School Security Management Practices and Client Satisfaction Among Security Agencies: Basis for Action Plan

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Abstract—**This study assessed the relationship between security management practices and client satisfaction at Aplaya Elementary School in Santa Rosa City, Laguna. Using a descriptive-correlational research design, the research evaluated the levels of security management in terms of safety perception, response time, and training competence, as well as client satisfaction in terms of responsiveness, professionalism, and feedback handling. A purposive sample of 50 respondents—including parents, teaching, and non-teaching staff—was surveyed using a validated Likert-scale questionnaire. Statistical tools such as Pearson's Correlation Coefficient were applied to test the hypothesis. Results revealed a moderate to high level of implementation of security practices and high levels of client satisfaction. A significant positive relationship was found between security practices and client satisfaction, confirming that better safety protocols and professional conduct of security personnel enhance stakeholder trust and satisfaction. The study concludes with a proposed action plan to improve school security services and recommends institutional training, feedback integration, and consistent protocol implementation to further enhance the safety and satisfaction of the school community.**

Index Terms—**Action plan, client satisfaction, educational institutions, feedback handling, pearson correlation, professionalism, safety perception, school security, security management practices, security response time.**

1. Introduction

Ensuring the safety and well-being of students and staff in educational institutions has become a critical concern across the globe. Heightened incidents of school violence, mental health crises, and natural disasters have drawn attention to the effectiveness of school security management practices. According to a 2022 EdWeek Research Center survey, nearly 40% of educators worldwide reported feeling less safe in schools compared to five years ago, with fears of targeted violence ranking high among their concerns (Gewertz, 2022). This international trend underscores the necessity of enhancing school security systems not just through physical infrastructure, but more importantly, through the professionalism, responsiveness, and training of security personnel.

In the Philippine context, security concerns are further compounded by socio-cultural and economic dynamics. As Tuazon (2023) emphasized, safety risks in schools are no longer limited to external threats but now include issues like student aggression, peer violence, and deteriorating mental health. Although the Department of Education advocates for integrating peace education into curricula, there remains a strong need for tangible strategies executed by trained, competent, and emotionally intelligent security personnel. Consequently, educational institutions like Aplaya Elementary School in Santa Rosa City must reassess their current security protocols and personnel performance.

This study adopts Systems Theory and the SERVQUAL model as its theoretical foundation. Systems Theory emphasizes the interdependent and dynamic relationship among institutional components such as personnel training, response protocols, and communication systems (Becvar, Becvar, & Reif, 2023). Meanwhile, the SERVQUAL model evaluates service quality which are relevant in assessing school security services. By identifying the relationship between security management practices and client satisfaction, this study aims to inform actionable improvements in security systems at the school level.

2. Methodology

A descriptive-correlational research design was employed to explore the relationship between security management practices and client satisfaction. The research was conducted at Aplaya Elementary School in Santa Rosa City, Laguna—a public educational institution facing various safety challenges due to its urban location and dense student population.

The study involved a purposive sample of 50 respondents comprising teaching personnel, non-teaching staff, and parents. This triadic perspective was intended to ensure that security services were evaluated from multiple vantage points within the school community.

A structured and validated questionnaire based on a 4-point Likert scale served as the primary data collection tool. The instrument measured two primary variables: (1) security

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management practices, which included safety perception, security response time, and security training and competence; and (2) client satisfaction, assessed in terms of responsiveness, professionalism, and client support and feedback handling. The instrument underwent pilot testing and yielded a high reliability score (Cronbach's alpha > 0.85).

Descriptive statistics were used to measure the central tendency of responses, while Pearson's correlation coefficient was applied to determine the strength and direction of the relationship between the two sets of variables. The hypothesis was tested at a 0.05 level of significance.

3. Results

The study revealed that security management practices at Aplaya Elementary School were generally implemented at a high level, with all indicators falling within the upper range of the 4-point Likert scale. Among the dimensions assessed, safety perception received the highest mean score of 3.51, indicating that stakeholders generally felt secure within the school environment. This was followed closely by security response time at 3.45, and security training and competence at 3.42, both of which reflect favorable yet improvable evaluations of the security personnel's preparedness and efficiency. On the side of client satisfaction, professionalism garnered the highest mean at 3.48, suggesting that security personnel were viewed as respectful and courteous. Responsiveness followed with a mean of 3.43, while client support and feedback handling scored 3.38, slightly lower but still indicating a positive perception overall.

The study found significant positive correlations between the independent variables—safety perception, security response time, and security training and competence—and the dependent variables, which include responsiveness, professionalism, and client support and feedback handling. Specifically, safety perception showed moderate to strong correlations with responsiveness ($r = 0.624$), professionalism ($r = 0.556$), and client support and feedback handling ($r = 0.565$), all significant at $p < 0.001$. Security response time exhibited even stronger correlations with responsiveness ($r = 0.857$), professionalism ($r = 0.796$), and client support and feedback handling ($r = 0.802$), also significant at $p < 0.001$. Similarly, security training and competence demonstrated very strong positive correlations with responsiveness ($r = 0.846$), professionalism ($r = 0.855$), and client support and feedback handling ($r = 0.849$), all with p-values less than 0.001. These results led to the rejection of the null hypothesis in all cases, indicating that improvements in safety perception, response time, and training significantly relate to enhanced client service outcomes.

4. Discussion

The study's findings reinforce the theoretical assumptions of both Systems Theory and the SERVQUAL model. The dynamic interplay between the professionalism of personnel, the efficiency of protocols, and the feedback systems all contribute to how school stakeholders perceive safety and service quality. A disjointed or underperforming component—such as response time—can disproportionately impact overall satisfaction, thereby highlighting the importance of an integrated approach to security.

Consistent with the literature, the results suggest that professionalism and communication skills among security personnel are key determinants of stakeholder trust and comfort in a school setting (Krueger, 2024; CSM, 2021). Furthermore, the lower ratings for response time and feedback handling point to operational weaknesses that need addressing through training, performance monitoring, and better stakeholder engagement practices.

The findings also provide a clear direction for designing an Action Plan to improve school safety. This includes conducting regular emergency drills, investing in continuous training programs focusing on soft skills, and institutionalizing transparent feedback mechanisms. Doing so will not only improve the perceived effectiveness of security services but also foster a culture of trust, accountability, and mutual respect.

In conclusion, this study highlights the need for a holistic and human-centered approach to school security management. Enhancing both the technical and interpersonal competencies of security personnel can significantly elevate the quality of service and satisfaction levels of school stakeholders.

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