed to examine the relationship between safety protocol practices in public secondary school of Cagayan de Oro City for school year 2025-2026.

Problem 1. What is the respondents' profile in terms of age, sex, civil status, position, teaching experience, highest educational attainment, and training/seminars attended on safety protocols?

Table 1
Distribution of Respondents' Profile

Variables	Category	Frequency	Percentage
Age	51 years and above	56	28
	41-50 years old	49	24.5
	31-40 years old	64	32
	30 years old and below	31	15.5
	Total	200	100
Sex	Male	58	29
	Female	142	71
	Total	200	100
Civil Status	Single	40	20
	Married	60	30
	Separated	48	24
	Widowed	52	26
	Total	200	100
Position	Master Teacher II	43	21.5
	Master Teacher I	38	19
	Teacher III	52	26
	Teacher II	27	13.5
	Teacher I	40	20
	Total	200	100
Teaching Experience	20 years and above	38	19
	16-19 years	70	35
	11-15 years	26	13
	6-10 years	30	15
	5 years and below	36	18
	Total	200	100
Highest Educational Attainment	Doctorate Degree	50	25
	with Doctorate Degree Units	33	26.5
	Master's Degree	64	32
	with M.A units	29	14.5
	Bachelor's Degree	24	12
	Total	200	100

Table 1 presents the respondents' profile in terms of age, sex, civil status, position, teaching experience, and highest educational attainment.

In terms of age, most teachers are 31–40 years old with 64 (32%), indicating a mid-career group with strong experience, pedagogical knowledge, and classroom competence. This suggests workforce stability but also highlights the need for succession planning as they advance in their careers. However, teachers aged 30 and below comprise only 31 (15.5%), suggesting lower participation or representation. Younger teachers may still be adjusting to their roles, which may affect their engagement and confidence in school activities.

In terms of sex, most respondents are female with 142 (71%), reflecting the dominance of women in the teaching profession, often linked to nurturing and empathetic traits. Males account for 58 (29%), showing lower representation, which may limit gender diversity and role modeling in schools.

Regarding civil status, most are married with 60 (30%), indicating stability that may enhance responsibility, commitment, and classroom performance. Single teachers represent a smaller group with 40 (20%), often younger and early in their careers, who may need stronger support for integration and engagement.

For position, Teacher III has the highest frequency with 52 (26%), indicating a strong mid-level workforce with experience and mentoring capacity. Teacher II is the lowest with 27 (13.5%), suggesting either limited positions or faster promotion to higher ranks.

In terms of teaching experience, most respondents have 16–19 years of experience with 70 (35%), showing a highly experienced workforce that can support instructional quality and mentorship. Those with 11–15 years (26 or 13%) are the lowest, possibly due to mid-career challenges such as burnout or limited promotion opportunities.

For educational attainment, most teachers hold a master’s degree with 64 (32%), showing strong emphasis on professional growth and improved teaching competence. Only 24 (12%) have bachelor’s degrees, suggesting that most teachers pursue further studies for career advancement and instructional improvement.

Table 2
Distribution of Respondents’ Profile in terms of Trainings and Seminars Attended on Safety Protocols

Category	Frequency	Percentage
National and International Level	30	12.8
Regional Level	42	17.9
Division Level	45	19.1
District Level	65	27.6
School Level	53	22.6

Table 2 shows that most respondents, 65 (27.6%), attended district-level trainings, indicating that these are the most accessible and commonly implemented safety training programs. These trainings provide standardized, policy-based knowledge that helps ensure consistent application of safety protocols and improves teacher preparedness across schools.

On the other hand, the lowest participation is in national and international trainings, with 30 (12.8%), suggesting limited access due to financial and logistical constraints. This may reduce teachers’ exposure to advanced safety practices, especially in areas like cyber safety, legal compliance, and mental health.

Overall, the findings highlight the need to strengthen support and access to higher-level training programs to improve teachers' safety competencies.

Problem 2. What is the respondents' level of safety protocol practices considering the physical safety, health and hygiene, psychological safety and emotional safety, cyber security and online safety, legal and ethical protocols and collaboration with authorities?

Table 3
Distribution of Respondents' Level of Safety Protocol Practices in Terms of Physical Safety

Indicator	Mean	SD	Description
As a teacher ...			
I have a clear understanding of the safety protocols and guidelines established in my workplace or school..	3.24	0.73	Most of the time
I am confident that all emergency exits are visibly marked, unobstructed, and accessible in case of emergencies.	3.26	0.75	At all times
I have received adequate training in basic first aid and appropriate emergency response procedures.	3.25	0.74	Most of the time
I am consistently provided with the necessary protective equipment relevant to my tasks or responsibilities.	3.22	0.73	Most of the time
I feel safe and supported when reporting unsafe conditions, with no fear of retaliation or negative consequences.	3.25	0.76	Most of the time
I receive regular updates and reminders regarding safety policies, procedures, and any new risks.	3.26	0.75	At all times
I am well-informed about the step-by-step procedures to follow during emergencies such as fires, earthquakes, or lockdowns.	3.25	0.74	Most of the time
I feel confident and secure with the physical safety measures, such as alarms, CCTV, and secure entrances, in my environment.	3.27	0.74	At all times
I am actively encouraged and expected to participate in regular safety drills and training exercises.	3.26	0.75	At all times
I am capable of recognizing and responding to potential safety hazards in my surroundings.	3.25	0.75	Most of the time

Overall	3.25	0.74	Most of the Time
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Legend: 3.26-4.00 At All Times/ Very Much Aware 1.76-2.50 Sometimes/Less Aware
 2.51-3.25 Most of the Time/Aware 1.00-1.75 Never/ Not Aware

Table 3 shows

that physical safety practices have an overall mean of 3.25 (SD = 0.74), described as “Most of the Time” and interpreted as “Aware.” This indicates that schools generally implement and observe safety protocols, with teachers familiar with and adhering to physical safety measures. Training and awareness programs are effective, though continued reinforcement is needed to further strengthen preparedness.

Teachers’ confidence in safety measures (e.g., alarms, CCTV, secure entrances) recorded the highest mean of 3.27 (SD = 0.74), suggesting that most feel secure due to visible and well-maintained systems, though improvements in consistency are still needed. In contrast, the provision of protective equipment had the lowest mean of 3.22 (SD = 0.73), indicating inconsistencies in availability. This highlights gaps between policy and implementation, emphasizing the need for better resource allocation, monitoring, and continuous training to ensure a safer school environment.

Table 4

Distribution of Respondents’ Level of Safety Protocol Practices in terms of Health and Hygiene

Indicator	Mean	SD	Description
As a teacher ...			
I am knowledgeable about and consistently practice proper handwashing techniques.	3.25	0.76	Most of the time
I have regular access to clean, well-maintained, and functional restroom facilities.	3.26	0.75	At all times
I am consistently encouraged to uphold personal hygiene standards within the workplace or school environment.	3.23	0.74	Most of the time
Hygiene supplies such as hand sanitizers, tissues, or soap are readily available when needed.	3.26	0.75	At all times
I am familiar with and follow institutional guidelines for maintaining a clean and hygienic environment.	3.26	0.73	At all times
I understand how proper hygiene practices contribute to illness prevention and overall community health.	3.26	0.74	At all times
I feel empowered and supported to report unhygienic conditions or practices without hesitation.	3.25	0.73	Most of time
I receive regular updates and reminders regarding current health and hygiene protocols.	3.28	0.75	At all times

I take responsibility for keeping my workspace or personal area clean and organized at all times.	3.24	0.72	Most of the time
I am aware of the proper procedures to follow if I feel unwell or require medical assistance.	3.26	0.75	At all times
Overall	3.26	0.74	At all times

Legend: 3.26-4.00 *At All Times/ Very Much Aware* 1.76-2.50 *Sometimes/Less Aware*
 2.51-3.25 *Most of the Time/Aware* 1.00-1.75 *Never/ Not Aware*

Table 4 shows that health and hygiene practices have an overall mean of 3.26 (SD = 0.74), interpreted as “Very much aware,” indicating that schools strongly prioritize and integrate hygiene protocols into daily routines, fostering a culture of cleanliness and safety. Regular updates and reminders (M = 3.28) received the highest rating, highlighting the importance of consistent communication in promoting awareness and compliance.

However, encouragement to consistently practice personal hygiene (M = 3.23) was lowest, suggesting weaker behavioral reinforcement. While policies are well communicated, consistent practice of hygiene habits needs strengthening through continuous education, support, and active engagement.

Table 5
Distribution of Respondents’ Level of Safety Protocol Practices in Terms of Psychological and Emotional Safety

Indicator	Mean	SD	Description
<i>As a teacher ...</i>			
I feel safe and supported in expressing my thoughts and emotions without fear of judgment or stigma.	3.27	0.75	At all times
I am consistently treated with respect, dignity, and empathy by colleagues and leaders.	3.25	0.75	Most of the time
I feel comfortable and supported when discussing my mental health needs with peers, supervisors, or support staff.	3.25	0.72	Most of the time
I am confident that my emotional or psychological concerns will be acknowledged and addressed with care.	3.26	0.76	At all times
I receive understanding and support when facing stress, personal issues, or emotional difficulties.	3.25	0.74	Most of the time

I am encouraged and guided to seek professional or peer support when feeling emotionally or mentally overwhelmed.	3.24	0.71	Most of the time
I am well-informed about the resources, services, and programs available for emotional and mental well-being.	3.27	0.73	At all times
I feel empowered to voice my concerns or emotional needs without fear of retaliation or discrimination.	3.26	0.78	At all times
I belong to a workplace or learning environment that actively prioritizes and promotes mental health and emotional well-being	3.29	0.77	At all times
I experience interactions that foster inclusion, belonging, and psychological safety.	3.25	0.75	Most of the time
Overall	3.27	0.75	At all times

Legend: 3.26-4.00 At All Times/ Very Much Aware 1.76-2.50 Sometimes/Less Aware
2.51-3.25 Most of the Time/Aware 1.00-1.75 Never/ Not Aware

Table 5 shows that psychological and emotional safety practices have an overall mean of 3.27 (SD = 0.75), interpreted as “Very much aware,” indicating that schools prioritize mental health and foster supportive, safe environments for teachers and students. This promotes well-being, collaboration, and improved school outcomes.

The highest indicator (M = 3.29) reflects that teachers feel valued and supported, enhancing job satisfaction and engagement. However, seeking professional or peer support (M = 3.24) was lowest, suggesting gaps due to stigma, limited access, or weak encouragement. This highlights the need for stronger support systems and open communication to improve help-seeking behavior.

Table 6
Distribution of Respondents’ Level of Safety Protocol Practices in Terms of Cyber Security and Online Safety

Indicator	Mean	SD	Description
As a teacher ...			
I understand the importance of using strong, unique passwords to secure my online accounts	3.27	0.74	At all times
I make it a practice to update my passwords regularly to enhance account security.	3.26	0.73	At all times

I am trained and equipped to recognize phishing attempts, scams, and other online threats.	3.25	0.72	Most of the time
I exercise caution by avoiding suspicious links and unverified downloads from unknown sources.	3.26	0.76	At all times
I feel confident in my ability to safeguard my personal and sensitive information online.	3.27	0.77	At all times
I understand the risks associated with sharing personal data over unsecured or public Wi-Fi networks.	3.26	0.75	At all times
I regularly back up important data to minimize the risk of loss due to cyber-attacks or system failures.	3.27	0.75	At all times
I practice caution by limiting the personal information I share on social media platforms.	3.26	0.76	Most of the time
I am familiar with common cybersecurity threats such as ransomware, malware, phishing, and social engineering.	3.27	0.76	At all times
I trust that my organization equips staff with adequate tools, training, and resources to ensure online security.	3.30	0.79	At all times
Overall	3.27	0.76	At all times

Legend: 3.26-4.00 *At All Times/ Very Much Aware* 1.76-2.50 *Sometimes/Less Aware*
 2.51-3.25 *Most of the Time/Aware* 1.00-1.75 *Never/ Not Aware*

Table 6 shows that cybersecurity and online safety practices have an overall mean of 3.27 (SD = 0.76), interpreted as “Very much aware,” indicating that schools prioritize digital safety and consistently implement measures to protect data and users. This reflects strong awareness and commitment to safe technology use.

The highest indicator (M = 3.30) shows that teachers trust their schools to provide adequate tools, training, and resources, strengthening confidence and effective use of technology. However, recognizing phishing and online threats (M = 3.25) was lowest, revealing gaps in individual preparedness. This highlights the need for continuous training and awareness to ensure users can effectively identify and respond to cyber risks.

Table 7

Distribution of Respondents' Level of Safety Protocol in terms of Legal and Ethical Protocols

Indicator	Mean	SD	Description
As a teacher ...			
I understand the legal requirements and ethical standards that govern my professional responsibilities.	3.24	0.74	Most of the time
I feel confident in identifying potential legal or ethical concerns in my work environment.	3.25	0.75	Most of the time
I have received training on managing confidential and sensitive information in accordance with privacy regulations.	3.27	0.78	At all times
I understand the implications of violating legal or ethical standards in my role.	3.27	0.77	At all times
I am encouraged to report unethical or illegal behavior and trust that I will be protected from retaliation.	3.26	0.75	At all times
I am familiar with my organization's policies and procedures for addressing legal and ethical concerns	3.25	0.74	Most of the time
I feel comfortable seeking guidance or clarification on legal and ethical matters as needed	3.27	0.76	At all times
I am committed to upholding transparency and accountability in all aspects of my professional conduct.	3.28	0.76	At all times
I stay informed about updates to laws and ethical standards relevant to my work.	3.26	0.76	At all times
I am aware of how to identify and manage conflicts of interest to support ethical decision-making.	3.25	0.75	Most of the time
Overall	3.26	0.76	At all times

Legend : 3.26-4.00 *At All Times/ Very Much Aware* 1.76-2.50 *Sometimes/Less Aware*
 2.51-3.25 *Most of the Time/Aware* 1.00-1.75 *Never/ Not Aware*

Table 7 shows that legal and ethical protocol practices have an overall mean of 3.26 (SD = 0.76), interpreted as “Very much aware,” indicating that teachers consistently demonstrate professionalism, integrity, and accountability. These practices foster trust, discipline, and a positive, values-driven school

environment. Studies support that ethical behavior and strong policies enhance teacher performance and school culture.

The highest indicator (M = 3.28) reflects teachers' strong commitment to transparency and accountability, reinforcing credibility, fairness, and respect. However, understanding of legal and ethical standards (M = 3.24) was lowest, suggesting gaps in knowledge. This highlights the need for continuous training to strengthen teachers' competence in legal frameworks and ethical decision-making.

Table 8

Distribution of Respondents' Level of Safety Protocol Practices in terms of Collaboration with Authorities

Indicator	Mean	SD	Description
As a teacher ...			
I know which authorities to contact in case of an emergency or legal matter.	3.26	0.75	At all times
I understand how the school communicates with relevant authorities during safety emergencies.	3.27	0.74	At all times
I am informed about the role of local law enforcement in preventing and responding to school emergencies.	3.26	0.76	At all times
I feel comfortable contacting school resource officers or local police if I have safety concerns.	3.27	0.76	At all times
I am confident in my ability to work cooperatively with authorities when needed.	3.25	0.75	Most of the time
I trust that the school has effective communication channels with local authorities.	3.27	0.76	At all times
I am confident that the school maintains strong collaboration with local authorities to ensure student safety	3.26	0.75	At all times
I feel comfortable participating in safety drills that involve coordination with local authorities (e.g., lockdowns, evacuations).	3.27	0.74	At all times
I believe that ongoing collaboration with local authorities enhances the school's safety and security.	3.29	0.76	At all times

I am encouraged to report safety concerns or incidents to the proper authorities when necessary. 3.26 0.75 At all times

Overall 3.27 0.74 At all times

Legend: 3.26-4.00 At All Times/ Very much aware 1.76-2.50 Sometimes/Less aware
2.51-3.25 Most of the time/Aware 1.00-1.75 Never/ Not aware

Table 8 shows that collaboration with authorities has an overall mean of 3.27 (SD = 0.74), interpreted as “Very much aware,” indicating that schools actively partner with external agencies (e.g., police, health services, LGUs) to enhance safety, preparedness, and crisis response. These collaborations strengthen resources, coordination, and community trust.

The highest indicator (M = 3.29) reflects strong teacher belief in the value of such partnerships, improving emergency response and safety practices. However, confidence in personally working with authorities (M = 3.25) was lowest, suggesting gaps in individual readiness. This highlights the need for clear protocols and targeted training to strengthen teachers’ confidence and effectiveness in collaborating with authorities.

Table 9
Summary Distributions of Respondents’ Level of Safety Protocol Practices

Variable	Mean	SD	Interpretation
Physical Safety	3.25	0.74	Aware
Health and Hygiene	3.26	0.74	Very much aware
Psychological and Emotional Safety	3.27	0.75	Very much aware
Cyber Security and online Safety	3.27	0.76	Very much aware
Legal and Ethical Protocols	3.26	0.76	Very much aware
Collaboration with Authorities	3.27	0,74	Very much aware
Overall	3.26	0.75	Very much aware

Legend : 3.26-4.00 At All Times/ Very Much Aware 1.76-2.50 Sometimes/Less Aware
2.51-3.25 Most of the Time/Aware 1.00-1.75 Never/ Not Aware

Table 9 shows the overall level of respondents’ safety protocol practices across six areas: physical safety, health and hygiene, psychological and emotional safety, cyber security and online safety, legal and ethical protocols, and collaboration with authorities. The overall mean is 3.26 (SD = 0.75), interpreted as Very

Much Aware, indicating that teachers consistently demonstrate strong awareness and practice of safety protocols, reflecting a well-established safety culture in schools.

The highest means (3.27) were obtained by Psychological and Emotional Safety, Cyber Security and Online Safety, and Collaboration with Authorities, all interpreted as Very Much Aware. This shows that teachers highly prioritize student well-being, digital safety, and coordination with external agencies to ensure a secure and supportive school environment.

Meanwhile, Physical Safety had the lowest mean of 3.25, interpreted as Aware, suggesting that while teachers follow safety measures, challenges such as limited resources and infrastructure affect full implementation.

Overall, the findings show strong awareness of safety protocols among teachers, with minor gaps in physical safety that need improvement.

Problem 3. Is there a significant relationship between the respondents’ profile and their level of safety protocol practices in public secondary schools in the division of Cagayan de Oro City?

Table 10

Results of the Test on the relationship between the Respondents’ Profile and their Level of Safety Protocol Practices in Public Secondary School

Safety Protocol Practices among Secondary School Teachers							
Respondents' Profile	Physical Safety	Health and Hygiene	Psychological and Emotional Safety	Cyber Security and Online Safety	Legal and Ethical Protocol	Collaboration with Authorities	Overall
	r-value	r-value	r-value	r-value	r-value	r-value	r-value
	p-value	p-value	p-value	p-value	p-value	p-value	p-value
Age	0.6532	0.9426	0.5233	0.8511	0.6726	0.6855	0.7214
	0.0423	0.0542	0.0234	0.0452	0.0342	0.0233	0.0371
Sex	S	S	S	S	S	S	S
	0.7521	0.5627	0.6321	0.5425	0.7527	0.6671	0.6515
Civil Status	0.0321	0.0342	0.0321	0.0421	0.0242	0.0421	0.0345
	S	S	S	S	S	S	S
Position	0.6534	0.9426	0.5652	0.8211	0.6523	0.5843	0.7032
	0.0421	0.0542	0.0234	0.0452	0.0242	0.0234	0.0354
Teaching Experience	S	S	S	S	S	S	S
	0.7843	0.6532	0.7421	0.7421	0.5735	0.5621	0.6762
Teaching Experience	0.0124	0.0214	0.0523	0.0123	0.0213	0.0523	0.0287
	S	S	S	S	S	S	S
Teaching Experience	0.8534	0.8312	0.9231	0.9423	0.6581	0.6752	0.8139
	0.0324	0.0431	0.0435	0.0452	0.0143	0.0331	0.0353

Results revealed that teachers are very much aware of safety practices, especially in psychological and emotional safety, cyber security, and collaboration with authorities, indicating strong implementation in these areas.

The study also found a significant relationship between teachers' profile and their safety practices. Age, sex, civil status, position, experience, education, and training all influence how teachers apply safety protocols, with more experienced and trained teachers showing stronger compliance. This confirms that teacher characteristics significantly affect safety implementation, highlighting the need for profile-based safety programs.

Conclusion

Teachers demonstrate a very high level of adherence to safety protocols, particularly in emotional safety, cyber security, and collaboration with authorities. Continuous and targeted training is essential to strengthen safety practices and sustain a safe learning environment.

Recommendations

1. The Department of Education should strengthen policies and funding to ensure adequate and timely provision of safety equipment for teachers.
2. School heads should implement a monitoring system for protective equipment, including regular assessment, procurement, and distribution tracking.
3. Future researchers should conduct similar studies in other areas of Cagayan de Oro and include additional variables for further validation.

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