

## Understanding Threats to Campus Security in Baguio City and La Trinidad

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### Abstract

Campus security continues to be an evolving field and keeping up with new information is as imperative as following the latest research in academic feat. Present day schools are faced with a multifarious issues and problems and no school is an exemption. In the study, the perceived threats to campus security of higher educational institutions along internal threat and external threat were considered. The data needed were gathered through the conduct of interview and themes were derived from the responses of the interviewee. In the study, it was found out that threats relating to campus security were encountered but has limited recognition from respondent schools. It was concluded that the administrators, faculty members and security guards does not have concrete understanding of the different threats to campus security. Organizational factors influence over security has obvious bearing on the appreciation of security threats and the mechanics on how to handle them effectively. If these factors are addressed, experiences of campus goers will virtually increase and experiences improve.

**Keywords:** Campus, Campus Security, Educational Institution, Higher Educational Institution, Security Threats.

### 1. INTRODUCTION

Clinical The Campus, University or a School is one of the most complex organizations in our society, with very diverse human resources corresponding to the professional fields they are active in, its diverse culture and its involvement in the community life and its mission to train specialized human resources, necessary for the development of the society and for social renewal [1] [2].

Security when applied to academic institutions becomes more complex since it calls for a variety of methods applied to a diverse population of stakeholders with different demands and expectations. College and university campuses have many characteristics of a community, some of which have been associated with a criminogenic environment. However, campuses have characteristics not found in a residential community that make crime less likely, such as a common educational mission [3]. University and college administrators realize that the perception of crime on their campuses seriously affects the rate of future applications. Priorities were placed on campus security in an attempt to reduce crime and victimization.

### 2. REVIEW OF RELATED LITERATURES

Schools face a wide range of threats. Criminal activities such as illegal drugs, kidnapping, physical injuries, extortion and theft are some of them. Fraternity hazings can sometimes lead to a tragic consequence. Gangs create trouble and inflict harm to students. Man-made disasters like fire caused by accidents or arson, including faulty wirings.

Meanwhile, natural disasters include typhoon and earthquakes cause heavy toll on many lives and properties [4]. Health concerns by the spread of Covid-19 virus lead to panic, suspension of classes and sometimes temporary school closure. Certainly, educational institutions in the country agree that campus threats undermine the rule of law, engender violence and in some instances impunity, exacerbate conflict and represent a real danger to the safety of the members of school community. Since the threats to school security may stem from various sources in the society, the school safety issues should comprise a wide range of bodies such as educators, student, managers, parents, law enforcement agencies, health institutions, businesses, and the like [5].

Higher education systems have expanded dramatically worldwide over the last three to four decades. These periods have also seen massive changes in direction, in the complexity of the system, in the underlying rationale which has accompanied such changes in meeting the needs of higher educational institutions (HEI's) in terms of student, budgets, as well as social and economic purposes.

College and university campuses have many characteristics of a community, some of which have been associated with a criminogenic environment. However, campuses have characteristics not found in a residential community that make crime less likely, such as a common educational mission. University and college administrators realize that the perception of crime on their campuses seriously affects the rate of future applications. Priorities were placed on campus security in an attempt to reduce crime and victimization. So that they can exercise greater control over the activities of campus security, colleges and universities developed their own security departments. Administrators want campus security to focus on special problems of the campus community [6].

While schools are thriving to meet the educational needs of the students and of the community as a whole, they themselves, as open systems, are open to every kind of security threats coming from inside and outside of the school environment. Due to the social, economic, and cultural conditions of our time, various individual or group threats may be consciously or unconsciously exerted on schools. Schools may also be exposed to pandemic diseases, fires, and many natural disasters such as earthquakes, floods, landslides, and so on. And the school management, together with the school community, has to be prepared for all of these kinds of threads, and have to develop strategies to deal adequately deal with them [7].

Understanding offending and relative victimization risk on college campuses should ideally account for the behavioral patterns and correlates of any college or university's largest constituency—its students [8]. Other points of interest in campus security that poses higher risk such as athletic events, especially when there are a large number of observers or when the games are between rivals; Locations within and around the school where there is a high level of student movement but little responsible adult supervision, such as restrooms, isolated hallways, stairwells, cafeterias, and vehicle dropoff and pick-up points; School opening, class change times, and dismissal;irate parents or guardians, especially when they have ongoing encounters with school officials that they perceive to be negative or adversarial; and; Disgruntled employees who cannot resolve their conflicts through formal and legitimate mechanisms. It is logical to believe that, because we know what types of situations pose a higher risk, we should be able to take more risk reduction measures to counter them [9].

Risk and protective factors, both early- and late-onset, can be classified into several domains spreading out from the individual to the wider community. Such attributes as being male, being poor, coming from a single parent home, having delinquent peers, having experienced significant head trauma, having struggled academically, and living in a neighborhood plagued with high levels of gang activity and illicit drug use are all widely held risk factors that increase the likelihood of aggression. Moreover, the combination of many such factors would magnify the tendency toward violence [10].

Today, we face different threats. We have no choice but to face them upfront. As globalization has generated changes affecting us all, the multiplicity of threats compels campuses to proactively confront new challenges and take appropriate actions. School administrators must take practical decisions to maintain a peaceful environment in the campus. Although we should respect individual freedom and rights, we must also protect the welfare of the school community. Campus security management needs to be multi-dimensional and comprehensive. It should reinforce system to overcome vulnerabilities. School management priorities vary as each school is affected in different ways and degrees, both by traditional and emerging threats [11].

According to a Chinese military tactician, Sun Tzu, "If you know yourself and your enemy, you need not fear the result of any battle. If you know yourself but not the enemy, for every victory, you will suffer a defeat. If you know neither yourself nor the enemy, you are a fool who will meet defeat in every battle". This famous line from a philosopher and military leader has something to do about campus security. In a research by Leland, he concludes that campus safety and security, as a whole, can encompass many issues ranging from the personal safety of students, school administrators, teachers and visitor/building access control, anti-terrorism concerns and fire prevention [12].

One concept applied in security is the concept of crime prevention through environmental design (CPTED). Crime Prevention Through Environmental Design or CPTED is based on the belief that the proper design and effective use of the built environment can lead to a reduction in the fear and incidence of crime and an improvement in the quality of life.

CPTED as an approach to problem-solving that considers environmental conditions and the opportunities they offer for crime or other unintended and undesirable behaviors. CPTED attempts to reduce or eliminate those opportunities by using elements of the environment to (1) control access; (2) provide opportunities to see and be seen; and (3) define ownership and encourage the maintenance of territory [13]. Additionally, understanding CPTED as a process may lead to improving planning decisions [14].

The Manual of Regulation for Private Higher Education (MORPHE) provided for provisions for security and safety to be observed by Higher Educational Institutions. Section 26 of said regulation states that “The school site of every private higher education institutions must be suitable and adequate for its activities. In the selection of a prospective school site, consideration should be given, among others, to such factors as total floor area required for occupancy at any one time, traffic situation in the vicinity, a reasonable distance from other schools already existing, and location and distance from distractive establishment such as cockpits, dancing halls, bars or recreational places of questionable character, bowling alleys, movie houses, markets, garbage dumps, funeral parlors, jail, cemeteries and others

CHED order Number four series of 1995 also provides preventive measures against violence and sanctions to fraternities and other student organization. It states that higher educational institution must fully assume authority and responsibility in dealing with fraternities and other student aggrupations. They are enjoined to closely monitor and supervise preventive measures and sanctions to fraternities.

Locally, theft in higher educational institutions in is somewhat extensive. Most theft occur in libraries and the usual items stolen are books. In her study, it was found out that 6 to 10 library materials are lost each year. She further mentioned that the use of internet contributes to the deterrent of library theft. Aside from providing wasy access to information, most students opt to using this technology being convinced that internet contains up-to-date or recent pieces of information, or data that would add weight to topics they are researching. With this scenario, students will not be tempted to steal or hide books from the library [15].

On the other handthe relationship of demographic variables to the frequency of participation in bullying behavior. She found out that bullying happens regardless of variation of age and family arrangement. She also noted that males and females may engage in bullying on relatively same intensity and frequency but with different form and strategies. Males who bully are more likely to use physical aggression. Females on the other hand use a more subtle ways but just as damaging [16].

### **Objective of the Study**

The main purpose of this study is to find out the threats to campus security in higher educational institutions in Baguio City and La Trinidad. Specifically, it sought to answer this specific problem:

What are the perceived threats to campus security of higher educational institutions along the following:

- a. internal threat, and
- b. external threat.

### **3. METHODOLOGY**

This study used the Qualitative method of research using case study design. Case study is used in many situations, to contribute to our knowledge of individual, group, organizational, social, political, and related phenomena [17].

Interview was conducted to The participants of the study including six (6) school administrators as well as six (6) faculty members and finally four (4) security personnel. The study was conducted in In La Trinidad, Benguet and Baguio City.

#### 4. RESULTS AND DISCUSSIONS

Today's school leader must prepare for both internal and external threats. Too often we see school administrators overemphasizing the source of potential threats to their school's safety. Some say they are less worried about violence by a student inside a school but are more worried about outsiders who may come into the school to cause harm. Others will overemphasize potential student violence while failing to recognize factors beyond the school property line that pose a risk to their schools.

##### **Internal Threat**

School leaders must understand the evolving threats to school security, and develop a comprehensive and balanced approach to school safety planning. The trend of pitting security and crisis preparedness strategies against prevention strategies as either/or option highlights the tendency of going from one extreme to the other in their perspectives on how to solve complex problems. Likewise, the inaccurate framing of security and crisis preparedness, equating them with scores of police and tons of equipment in our school hallways, also contributes to a skewed picture of what needs to be done to improve school safety. To stand a chance of making a significant impact on the issue of school safety, those who are working on safe schools issues must acknowledge, accept, and use a balanced and comprehensive framework.

##### **Drugs and Other Vices**

Two (2) of the school administrators believed that schools in Baguio City and La Trinidad seldom encounters issues on drugs and other vices. One respondent from school "P" in Baguio City mentioned that this could be attributed to parents and students who are cooperative of the school programs regarding drugs and vices. There are however incidents where school "A" in la Trinidad encounters employees who are drinking inside their offices during working hours.

Alcoholism by employees is a common scenario but to do it during class hours may call for a disciplinary action.

Intoxication interferes to a greater or lesser extent with most productive labor. Alcohol addiction affects people of all races, religions, professions, and socioeconomic groups. While some people are born with a biological predisposition toward addiction, individuals experiencing frequent or continuing stress can find themselves at an increased risk for becoming alcoholics whether they have a family history of addiction or not. While many people would not tend to think of teachers when they consider the problem of alcoholism, these professionals often experience chronic stress, financial problems, busyness, and frustration, all of which are frequently self-medicated by drinking.

If problem drinking is not confronted in a comprehensive and holistic way, there are sure to be harsher professional consequences, a far greater interruption in the teacher's schedule, and definite financial repercussions. It is also true that contemporary treatment programs are often prepared to help recovering addicts get the help they need without losing their job or experiencing terrible monetary consequences. The excuses that constantly come to the mind of the alcoholic are often a direct result of the psychological power of addiction.

Alcoholism among teachers may result to professional impotence. A teacher's alcohol consumption makes students lose confidence in and respect for the teacher, and eventually they develop a negative attitude toward the teacher, leading to poor academic performance. Alcohol consumption by the teacher leads to poor decision making in assessing students, poor organization, planning and delivery of lessons, and poor learning environment [18].

Alcoholism among students is also very common but according to one faculty member from Baguio City, alcoholism among students is prevalent but no one reports it to the administration. This case of under reporting may sometimes hamper policy formulation. Since the school has not encountered any problem relative to alcoholism, they will only develop policies which are generic and not a school specific solution to the problem.

Drugs in campus are also another major problem besetting campuses today. Drug abuse at schools, like a gigantic malevolent octopus, has gained a stranglehold on thousands of addicts and wrought havoc in their lives and those of their families. Drug abuse must be everybody's concern. It outlines a series of responsibilities for four groups: parents, schools, students and communities. Parents are urged to teach standards through personal example. Help

children to resist peer pressure to use drugs by supervising their activities, knowing who their friends are, and talking with them about their interests and problems. Be knowledgeable about drugs and signs of drug use. When symptoms are observed, respond promptly. Teachers and school administrators have to determine the extent and character of drug abuse and establish a means monitoring that use regularly. Establish clear and specific rules regarding drug use that includes strong corrective actions. Enforce policies against drug use fairly and consistently. Implement security measures to eliminate drugs on school premises and at school functions. Implement a comprehensive drug prevention curriculum for elementary grades through high school, teaching that drug use is wrong and harmful, and supporting and strengthening resistance to drugs.

Almost all respondents interviewed mentioned that they rarely encounter drug problem in their school. One possible explanation to this problem is that the illegal use of prohibited drugs is consumed outside school premises or during hours beyond school hours. It will only be learned by the teacher that there exist a drug problem when one of his students went on a streak of absences and learned of his addiction from a third person. Unfortunately, colleges and universities seldom have a follow up on students who were reported to be addicted or dependent on drugs.

The problem of drug abuse in the work place has reduced viabilities of business establishments. The drug menace has caused economic loses in terms of lost wages, accidents, poor workmanship, employee theft, loss of public trust, and score of others leading to untold financial depredation. Abuse of drugs maybe intermittent, and lead to little physical, psycho logic or social deterioration. This psychological dependence or habituation varies in intensity and may progressively end in compulsive drug abuse in which the supply and the use of particular drug become the primary concern of living.

It is identified that some effects of substance abuse to include absenteeism, which lowers productivity and shifts the burden of work to non-abusing employee; mental and physical lapses that result in poor decisions, wastage of material and accidents that injure or kill; damage to the health of abusing employees, which drives the employers medical cost; higher rates of employee turnover; damage to the morale of non-abusing employees and friction between the abusers and non-abusers; problems in supervision that divert the attention and time of managers; loss related to employees who steal to support their habits; and; damage to the public image and reputation of the organization [19].

Since the 1950's, epidemiologist have identified a range of risk and harmful consequences associated with different forms of substance abuse. Smoking, drugs and alcohol consumption have come to be regarded as forms of risky behaviors. Traditionally, such behaviors were analyzed in terms of individual psychology, with individuals perceived as rational actors who could be persuaded to make alternatives decisions is convinced of the benefit of adopting less risky behavior [20].

### **Fraternities and Sororities.**

Another problem usually encountered in campuses is the proliferation of fraternities and sororities. Although these are not a common sight in higher educational institutions, it still poses a threat since some college students have background or formerly or current members of these groups.

Factors motivating students to join fraternities vary by the individual. A multitude of social and economic reasons can be involved. Power, status, security, friendship, family substitute, economic profit, substance abuse influences, and numerous other factors can influence students to join Fraternities. Fraternity members also cross all socioeconomic backgrounds and boundaries regardless of age, sex, race, economic status, and academic achievement [21].

What usually results is a Mafia-like practice, observing the rule of Omertà (a code of silence). This longstanding tradition of beating recruits senseless as a requisite for admission should be stopped. Fraternities and sororities should not be completely stopped, rather, they should be allowed under certain conditions by undergoing accreditation by schools and having observers during initiation rites. The more they are suppressed, the more that they are going underground in recruiting to initiation of members.

A school administrator of school “O” in Baguio City claims that they do not allow the organization of fraternities within their campus and stressed that there are consequences if one is found to be a member of any fraternities or gangs.

The condition that makes the school environment most ripe for gang activity is denial. The most common initial response to gangs in almost all communities and schools is denial because public officials are more focused on image concerns for their organizations while they should be focusing on dealing with the problem. The longer they deny, the more entrenched the problem becomes and in the end, the worse their image will be.

School and community responses require a balanced approach of prevention, intervention, and enforcement strategies. Schools must work very closely with law enforcement to share information on gang activity since what happens in the community spills over into the schools and vice versa.

### **Offenses against Property.**

While many like to think so, higher education institutions are not immune from violence, crimes, and other legal issues.

There are many different ways to define school crime. Schools appear to be safe or dangerous, depending on what one counts as school crime. Definitions of school crime range from considering any threat or theft as a crime to considering only violent attacks that are reported to police as crimes. They differ, too, depending on whether or not crimes committed against children on their way to school or on school playgrounds as well as in school buildings are counted. They also differ in whether crimes are counted only during school hours or also before and after school. Rates also differ because some surveys count crimes only by or against school personnel and students, whereas others count any victim on school property. In addition, the amount of school crime reported differs in relation to who gives the information and whether it is acquired by personal interview, telephone interview, or questionnaire or is from official records [22].

Three (3) faculty members who were interviewed are one in saying that policies are made to sanction individuals who commit violations. Also, the presence of security personnel/officials helps to avoid these activities. Every office and student is advised to secure and protect their personal property as well as the school property. Locks are issued to every office to secure their property.

This adheres to the basic principle that security is everybody’s concern. Protection of one's person and possessions is natural and universally accepted. Unfortunately, there are those who have made it their objective to deprive some of us of one or both of these. In the battle against the criminal element, our resourcefulness in designing and developing more and better methods of protecting our life, property, and livelihood has been unbounded. No system, however, can be made completely secure. Any system conceived can be defeated thus, the help and vigilance of everyone around is necessary to increase the level of protection we have.

Some educators believe that certain crimes are too insignificant for law enforcement to be notified or that they can be better handled internally without law enforcement involvement. One of the best examples of this is the occurrence of thefts. School officials have been known to choose to not report thefts of school property, even in cases involving high value property, because, in their minds, it serves no purpose.

### **Labor Unrest, Riots and Strikes Directed Against the School.**

The labor relationship between school and their employees is not only one of the most important—for ensuring the smooth and effective operation of the educational program but because of the multitude of factors coming from different sources, which impact this relationship, it is also one of the most complex to manage.

One security guard averred that one of his greatest fear every time he is on duty is when employees will engage in strikes and riot. He added that he had previous experience in his former employment that lead him to be charged for several cases in court.

There are many issues which may result to labor unrest. Issues arising from hiring and probationary periods, wages and salaries as well as benefits, unions and collective bargaining, unfair labor practices and strikes, and most of

all, of employee termination, suspensions, retirement, redundancies and retrenchment and other labor disputes which may hamper the educational flow or system.

A school administrator also mentioned that because of the Collective Bargaining agreement between them and the employees, they were able to prevent the likelihood of strikes.

One possible explanation why strikes among schools is no longer a practiced by employees is the availability of labor dispute resolutions. According to a DOLE employee, they usually conduct lectures to employees of various schools at least once a year or they invite personnel managers to sit with them to avoid instances which may result to strikes. What is common however are strikes committed by students protesting tuition and school fee increases.

Security guards however are advised to take precautionary measures during these incidents. As one respondent stated, security personnel are advised to ensure that nobody gets hurt. Section 1, rule XVII of RA 5487 defines the function of a security guard during strikes, riot and lock out to include: all private security personnel in direct confrontation with strikers, marchers, or demonstrators shall not carry firearms. They may, at best, carry only night sticks (batuta) which may or may not be provided with tear gas canister and dispensers. Private security personnel of strike-bound establishments not in direct confrontation with the strikers may carry in the usual prescribed manner their issued firearms; private security personnel shall avoid direct contact, either physically or otherwise, with the strikers; private security personnel shall stay only within the perimeter of the installation which they are protecting at all times; private security personnel, in protecting and securing the assets and persons of their clients, shall use only sufficient and reasonable force necessary to overcome the risk or danger posed by strikers or hostile crowds; private security personnel shall refrain from abetting or assisting acts of management leading to physical clash of forces between labor and management. These hostile acts include breaking of the strike; smuggling in of scabs and preventing strikers from conducting peaceful pickets; private security personnel shall not enforce the provisions of the Revised Labor Code pertaining to strikers/lockouts; and private security personnel on duty must at all times be in complete uniform with their names and agency's name shown on their shirts above the breast pockets.

### **Irate Parents/ Guardians**

Meeting with parents is a good opportunity for teachers and other school officials to talk about the performance of a student or to agree for a method to be used to ensure that the education of a students is given attention. It becomes problematic when a teacher or school official will have to deal with an irate parent questioning school methods, requirements or to even question why his or her child failed in his subjects and demands that the school needs to do something about it.

A faculty member in School "N" in Baguio City lamented that she has to deal with a mother who keeps coming to school questioning the low grades of his child. She added that there are times the mother threatens her to be reported with the Commission on Higher Education.

In an interview with another faculty member in another school in La Trinidad, she mentioned that the best way to deal with them is to refer them to higher office. Although these incidents are very rare as claimed by the respondents, procedure still needs to be in place to ensure that the parents concern are addressed to avoid them resorting to other means in voicing out their concerns.

## **EXTERNAL THREATS**

### **Natural Calamities**

Natural calamities are not uncommon in our country. In Fact, we constantly experience typhoons of different intensity, earthquakes and in the case of Baguio and La Trinidad, landslides. These calamities may adversely affect the campus community that schools will spend sum of money to rebuild damaged facilities but the toll of it is on the students that may also affect the operation of a school.

When asked about this issue, School Administrator in School “R” in Baguio City said there is nothing to be done about a calamity if it is already happening. He added that the best thing is to be prepared and preparation can be done through drills and exercises.

Because drills and exercises simulate actual emergency situations, they are the best means to accomplish the following goals and objectives: to reveal weakness in the plans and procedures before emergency occur; to identify deficiencies in resources; to improve the level of coordination among various response personnel, departments and agencies; to gain public recognition and confidence in the plant’s ability to manage emergency situations; to improve the proficiency and the confidence of emergency response personnel; to clarify each individual role and areas of responsibility; to increase government’s and community’s cooperation with the facility’s emergency planning effort; and; to enhance overall emergency response capabilities [23].

A school administrator claims that they are conducting emergency drills once a year but focused on fire and earthquake only. However, there are some who answered that no drills are conducted. Although it is a requirement for educational institutions to conduct emergency drills once in a while, there are still others who forget the responsibility of preparing their employees and students in cases of Disasters.

Preparation involves a combination of planning, practicing, evaluating and adjusting to specific circumstances. Emergency preparedness encompasses all activities that are necessary to prepare people and organization to respond to emergencies and disasters. It is the responsibility of each organization to develop its own particular needs.

### **Victims of Domestic Violence**

In most countries, children spend a large part of their childhood at schools. They live a significant part of their lives at these institutions. For children who experience problems in their family, schools can offer relief in difficult life situations. Teachers can extend moral support and when needed, the school can provide legal support to ensure that these victims of domestic violence are protected from further injuries. Failure on the part of school authorities to notice signs of domestic violence may escalate to a more serious problem.

Interviews conducted to respondents did not elicit clear answers from them that manifest lack of procedures in the intervention of these cases. As one school administrator states “we assist them to process their documents and refer them to authorities concern”. This shows that no in-house intervention is in place and the best they could offer is referral to government agencies. “Moral and psychological support is actually the best for the victims of domestic violence” was the reply of one faculty member in Baguio City. The schools have guidance and counseling services who could be the best equipped facility to address issues involving stakeholders who are victims of domestic violence.

School is often the only safe place for students who live with domestic violence. Witnessing or being exposed to physical abuse can have a significant impact on their well-being. Whether it is sexual, verbal, or physical abuse, when a person witnesses this type of abuse between their parents or caregivers, the effects can be far-reaching. Many students who are exposed to violence are fearful and anxious. They may also have difficulty forming relationships in school or performing academically. A teacher can be the first person to recognize these signs in a student. Although teachers, educators, and educational psychologists receive extensive training to arm them with the tools necessary to address these issues in their students, it is unclear how this type of disclosure affects these professionals.

The effects of exposure to domestic violence on children and young people are often brought to the forefront at school. Domestic violence can have a range of effects from decreased educational performance and behavioral problems towards teachers and other students, to internalized and self-destructive behavior.

Students as victims of domestic violence may cause alarm for teachers and educators. The bigger problem is when the teachers or educators themselves become the victims of such. It could have a catastrophic effect on the delivery of lessons among others. Schools therefore should not only provide to students but also to teachers who are victims of domestic violence.



### **Incidents of Stalking Directed Against Students, Teachers and Administrators.**

When asked about their worst fears of external treats, one faculty member mentioned that she fears being a target of stalking since she goes home often late.

Although these incidents are unreported or no reports are received by the schools, the same same should be a focus of discussion during orientations of new students and faculty members. According to one faculty member, “there are no reported incidents and if there are any, investigation will be conducted first by the school head and if not solved forward to the proper authority for sanctions”.

While there are no reported incidents, we cannot still discount possibilities that these incidents are not reported or simply the victims go directly to the police for assistance since there are no mechanisms in schools to address the issue. Another consideration why they are not reported in schools is the fact that perpetrators are not from the same school giving the victims the idea that the institution cannot or will not help in resolving the problem.

A victim of sexual assault, dating violence, or stalking may be afraid to go to school if she (or he) knows she will see her attacker walking the halls or in class.

Because of this, even if an incident occurs off campus, the victim’s school must still take steps to protect the student until the claim is properly investigated by the school, police, or both. Protections for the victim could include providing an escort to ensure he or she can move safely between classes; ensuring the victim and the alleged assailant do not attend the same classes; moving the alleged perpetrator to a different school in the district; providing counseling and/or medical services; and more.

Unfortunately, schools have historically done a poor job of recognizing and investigating incidents of sexual assault, stalking, and dating violence. Campuses and society as a whole have often blamed the victim, especially when sexual assault is alleged and when the victim and perpetrator know each other. Victim-blaming types of questions discourage victims of sexual assault from coming forward.

### **Cyber Threats and Other Threatening Behavior over The Cyberspace.**

The advent of computer technology and advancement has brought significant improvement to people in terms of education. However, threats and crimes against person also advance with them such that crimes are now committed with the use of computer and the internet.

Cybercrimes includes, but is not limited to activities such as computer related frauds, fake antivirus, cyber-stalking and harassment, child predation, extortion, travel scam, fake escrow scams, blackmail, stock market manipulation, complex corporate espionage, and planning or carrying out terrorist activities. These are ongoing series of events, involving repeated interactions with the target [24].

Regardless of its type, schools shall endeavor to address cyber threats and cybercrimes before they even begin by regulating the use of social media, banning harmful websites and educating the students and employees about responsible use of the cyberspace.

## **5. CONCLUSION**

Campus security is ultimately the accountability and responsibility of the school administration. An effective campus security is a manifestation of support to the wellbeing of their respective HEIs. If the HEI is not supportive of these security programs, little can be done to promote a safe working and learning environment.

The HEIs does not have concrete understanding of the different threats to campus security. Organizational factors influence over security has obvious bearing on the appreciation of security threats and the mechanics on how to handle them effectively.

The idea that some threats are uncommon does not mean that they will not happen. Literatures show that these threats strikes when least expected.

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