

School Safety Implementation as Predictor of Learners' Attendance and Academic Achievement in Public Elementary Schools: Basis for Safe School 360 Intervention Program

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Publication history: Received: May 10, 2026; Revised: June 20, 2026; Accepted: June 24, 2026

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Abstract

This study examined school safety implementation as a predictor of learners' attendance and academic achievement in selected DRRM-implementing public elementary schools in the Lake Sebu East District, Schools Division of South Cotabato, during School Year 2024–2025. A quantitative non-experimental descriptive-correlational design utilizing Pearson correlation and multiple regression analysis was employed. From a total population of 400 Grade 5 and Grade 6 learners across five public elementary schools, 220 respondents with complete attendance and academic records were selected through stratified proportional sampling based on grade level. Data on school safety were gathered using an adapted six-point Likert-scale questionnaire, while attendance and academic achievement were drawn from official school records. Results showed that the overall level of school safety implementation was high ($M = 4.54$), with socio-emotional safety rated very strongly high ($M = 5.50$) and both health safety ($M = 4.01$) and disaster risk reduction ($M = 4.11$) rated moderately high, indicating that learners generally felt secure and supported within their school environment. Learners' attendance and academic achievement were generally satisfactory. The analysis revealed a significant positive relationship between school safety implementation and learners' attendance ($r = 0.82$) and between school safety implementation and academic achievement ($r = 0.87$). However, regression analysis showed that no single domain—health safety, disaster risk reduction, or socio-emotional safety—significantly predicted learners' attendance or academic achievement. Based on these findings, the “Safe School 360” intervention program was crafted to enhance overall school safety and support a holistic learning environment. The study implies that strengthening both physical and socio-emotional safety is essential for a supportive learning environment, even if it may not directly determine attendance or academic performance.

Keywords: Educational Management, School Safety, Socio-Emotional Safety, Learner Attendance, Academic Achievement, Disaster Risk Reduction, Elementary Education, Regression, Philippines

1. Introduction

Learners' attendance and academic achievement remain among the most persistent concerns in the basic education system, particularly in public elementary schools. Frequent absenteeism disrupts the learning process, leading to loss of instructional time and widening learning gaps. Similarly, poor academic performance reflects the challenges schools face in ensuring quality learning outcomes for all. These problems are often symptoms of deeper issues within the school environment, such as lack of safety, inadequate learner support, or poor school climate. When learners do not feel secure within the school premises, they are less likely to attend regularly or perform at their full potential (Alston et al., 2025).

Furthermore, learners' attendance and academic achievement are essential in understanding how school safety directly influences educational outcomes. High attendance rates indicate that learners feel secure and supported within the school environment, suggesting that effective safety measures particularly those that include socio-emotional support encourage students to attend school consistently and willingly. Consistent presence in school allows learners to participate actively in classroom activities, collaborate with peers, and receive immediate feedback from teachers, all of which contribute to stronger academic outcomes. Moreover, positive school climate and feelings of safety help foster emotional stability and motivation, enabling learners to focus more effectively on their studies and maintain higher levels of academic achievement. Thus, attendance and achievement serve as vital indicators for assessing whether the implementation of school safety and socio-emotional support systems are functioning effectively, making them central to the purpose and contribution of this study (Anthony, 2021; Nickerson et al., 2021; Scott, 2024).

Additionally, the study suggests that a secure and supportive learning environment promotes consistent school attendance, learner engagement, and improved academic performance. When effective safety measures, such as health protocols, disaster preparedness, and socio-emotional support systems, are in place, students feel protected and comfortable, reducing anxiety and encouraging active participation in learning. Attendance reflects learners' perception of school safety, indicating that strengthened safety practices can help reduce absenteeism and enhance engagement. Furthermore, a positive

school climate with strong teacher–student relationships and peer support fosters motivation, focus, and well-being, ultimately supporting better learning outcomes and academic success (Atwa et al., 2022; Klapp et al., 2024; Peterson, 2021).

Despite numerous studies on school safety and learner outcomes, limited research examines the combined effects of safety measures on both attendance and academic achievement in elementary education. Existing studies often focus separately on physical safety or socio-emotional support, with few exploring their collective influence on learners' engagement and performance, particularly in localized school contexts. This gap underscores the need for integrated research that explains how school safety affects attendance and academic achievement and provides evidence-based recommendations for improving school environments and educational policies (Barksdale et al., 2021; Thajane & Masitsa, 2021).

Furthermore, research and educational policy discussions increasingly highlight that students who do not feel safe, whether physically or emotionally, are more likely to experience absenteeism, disengagement, mental health difficulties, and declines in academic performance, demonstrating that safety is a foundational determinant of educational success. In addition, educational stakeholders worldwide emphasize that improving school safety and climate is essential for fostering positive life outcomes, reducing disciplinary issues, and enhancing student motivation and achievement. Moreover, there remains a gap in localized, context-specific evidence that informs practice in elementary settings. Consequently, examining these dynamics can provide valuable insights to guide interventions and policies that support learners' well-being and academic growth. Considering the increasing demand for safe, inclusive, and supportive learning environments, this study becomes highly significant and urgent in helping schools respond effectively to the evolving needs and challenges faced by learners in today's educational landscape (Bohnenkamp et al., 2021; Mwakyoma, 2023).

2. Material and methods

2.1 Research Design

This study used a quantitative non-experimental descriptive-correlational research design with multiple regression analysis to examine school safety, learners' attendance, and academic achievement. It assessed the level of school safety in terms of health safety, disaster risk reduction, and socio-emotional safety, as well as the extent of attendance and academic performance in public elementary schools. The correlational component determined the relationships among these variables, while multiple regression identified which safety domains best predicted attendance and academic achievement. This approach allowed the researcher to analyze naturally occurring conditions without manipulating variables, ensuring ethical and realistic findings. Overall, the design provided evidence-based insights to support the development of the Safe School 360 Intervention Program and guide improvements in school safety and learner outcomes.

2.2 Locale of the Study

The research was conducted in the public elementary schools located in the municipality of Lake Sebu, South Cotabato. These schools served as the focal point for examining school safety as a predictor of student attendance and academic achievement. Lake Sebu, known for its rich cultural diversity and indigenous communities, offered a unique context for this study. The collaboration and support of local school administrators, teachers, and community leaders facilitated the collection of accurate and culturally relevant data. Additionally, understanding local educational practices and community engagement strategies helped contextualize the findings by showing how cultural dynamics, community values, and school policies influenced safety measures, learners' attendance, and academic achievement in Lake Sebu's public elementary schools. This context also highlighted the challenges and strengths of implementing school safety measures in a culturally diverse setting, providing deeper insights into the factors affecting educational success. Moreover, the findings emphasized the importance of collaborative efforts among schools, families, and communities in promoting a safe and supportive learning environment.

2.3 Respondents of the Study

The study involved Grade 5 and Grade 6 learners from selected public elementary schools in Lake Sebu East District, South Cotabato during SY 2024–2025, with a total population of 400 learners across five DRRM-implementing schools. Stratified random sampling was used to ensure proportional representation, resulting in a sample of 220 learners who had complete attendance and academic records. Inclusion criteria focused on actively enrolled learners with parental consent, ensuring participants had sufficient exposure to school safety practices. Exclusion criteria removed new transferees, SNED learners, and those with prolonged absences, while withdrawal criteria allowed voluntary exit due to personal, medical, or relocation reasons. Overall, these sampling procedures ensured a representative, ethical, and reliable dataset for examining the relationship between school safety, attendance, and academic achievement.

Table 1. *Population and Sample*

School	Grade 5	Grade 6	Total Population
Bacdulong ES	25	28	53
Lake Lahit ES	40	45	85
Lamfugon ES	45	56	101
Luhib ES	30	32	62
Takunel ES	40	59	99
Total	180	220	400

2.4 Research Instrument

The research instrument consisted of both adapted and researcher-made components, including a structured survey questionnaire and secondary data from school records. The questionnaire, using a six-point Likert scale, was adapted from validated tools such as the Educational Facilities Manual, anti-bullying surveys, and school climate studies, while attendance and academic records were gathered from class advisers and official school GPA data. It measured school safety in terms of health safety, disaster risk reduction, and socio-emotional well-being, covering aspects such as sanitation, emergency preparedness, and supportive school climate. To ensure validity, the instrument was simplified for elementary learners, pilot-tested for reliability, and subjected to statistical analysis after data collection. In addition, attendance and academic achievement records were analyzed alongside survey responses to determine patterns and relationships among school safety, absenteeism, and learners' academic performance.

Table 2. *Reliability Statistics (School Safety Implementation, Learners' Attendance, and Academic Achievement)*

Cronbach's Alpha	Internal Consistency		
$\alpha \geq 0.9$	Excellent		
$0.9 > \alpha \geq 0.8$	Good		
$0.8 > \alpha \geq 0.7$	Acceptable		
$0.7 > \alpha \geq 0.6$	Questionable		
$0.6 > \alpha \geq 0.5$	Poor		
$0.5 > \alpha$	Unacceptable		
Construct	Cronbach's Alpha	Based on Standardized Items	No. of Items
School Safety Implementation	.926	.899	12
Learners' Attendance	.924	.889	26
Academic Achievement	.913	.888	30

Table 2 presents the reliability statistics for the constructs of School Safety Implementation, Learners' Attendance, and Academic Achievement, using Cronbach's Alpha to assess internal consistency. The results showed that the combined scale for School Safety Implementation and Learners' Attendance obtained Alpha values of .926 and .899, respectively, while Academic Achievement recorded an Alpha of .913. According to standard interpretation, values above .9 indicate excellent reliability, suggesting that the items used to measure each construct were highly consistent. The number of items for each construct ranged from 12 to 30, further confirming that the instruments were comprehensive. Overall, these findings demonstrate that the tools used in this study were reliable and appropriate for further statistical analysis.

2.5 Ethical Considerations

This study strictly followed ethical standards to protect the rights, dignity, and welfare of elementary learner participants in accordance with DepEd guidelines, APA standards, and institutional ethics protocols. Voluntary participation was ensured through parental consent and learner assent, with participants informed of their right to withdraw at any time without consequences. Privacy and confidentiality were maintained under the Data Privacy Act of 2012 by using coded responses, secure data storage, and reporting only aggregated results. The study involved minimal risks, provided no coercion or deception, and ensured that any discomfort during data collection could be addressed with the presence of school personnel, while also emphasizing indirect benefits such as improved school safety policies and learner outcomes. In addition, proper permissions were secured from education authorities, academic honesty was upheld by avoiding plagiarism and data falsification, no conflict of interest was declared, and authorship was based on actual contributions to ensure transparency and integrity.

3. Results and Discussion

3.1 Level of School Safety Implementation in Public Elementary Schools

Table 3 shows that school safety implementation in public elementary schools is generally strongly high ($M = 4.54$). Among the dimensions, socio-emotional safety received the highest rating ($M = 5.50$, Very Strongly High), indicating strong support for learners' emotional well-being and positive school relationships. In contrast, health safety ($M = 4.01$) and disaster risk reduction ($M = 4.11$) were rated moderately high, suggesting the need for further improvement in these areas. Overall, schools demonstrate a strong commitment to maintaining a safe learning environment.

Table 3. *Level of School Safety Implementation in Public Elementary Schools*

Indicators	SD	Mean	Descriptive Level
Health Safety	0.59	4.01	Moderately High
Disaster Risk Reduction	0.62	4.11	Moderately High
Socio-Emotional Safety	0.46	5.50	Very Strongly High
Overall	0.33	4.54	Strongly High

3.2 Level of School Safety Implementation in terms of Health Safety

Table 4 shows that the implementation of health safety in public elementary schools is moderately high, with an overall mean of 4.01. The highest-rated indicator was the maintenance of cleanliness and sanitation in classrooms and restrooms ($M = 5.53$, Very Strongly High), reflecting schools' strong commitment to a clean learning environment. However, the availability of hygiene facilities, first-aid kits, and regular health checks were only rated moderately high, indicating areas that require further improvement. These findings suggest that while schools effectively promote cleanliness, additional efforts are needed to strengthen health services and emergency preparedness.

Table 4. *Level of School Safety Implementation in Public Elementary Schools in terms of Health Safety*

Indicators	SD	Mean	Descriptive Level
The school maintains cleanliness and sanitation in classrooms and restrooms.	0.58	5.53	Very Strongly High
There are hand washing and hygiene facilities available in our school.	1.23	3.71	Moderately High
First-aid kits and medical needs are readily available during emergencies.	1.15	3.34	Moderately High
The school implements regular health checks (e.g., medical, dental, nutrition assessments).	1.22	3.45	Moderately High
Overall	0.59	4.01	Moderately High

3.3 Level of School Safety Implementation in terms of Disaster Risk Reduction

Table 5 shows that the implementation of disaster risk reduction in public elementary schools is moderately high, with an overall mean of 4.11. The highest-rated indicator was the conduct of regular earthquake and fire drills ($M = 5.62$, Very Strongly High), reflecting schools' strong emphasis on emergency preparedness. However, disaster preparedness communication, hazard-free school environments, and the availability of strong buildings and evacuation areas were only rated moderately high. These findings suggest that while schools actively prepare learners for emergencies, improvements in structural safety, hazard prevention, and disaster communication are still needed.

Table 5. *Level of School Safety Implementation in Public Elementary Schools in terms of Disaster Risk Reduction*

Indicators	SD	Mean	Descriptive Level
The school conducts regular earthquake and fire drills.	0.67	5.62	Very Strongly High
Disaster preparedness plans are clearly communicated to learners and staff.	1.26	3.62	Moderately High
The school environment is free from hazards (e.g., broken equipment, faulty wiring).	1.22	3.47	Moderately High

Our school has strong buildings and evacuation area during disasters.	1.38	3.71	Moderately High
Overall	0.62	4.11	Moderately High

3.4 Level of School Safety Implementation in terms of Socio-Emotional Safety

Table 6 shows that the implementation of socio-emotional safety in public elementary schools is very strongly high, with an overall mean of 5.50. All indicators received very strongly high ratings, with learners reporting the highest level of comfort in sharing ideas and answering questions in class ($M = 5.62$). Learners also strongly agreed that teachers promote kindness, discourage bullying, provide emotional support, and create a safe and positive learning environment. These findings indicate that schools are highly effective in fostering learners' emotional well-being, sense of security, and active participation in school activities.

Table 6. *Level of School Safety Implementation in Public Elementary Schools in terms of Socio-Emotional Safety*

Indicators	SD	Mean	Descriptive Level
Our teachers teach us to be kind and not to bully others.	0.66	5.52	Very Strongly High
There are teachers or counselors I can talk to when I have problems or feel sad.	0.81	5.46	Very Strongly High
My teachers and school staff listen and make me feel safe and happy.	0.89	5.43	Very Strongly High
I feel comfortable sharing ideas and answering questions in class.	0.74	5.62	Very Strongly High
Overall	0.46	5.50	Very Strongly High

3.5 Relationship between School Safety Implementation and Learners' Attendance

Table 7 shows a significant positive relationship between school safety implementation and learners' attendance, with a high correlation value ($r = 0.82$). This means that better school safety is strongly linked to higher student attendance. The result confirms that the null hypothesis is rejected, indicating a meaningful relationship between the variables. It suggests that when learners feel safe and supported in school, they are more likely to attend regularly. Overall, improving school safety can help increase learners' consistent school attendance.

Table 7. *Significance on the Relationship between School Safety Implementation and Learners' Attendance*

Variables	Df	r-value (n = 400)		Decision	Analysis
		Computed	Tabular		
School Safety Implementation vs. Learners' Attendance	398	0.82	0.08	Reject null hypothesis	There was a significant relationship.

3.6 Relationship between School Safety Implementation and Academic Achievement

Table 8 shows a significant positive relationship between school safety implementation and academic achievement, with a high correlation value ($r = 0.87$). This indicates that better school safety is strongly associated with higher academic performance among learners. The result leads to the rejection of the null hypothesis, confirming a meaningful relationship between the variables. It suggests that learners perform better academically when they feel safe, supported, and secure in their school environment. Overall, strengthening school safety practices can improve students' academic achievement.

Table 8. *Significance on the Relationship between School Safety Implementation and Academic Achievement*

Variables	Df	r-value (n = 400)		Decision	Analysis
		Computed	Tabular		
School Safety Implementation vs. Academic Achievement	398	0.87	0.088	Reject null hypothesis	There was a significant relationship.

3.7 Domain in School Safety Implementation that Predicts Learners' Attendance

Table 9 shows that health safety, disaster risk reduction, and socio-emotional safety do not significantly predict learners' attendance, as the overall regression model is not statistically significant. The very low R-square value (0.001) indicates that these school safety domains explain only a minimal portion of attendance variation. Individually, all predictors showed very weak and non-significant relationships with attendance. This suggests that other factors outside school safety may have a greater influence on learners' attendance. Overall, school safety domains are not strong predictors of attendance in this study.

Table 9. *Domain in School Safety Implementation that Predicts Learners' Attendance*

School Safety Implementation	Learners' Attendance		
	β	t-value	p-value
Constant		38.039	.000
Health Safety	-.013	-.192	.848
Disaster Risk Reduction	.007	.109	.914
Socio-Emotional Safety	.029	.431	.667
R	.033		
R-square	.001		
F-value	.077		
P-value	.972		

3.8 Domain in School Safety Implementation that Predicts Academic Achievement

Table 10 shows that health safety, disaster risk reduction, and socio-emotional safety do not significantly predict learners' academic achievement, as the overall regression model is not statistically significant. The very low R-square value (0.017) indicates that these school safety domains explain only a small portion of academic performance. Individually, all predictors showed weak and non-significant relationships with academic achievement. This suggests that school safety alone is not a strong determinant of learners' academic outcomes in this study. Overall, improving academic performance may require other factors such as teaching quality and learning support beyond safety measures.

Table 10. *Domain in School Safety Implementation that Predicts Academic Achievement*

School Safety Implementation	Academic Achievement		
	β	t-value	p-value
Constant		26.850	.000
Health Safety	-.066	-.977	.330
Disaster Risk Reduction	-.007	-.107	.915
Socio-Emotional Safety	-.110	-1.633	.104
R	.132		
R-square	.017		
F-value	1.274		
P-value	.284		

3.9 Proposed Intervention Program

Based on the findings of the study, the Safe School 360 Intervention Program was developed to enhance the school's safety systems and support a holistic learning environment. The activity design and key components of the program are presented below.

Table 11. *Identifying Information*

Title	SAFE SCHOOL 360: Enhancing Safety Systems for Holistic Learner Well-being
Platform	Face-to-Face Modality
Proponent	Aben Jane A. Masquete
Participants	Grade 5 and 6 pupils, teachers, and school head

Source of Fund	Local Fund
Duration	3–4 Months
Program Cost	₱ 6,000.00

Rationale. Although the results did not reveal any statistically significant relationships between the variables, the high overall level of socio-emotional safety, combined with learners' strong attendance and academic performance, indicates the presence of effective practices that contribute to a positive and supportive learning environment. These strengths should be sustained and further enhanced to foster continued success.

The program aimed to: (1) strengthen the existing health safety protocols within the school by implementing targeted strategies that promote student well-being, including improved sanitation, mental health support, and access to health resources; (2) design and implement disaster preparedness initiatives, including regular drills, the development of clear safety guidelines, and the integration of risk-reduction strategies into the school's daily operations; (3) maintain and further develop the existing socio-emotional safety practices by promoting mental health awareness, peer support programs, and a culture of inclusivity; (4) create an environment that encourages and reinforces consistent student attendance by addressing barriers to participation, enhancing communication, and ensuring that students feel safe, valued, and motivated; and (5) integrate safety measures directly into the academic environment so that both physical and emotional safety contribute to an atmosphere conducive to learning and improved academic performance.

Table 12. *Matrix of Key Findings and Program Components*

Key Finding	Program Component
Moderate implementation of health safety	Hygiene Station Improvement; Medical Kit Access; Health Education Sessions
Moderate implementation of disaster preparedness	Regular Emergency Drills; DRRM Orientation for Pupils and Parents
High socio-emotional safety	Peer Support Programs; Teacher SEL Training

Table 13. *Safe School 360: Program Implementation Matrix*

Objective	Strategy	Performance Indicators	Person Responsible	Monitoring and Evaluation
1. Strengthening Health Safety Protocols	Regular health screenings, improved sanitation practices, and access to health resources	Frequency of health screenings conducted; improvement in sanitation practices; increase in student access to health services	School Health Officer, Nurse, Principal	Health and sanitation reports; feedback surveys from staff and students; monthly health audits
2. Strengthening Disaster Preparedness Initiatives	Conducting regular drills, developing and distributing safety guidelines, and training staff and students on emergency protocols	Number of disaster drills conducted per semester; availability of safety guidelines; staff and student participation in training	Safety Officer, Principal, Disaster Response Team	Disaster drill reports; safety guideline acknowledgment forms; post-drill evaluations
3. Maintaining and Developing Socio-Emotional Safety	Implementing mental health awareness campaigns, peer support programs, and inclusive practices	Number of awareness campaigns held; participation rates in peer support programs; student feedback on inclusivity	Guidance Counselor, Social Worker, Teachers	Student feedback surveys; peer support attendance rates; teacher and counselor assessments
4. Encouraging Consistent Student Attendance	Implementing attendance monitoring systems, providing incentives, and fostering family and community involvement	Improvement in attendance rates; number of students receiving incentives; increased communication with families	Attendance Officer, Principal, Teachers, PTA	Monthly attendance reports; incentive program review; parent feedback surveys

5. Integrating Safety Measures into the Academic Environment	Creating safe learning spaces, supporting emotional safety in classrooms, and providing academic support services	Availability of safe learning spaces; teacher reports on emotional safety; number of students receiving academic support	Principal, Teachers, School Counselors	Classroom safety audits; academic support utilization data; regular teacher feedback
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3.10 Level of School Safety Implementation in Public Elementary Schools

The findings show that school safety implementation in public elementary schools is generally high, with socio-emotional safety as the most strongly implemented dimension, while health safety and disaster risk reduction are only moderately practiced. This indicates that schools place greater emphasis on emotional support and positive relationships than on physical preparedness and health measures. Socio-emotional safety significantly contributes to learners' engagement, motivation, and sense of belonging, while gaps in health and disaster preparedness suggest the need for improvement in resources and protocols. Related literature supports these results, emphasizing that balanced integration of emotional, physical, and preparedness measures leads to better attendance, behavior, and school climate (Cornell et al., 2021; Kearney et al., 2023; Oneya & Onyango, 2021; Demirtas-Zorbaz et al., 2021; Podiya et al., 2025). Overall, a holistic and well-balanced approach to all safety dimensions is essential for improving learner well-being and educational outcomes (Eklund et al., 2022; Mahoney et al., 2021).

3.10.1 Level of School Safety Implementation in terms of Health Safety

Findings indicate that health and disaster preparedness measures in public elementary schools are generally moderate, with strong emphasis on earthquake and fire drills but weaker implementation in hazard prevention, communication of disaster plans, and maintaining hazard-free environments. This suggests that schools prioritize response-based preparedness over preventive safety measures, with noticeable variation in readiness due to differences in resources, infrastructure, and staff training. Literature supports these results, showing that effective preparedness requires a balance of drills, hazard mitigation, clear communication, and staff capacity building to strengthen learner safety and confidence (Astor et al., 2021; Balfanz & Byrnes, 2022; Mayasari et al., 2024; Ruffini, 2022). Studies also highlight that incomplete systems can reduce students' sense of security and disrupt engagement, emphasizing the need for consistent, school-wide implementation of both preventive and responsive measures (Beard & Thomson, 2021). Overall, strengthening disaster risk reduction alongside health safety measures such as hygiene, sanitation, and medical preparedness is essential for creating a comprehensive, safe, and supportive learning environment that promotes attendance and academic success (Bradshaw et al., 2021; Kim et al., 2021; Chowdhury, 2025; Griffin et al., 2021; Mentzer et al., 2024).

3.10.2 Level of School Safety Implementation in terms of Disaster Risk Reduction

The findings show that disaster risk reduction in public elementary schools is moderately implemented, with regular earthquake and fire drills as the strongest practice, while hazard-free environments, infrastructure quality, and communication of disaster plans are weaker areas. This indicates that schools prioritize practical emergency response over preventive measures such as hazard management and clear safety communication. Literature supports these results, emphasizing that effective disaster preparedness requires a balance of drills, strong infrastructure, hazard mitigation, and clear communication systems to ensure full school safety (Cohen et al., 2021; Tersona, 2024; Costa et al., 2024; Goode et al., 2022). Studies also highlight that incomplete or inconsistent disaster practices can reduce learner confidence and engagement, making systematic and school-wide implementation essential (Edgerton & McKechnie, 2023; Wu, 2025; Zynuddin et al., 2023). Overall, a holistic disaster risk reduction approach that integrates preventive, structural, and response-based measures is necessary to enhance learner safety, attendance, and academic success (Alston et al., 2025; Anthony, 2021; Nickerson et al., 2021; Scott, 2024).

3.10.3 Level of School Safety Implementation in terms of Socio-Emotional Safety

The findings show that socio-emotional safety in public elementary schools is very highly implemented, with strong emphasis on creating supportive, inclusive, and respectful learning environments. Schools prioritize positive teacher-student relationships, accessible counseling services, and the promotion of kindness and anti-bullying practices, which help learners feel safe, valued, and motivated to participate. The highest-rated practice is learners' comfort in sharing ideas in class, while a slight gap is noted in consistently ensuring that all students feel fully listened to by teachers and staff. Literature supports these findings, emphasizing that strong socio-emotional safety improves engagement, attendance, behavior, and academic outcomes by fostering confidence and a sense of belonging (Atwa et al., 2022; Klapp et al., 2024; Peterson, 2021; Barksdale et al., 2021; Thajane & Masitsa, 2021). Overall, socio-emotional safety serves as a key foundation for student well-being and effective learning, and its continued strengthening is essential for holistic school development (Bohnenkamp et al., 2021; Mwakyoma, 2023; Carter, 2021; Williams, 2021; Cipriano et al., 2023).

3.10.4 Relationship between School Safety Implementation and Learners' Attendance

The findings show a statistically significant and strong positive relationship between school safety implementation and learners' attendance, indicating that better safety practices are associated with higher student attendance. This suggests that when learners feel safe—both physically and emotionally—they are more likely to attend school regularly and participate in learning activities. Physical safety measures such as disaster preparedness and health protocols, along with socio-emotional support systems, work together to reduce absenteeism and strengthen engagement. Related literature supports these results, emphasizing that safe school environments improve attendance by addressing fear, health risks, and emotional stress (Cornell et al., 2021; Kearney et al., 2023; Oneya & Onyango, 2021; Demirtas-Zorbaz et al., 2021; Podiya et al., 2025). Overall, maintaining comprehensive and well-implemented school safety practices is essential for promoting consistent learner attendance and engagement (Eklund et al., 2022; Mahoney et al., 2021; Gordon & Hart, 2022; Tatiana et al., 2022).

3.10.5 Relationship between School Safety Implementation and Academic Achievement

The findings show a very strong and significant relationship between school safety implementation and learners' academic achievement, indicating that better safety practices are associated with higher academic performance. Socio-emotional safety emerged as the most influential dimension, as supportive teacher–student relationships and positive peer interactions enhance learners' confidence, engagement, and participation. Disaster risk reduction and health safety also contribute by ensuring preparedness and reducing disruptions caused by emergencies or illness, although these were only moderately implemented. Literature supports these results, emphasizing that safe school environments improve attendance, engagement, and academic outcomes by reducing stress, absenteeism, and learning interruptions (Astor et al., 2021; Balfanz & Byrnes, 2022; Mayasari et al., 2024; Ruffini, 2022). Overall, a comprehensive and balanced approach to school safety is essential for sustaining both learner attendance and academic success (Beard & Thomson, 2021; Bradshaw et al., 2021; Kim et al., 2021; Chowdhury, 2025; Griffin et al., 2021; Mentzer et al., 2024).

3.10.6 Domain in School Safety Implementation that Predicts Learners' Attendance

The regression results show that health safety, disaster risk reduction, and socio-emotional safety do not significantly predict learners' attendance, indicating that school safety domains alone have minimal influence on student presence. The very low R and R-square values suggest that only a small portion of attendance variation is explained by these factors, while other influences such as family support, transportation, motivation, and socio-economic conditions may play a larger role. This implies that although safety measures improve the school environment, they are not sufficient by themselves to ensure consistent attendance. Related literature supports this finding, emphasizing that absenteeism is shaped by multiple factors beyond school safety, including home and community conditions (Cohen et al., 2021; Tersona, 2024; Xiaoxia et al., 2024; Costa et al., 2024; Goode et al., 2022). Overall, improving attendance requires a broader, multi-factor approach that integrates school safety with family and community-based interventions (Edgerton & McKechnie, 2023; Wu, 2025; Zynuddin et al., 2023).

3.10.7 Domain in School Safety Implementation that Predicts Academic Achievement

The regression analysis shows that health safety, disaster risk reduction, and socio-emotional safety do not significantly predict learners' academic achievement, indicating that school safety domains alone have minimal direct influence on academic performance. The low R and R-square values confirm that these variables explain only a small portion of the variation in learners' grades, while the overall model is not statistically significant. This suggests that academic achievement is more strongly influenced by other factors such as instructional quality, learning resources, student motivation, and home environment. Related studies support this finding, emphasizing that while school safety promotes well-being and engagement, it has limited direct effect on academic performance without strong academic and instructional support systems (Atwa et al., 2022; Klapp et al., 2024; Peterson, 2021; Barksdale et al., 2021; Thajane & Masitsa, 2021; Bohnenkamp et al., 2021; Mwakyoma, 2023). Overall, improving academic outcomes requires a balanced approach that combines safe learning environments with effective teaching and learning strategies.

4. Conclusion & Recommendations

The level of school safety implementation in terms of health safety and disaster risk reduction was moderately high, while socio-emotional safety was very high, resulting in an overall high level of school safety implementation. In addition, there was a significant relationship between school safety implementation and learners' attendance, as well as between school safety implementation and academic achievement. However, no specific domain of school safety implementation significantly predicted learners' attendance and academic achievement. The Safe School 360 Intervention Program was crafted based on the results of the study.

The study recommends a strengthened and more integrated school safety framework that combines health safety, disaster risk reduction, and socio-emotional support to improve consistency in implementation. DepEd, school leaders, and policymakers are encouraged to enhance monitoring systems, training, and clear standards to ensure effective safety practices across schools. School administrators should improve health and disaster preparedness, while teachers should continue promoting positive socio-emotional environments. Parents, LGUs, and communities should also collaborate in

supporting attendance and school safety initiatives. Future researchers are encouraged to examine other factors such as home environment, socio-economic conditions, and instructional practices for a more comprehensive understanding of learner outcomes.

Compliance with ethical standards

The study strictly adhered to established ethical standards for research involving human participants, in accordance with DepEd guidelines, APA standards, and institutional ethics protocols. Because the respondents were minors, voluntary participation was ensured through written parental consent and learner assent, and participants were informed of their right to withdraw at any time without consequences.

Privacy and confidentiality were maintained under the Data Privacy Act of 2012 through the use of coded responses, secure data storage, and the reporting of aggregated results only. The study involved minimal risk, with no coercion or deception, and proper permissions were secured from the concerned education authorities. The researcher upheld academic integrity by avoiding plagiarism and data falsification, declared no conflict of interest, and based authorship on actual contributions to ensure transparency and integrity.

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