
| RESEARCH ARTICLE

The Effect of School Security Measures Implementation on Students' Academic Performance in Selected Government Schools in China

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| ABSTRACT

Based on Wang et al. (2020), the Chinese government is giving school safety top priority; this is shown by the extensive use of contemporary monitoring systems, security professional recruiting, and strict access control measures applied in institutions. Recent studies have shown that schools using thorough security policies create an environment in which children feel safer and more secure, which is linked with better academic achievement (Li et al., 2021). Research on rural and underdeveloped schools often reveal that they lack the means to implement the same degree of security as metropolitan schools, thereby generating unequal student protection and educational opportunities (Wu et al., 2023). This discrepancy begs problems concerning the general effect of security policies on educational fairness. Therefore, the objective of this study is to determine the effect of school security measures implementation to the academic performance of the students in selected government schools in China. The challenges will also be reviewed and the results will be used to enhance security measures that can improve students academic performance. Further, by merging Maslow's Hierarchy of Needs and Bandura's Social Learning Theory, the study may investigate how school security measures affect students' academic performance in depth.

| KEYWORDS

Physiological needs, safety needs, social needs, self-esteem needs, academic performance, attention, retention, reproduction, and incentives

| ARTICLE INFORMATION

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Introduction

In recent years, educators, administrations, and researchers around the world have focused heavily on the relationship between school security measures and children's academic achievement. The school environment has a significant impact on children's academic results, and providing a safe and secure atmosphere is essential for supporting effective learning. School security measures have become increasingly crucial in China, a country that highly values educational accomplishment. The purpose of this study is to investigate how these security measures impact students' academic performance in selected government schools in China.

Growing recognition of the importance of protecting kids from potential dangers such as violence, bullying, and other forms of misconduct has fueled the global trend toward improved school security. According to Wang et al. (2020), the Chinese government is increasingly prioritizing school safety, as evidenced by the widespread use of modern monitoring systems, the hiring of security professionals, and the implementation of tight access control measures in schools. This tendency is consistent

with global trends toward greater school safety, notably in response to incidences of violence recorded in many nations (Johnson and Cheng, 2019).

Recent research has found that schools that employ comprehensive security measures generate an environment in which kids feel safer and more secure, which is associated with improved academic performance (Li et al., 2021). The trend of integrating technology, such as facial recognition systems and AI-powered monitoring tools, has improved schools' ability to maintain a secure atmosphere (Zhang and Liu, 2022). These trends indicate a rising realization of the significance of school security in attaining educational objectives.

Despite improvements in school security, a number of challenges remain unaddressed. One of the key worries is that excessive security measures may have a negative influence on the school climate. According to Chen and Yang (2021), overly severe security standards may cause students to feel more under surveillance, thus increasing anxiety and lowering their sense of autonomy. This may have an adverse effect on their motivation and engagement, resulting in poor academic performance.

Another concern is the discrepancy in the execution of security measures in different locations and schools throughout China. Studies have shown that rural and impoverished schools frequently lack the means to adopt the same level of security as metropolitan schools, resulting in unequal student protection and educational possibilities (Wu et al., 2023). This disparity raises questions about the overall impact of security measures on educational equity.

The changing landscape of school security in China provides numerous opportunities to improve pupils' academic achievement. First, there is an opportunity to create and implement security measures that are not only successful in maintaining safety but also promote a positive learning environment. According to Liu and Zhang (2020), balanced security solutions that prioritize both physical safety and mental well-being can help students focus and engage in their academics.

Furthermore, integrating data analytics and artificial intelligence into school security systems has the potential to improve security threat monitoring and response, reducing disruptions to the educational process (Wang & Li, 2022). These technologies also facilitate the gathering of data on student behavior and attendance, enabling the customization of interventions to enhance academic performance.

Another big potential exists for correcting discrepancies in school security implementation. By targeting funding and support for underfunded schools, the Chinese government and educational authorities can ensure that all students have access to a safe and secure learning environment, resulting in more equitable academic outcomes.

This study contributes to the growing body of research on the relationship between school security and academic performance by presenting empirical evidence from Chinese government schools. Previous research has mostly concentrated on the deployment of security measures and their immediate implications on school safety, with little regard for the long-term influence on academic achievement (Yang & Li, 2023). Therefore, this study aims to bridge this gap by examining the correlation between security measures and academic outcomes, yielding insights that can inform policy and practice. The findings may also help to build more effective and equitable security measures for Chinese schools. By identifying the major characteristics that determine the effectiveness of security measures in improving academic performance, the study will provide legislators, school administrators, and educators with practical advice for creating safer and more conducive learning environments.

Review of Related Studies

School Security Measures

Implementing school security measures has been a significant focus of educational policy and practice, especially as student safety concerns have grown. There is literature available that presents a variety of opinions on the effectiveness, problems, and consequences of these indicators for educational outcomes, namely academic performance.

A large amount of research demonstrates the usefulness of well-implemented school security measures in improving student safety, which is necessary for academic performance. According to Li and Zhang (2021), security measures such as controlled access points, surveillance systems, and the presence of security staff help to establish a safe environment that reduces the possibility of disruptive incidents, allowing students to focus more efficiently on their academics. This is especially crucial in metropolitan schools, where the possibility of external threats is greater. Zhang and Liu (2022) also discuss the integration of new technology, like AI-driven monitoring and facial recognition systems, into school security plans. They propose that these technologies enhance monitoring efficiency and offer real-time data to prevent potential security breaches before they happen. The authors argue that, when effectively implemented, these strategies contribute to a considerable reduction in school-related violence and misconduct, producing a safer learning environment conducive to academic achievement. Despite the benefits, current research has highlighted some problems in implementing school security measures. Chen and Yang (2021) argue that an overemphasis on security can often result in a school climate that is unduly restricted or even oppressive to pupils. They suggest that excessive surveillance and rigorous security standards might foster mistrust between students and school officials, negatively impacting students' mental health and academic motivation. Wu, Zhao, and Li (2023) also address the issue of differential implementation of security measures across areas and types of schools. Their research demonstrates that whereas urban schools, particularly those with more resources, can afford to deploy extensive security systems, rural and

impoverished schools frequently fail to implement even basic measures. This imbalance not only jeopardizes students' safety in these schools, but also perpetuates educational inequities.

A common issue in the literature is the necessity to strike a balance between implementing security measures and maintaining a favorable educational atmosphere. Liu and Zhang (2020) emphasize the need to develop security solutions that safeguard students without creating a "prison-like" environment. They propose linking school security to instructional objectives to prevent measures from impeding the development of a supportive and inclusive school culture. Wang and Li (2022) propose that schools take a comprehensive approach to security, combining physical measures with programs that promote social-emotional development and conflict resolution. This strategy addresses the underlying reasons of insecurity, such as bullying and social isolation, while also making children feel appreciated and supported in their school environment. Recent research has also examined the long-term effects of school security measures on academic achievement. Yang and Li (2023) conducted a longitudinal study and discovered a favorable relationship between well-implemented security measures and improved academic outcomes over time. They contend that when students feel safe and secure, they are more likely to attend school consistently, participate actively in class, and perform better academically. However, they warn that the influence of security measures on academic achievement is not consistent. Factors such as the quality of implementation, school atmosphere, and student socioeconomic background can mediate this association. Therefore, the authors recommend a comprehensive approach to security measures that takes into account the unique needs and circumstances of each school.

It is clear that implementing school security measures displays a complex interplay between the requirement for safety and the preservation of a conducive learning environment. While the usefulness of these strategies in maintaining student safety and improving academic success is well documented, concerns about potential negative psychological impacts and unequal implementation across schools must be addressed. According to the literature, a balanced, comprehensive approach to school security—one that incorporates physical safety as well as the promotion of a pleasant school climate—is required to maximize the effects of these measures on students' academic results.

When investigating the impact of school security measures on students' academic performance at chosen government schools in China, it is critical to understand how these security measures interact with the various levels of need outlined in Maslow's Hierarchy of Needs. According to various studies, security measures can impact students' physiological demands, safety, social needs, esteem, and self-actualization, ultimately influencing their academic performance.

Physiological needs. Physiological demands are the essential requirements for human survival, including food, water, warmth, and rest. In the context of a school, these demands include providing an appropriate learning environment, such as enough ventilation, comfortable sitting, and access to basic services. Although the primary purpose of school security measures is to ensure safety, they may also indirectly affect the satisfaction of physiological needs. Secure school buildings, for example, safeguard against theft and vandalism while also ensuring the availability and maintenance of resources such as cafeteria food, clean water, and other vital supplies. Furthermore, appropriate security measures create a secure and ordered environment that allows students to focus on their physiological demands without stress or distraction.

Addressing students' basic physiological needs allows them to concentrate more on their studies, thereby enhancing their academic success. Any disturbances in meeting these demands, possibly due to inadequate security, could cause discomfort and distraction, significantly impacting learning outcomes.

Safety Needs. Safety demands include a desire for security, stability, and protection from harm. In the educational setting, secure facilities provide physical safety, while anti-bullying regulations and supportive relationships ensure emotional safety. The fundamental goal of school security measures is to meet these safety requirements. According to Li and Zhang (2021), students who feel physically safe in their school environment—protected from external threats and internal conflicts—are more likely to engage in academic tasks with confidence and focus. Controlled access to school grounds, security staff presence, and monitoring technologies all play an important role in fostering this sense of safety.

A secure setting minimizes pupils' anxiety and dread, which are frequently impediments to efficient learning. When students' safety needs are satisfied, they can devote their efforts to academic activities, which leads to improved performance. Conversely, discomfort can lead to a decline in students' academic engagement and performance, as they redirect their cognitive resources to cope with perceived dangers.

Social Needs. The desire for belonging, affection, and acceptance within a community is one example of a social need. Kids' interactions with peers, instructors, and other personnel in schools manifest these needs. Effective school security measures can either facilitate or impede the fulfillment of social needs. A safe atmosphere that prohibits bullying and violence encourages pleasant connections among kids, fostering a sense of community and belonging. However, if security measures are extremely stringent or create a sense of constant surveillance, they may unintentionally impede social contacts and foster an atmosphere of isolation (Chen and Yang, 2021).

Addressing students' social needs increases their likelihood to participate in collaborative learning activities, seek help from peers and teachers, and delve deeper into their academic work. A supportive social environment promotes academic performance. On the other side, if social needs are not effectively met due to a lack of security or unduly harsh measures,

students may experience social withdrawal, which can have a negative impact on academic performance.

Self-esteem Needs. Esteem requirements refer to the desire for self-esteem, confidence, accomplishment, and recognition from others. This includes students' desire for positive feedback, respect from peers and teachers, and opportunities for success in schools. School security measures that promote a safe and orderly environment boost pupils' self-esteem. When students feel safe, they are more inclined to take intellectual risks, such as participating in class debates or tackling difficult activities, which can increase their self-esteem when completed (Wang and Li, 2022). Furthermore, schools that recognize and reward positive behavior while providing a safe atmosphere can boost children's self-esteem.

Academic accomplishment closely correlates with high self-esteem. Students who feel secure and valued are more likely to establish and attain loftier academic objectives. Environments that fail to satisfy esteem demands, whether through a lack of security or the creation of a punishing climate, can result in diminished motivation and academic performance.

Self-actualization Needs. Maslow's hierarchy's ultimate level is self-actualization, which refers to realizing one's potential and pursuing personal progress and peak experiences. The achievement of self-actualization is dependent on fulfilling all previous requirements, particularly safety. A secure school environment serves as the framework for pupils to achieve their academic and personal goals. When students feel comfortable and encouraged, they are more likely to participate in creative and critical thinking, try new things, and strive for academic success (Yang and Li, 2023).

Self-actualized students perform to their full capacity, demonstrating originality, independence, and a strong desire to succeed academically. Schools that effectively address students' safety needs through well-implemented security measures create an environment for them to achieve this level of development, thereby improving their academic achievement.

The implementation of school security measures is critical to meeting the many levels of need indicated in Maslow's hierarchy. Schools provide a strong framework for achieving social, esteem, and self-actualization goals by meeting physiological and safety demands. This comprehensive approach to security not only protects students but also fosters an environment in which they can excel academically. The link between security measures and meeting these objectives emphasizes the significance of a balanced approach to school security—one that promotes both safety and a fantastic educational experience.

Students Academic Performance

The relationship between the implementation of school safety measures and academic achievement has emerged as a focus of educational research and policy, particularly in terms of improving the overall learning environment. One of the most immediate benefits of school safety measures is increased student involvement and attendance, both of which are critical for academic success. According to Li and Zhang (2021), kids who feel safe are more likely to attend school on a regular basis and actively participate in class. This is especially important in schools located in high-risk regions, where a lack of proper safety measures may result in higher absenteeism rates due to fear or worry.

Regular attendance is closely related to improved academic achievements since students who are consistently present in school have more opportunities to interact with the content, participate in discussions, and receive feedback from teachers. Furthermore, the greater engagement that comes with a secure environment promotes deeper learning because students can focus on their studies without being distracted by safety concerns (Chen and Yang, 2021).

Surveillance technology, regulated access, and the presence of security officers are all intended to prevent disruptive activities like bullying, fighting, and vandalism at schools. These approaches produce a more organized and disciplined learning environment, which promotes academic success. Wang and Li (2022) emphasize that reducing disruptive behaviors allows teachers to focus on instruction rather than discipline, which improves teaching quality. A secure and orderly classroom atmosphere promotes effective student-teacher relationships, which are essential for academic success. Students are more likely to participate in classroom activities and be less distracted by peer conflicts or other distractions.

Furthermore, when kids see their school as a safe environment, they are more likely to follow the rules and interact positively with their peers and teachers, which improves the overall learning experience. This pleasant school climate, which is supported by adequate safety measures, is a significant contributor to enhanced academic achievement (Zhang & Liu, 2022).

Meanwhile, the psychological well-being of pupils is heavily influenced by the safety of their school environment. According to Yang and Li (2023), students who feel comfortable at school have lower levels of stress and anxiety, which have been shown to impede cognitive performance and learning. School safety measures indirectly help to improve academic achievement by relieving unpleasant psychological states. Stress and worry can impair pupils' ability to focus, remember material, and do well on tests. In contrast, a secure setting that supports psychological well-being enables students to fully engage with their academic work, resulting in higher levels of accomplishment. Furthermore, schools that employ safety measures that prioritize emotional safety, such as anti-bullying programs and mental health support, can improve students' academic performance by addressing a broader range of student needs (Wu et al., 2023).

Long-term research implies that regular adoption of school safety measures improves academic performance. A safe school atmosphere fosters the development of positive academic habits such as tenacity, resilience, and a growth attitude. Students who continuously feel safe and secure are more likely to get the confidence to handle difficult academic challenges and stick with their education (Liu & Zhang, 2020). According to Yang and Li (2023), the long-term effects of school safety measures

are particularly visible in students' ability to reach higher academic levels, as they are more likely to stay focused on their educational goals without being distracted or held back by safety worries. Furthermore, schools that prioritize safety frequently create a culture of high standards, encouraging kids to strive for academic distinction.

The equitable implementation of school safety measures is vital to ensuring that all students, regardless of background, have an equal opportunity to succeed academically. Wu, Zhao, and Li (2023) found that inequalities in the execution of safety measures, which are frequently caused by differences in funding and resources, can result in unequal academic outcomes. Students in underfunded schools may feel more insecure, which can have a negative influence on their academic performance when compared to their classmates in better-resourced schools.

Addressing these gaps and ensuring that all schools have access to effective safety measures is critical to fostering academic equity. Schools that can provide a universally safe environment are more likely to witness increases in academic performance across all student groups, helping to bridge the achievement gap and promote educational justice.

Moreover, school safety measures have a significant impact on academic success. Schools may increase student engagement, reduce disruptive behaviors, improve psychological well-being, and foster long-term academic achievement by fostering a safe and friendly atmosphere. However, the effectiveness of these strategies is dependent on their consistent and equitable implementation across multiple schools. Ensuring that all students have access to a safe learning environment is critical for optimizing the positive impact of school safety measures on academic performance.

Attention, memory, reproduction, and incentives are critical for understanding how students learn and achieve academically. These features, which are firmly established in cognitive and behavioral theories, provide insights into how kids acquire information, retain knowledge, and are motivated to excel academically.

Attention. Attention is the cognitive process that enables students to concentrate on specific information while avoiding distractions. It is the first crucial phase in the learning process since it decides what information enters the students' working memory and hence what they may learn and remember. Attention is the cornerstone for successful learning. Students who can concentrate on instructional materials are more likely to comprehend and internalize the topic being taught. According to Li and Zhang (2021), children who maintain higher levels of sustained attention perform better academically because they are more involved in the learning process. Disruptions in attention, whether caused by external distractions or internal variables such as stress or exhaustion, can have a severe impact on learning outcomes.

The installation of school safety measures has a direct impact on kids' capacity to pay attention. A safe and secure setting minimizes anxiety and stress, helping pupils to concentrate better on their academic activities (Chen and Yang, 2021). In contrast, a lack of safety can lead to hypervigilance, in which students are too focused on prospective risks rather than their studies, lowering academic performance.

Retention. Retention refers to the ability to keep information in long-term memory and retrieve it when necessary. It is an important part of the learning process because it helps students to build on prior information and apply what they have learned in new circumstances. Students with excellent retention skills do better on examinations, assignments, and other academic tasks that require recalling previously learned content. According to Wang and Li (2022), good retention is strongly related to the quality of initial learning and memory reinforcement tactics such as repetition, active engagement, and the use of mnemonic devices.

A pleasant educational environment, combined with adequate safety precautions, can improve retention by lowering stress and creating a stable learning environment. Students remember more information when they feel safe and supported. Furthermore, constant attendance, which is frequently enhanced by appropriate safety measures, ensures that students are present to absorb and reinforce instructional information, thereby promoting retention (Yang & Li, 2023).

Reproduction. In education, reproduction refers to the ability to replicate or display previously acquired knowledge and skills. This could include answering questions, solving issues, or completing tasks that require the application of previously taught principles. Academic evaluations frequently require pupils to repeat what they have learned. This capacity directly reflects how well pupils have learned and internalized teaching information. According to Zhang and Liu (2022), students who can precisely recreate knowledge in different situations are more likely to perform well academically because they can successfully transfer and apply their learning.

The educational environment, impacted by safety precautions, has a major impact on students' ability to recall learned material. A secure atmosphere with few distractions and disruptions allows students to fully concentrate on learning activities, boosting their capacity to reproduce knowledge during tests. Furthermore, a healthy school climate that promotes skill practice and application helps to improve academic content reproduction.

Incentives. Incentives are external influences that encourage pupils to participate in and stick with academic activities. These can include external incentives such as grades, praise, or other forms of acknowledgement, as well as internal incentives such as personal fulfillment and the desire for mastery. Incentives are crucial in pushing pupils to attain academic success. Students who see clear and attainable rewards for their efforts are more likely to be motivated to pay attention, retain information, and effectively replicate knowledge. According to Liu and Zhang (2020), intrinsic and extrinsic incentives play crucial

roles in boosting student engagement and performance. For example, students who are motivated by a desire to get excellent grades may work more and perform better academically.

The deployment of school safety measures can impact the effectiveness of incentive programs. A secure setting in which pupils feel recognized and respected increases the effectiveness of both intrinsic and extrinsic rewards. In contrast, in circumstances where students feel unsafe or unappreciated, even substantial incentives may fail to encourage them to perform to their full potential (Wu et al., 2023). Schools that successfully combine safety measures with positive reinforcement tactics foster an environment in which incentives are more likely to encourage students and increase academic performance.

Attention, retention, reproduction, and incentives are all interwoven elements that influence pupils' academic achievement. Attention is the gateway to learning, allowing students to interact with instructional materials. Retention keeps this material retained and accessible for future use, whereas reproduction allows pupils to exhibit their understanding. Incentives, both intrinsic and extrinsic, motivate students to participate in these activities. The educational environment, particularly the application of safety measures, is crucial in promoting cognitive and motivational processes. Schools that create a secure and supportive learning environment can improve students' capacity to focus, retain, and apply knowledge, as well as effectively motivate them to attain academic achievement.

Significance of the Study

The research on the effect of school security measures implementation on students' academic performance may be significant to a wide variety of stakeholders in the educational ecosystem. The following may be the key beneficiaries of this research:

School Administrators and Policymakers. The study may give data-driven insights into the relationship between security measures and academic performance, which will benefit school administrators and policymakers significantly. School administrators and policymakers can use this information to establish policies and procedures that enhance school safety and uphold educational quality. The findings can also help to improve resource allocation by directing cash to security measures that have the most positive impact on student outcomes. Further, this may be relevant in light of budget restrictions and the necessity for government schools to make optimum use of their resources.

Students. The goal of the study is to establish safer school environments that support better learning outcomes by finding the most effective security measures and analyzing how they affect students' academic performance. Improved safety can reduce anxiety, boost attendance, and improve focus, all of which lead to higher students' academic performance and overall well-being.

Teachers and School Staff. Teachers and school staff will benefit from the installation of effective security measures that reduce disruptive behavior and foster a more orderly and supportive learning environment. This allows educators to focus on teaching rather than monitoring safety issues, which can boost job satisfaction and classroom effectiveness. The findings may also lead to teacher training and professional development programs proposal, providing them with techniques to support children's academic success in a safe atmosphere.

Parents and Guardians. Parents and guardians can benefit from the outcome of the study by knowing if their children are in a secure learning environment. This peace of mind can alleviate parental concern and increase trust in the educational system by ensuring that the school is taking proactive measures to protect pupils and improve their academic success. The findings of study may also encourage parents to fight for improved security measures in schools, ensuring that their children receive the greatest education possible in a safe atmosphere.

Future Researchers. The study may benefit future researchers by being guided in understanding the intricacies of how different security measures affect educational achievements in diverse circumstances. The study could potentially provide valuable insights into the relationship between school safety and learning, paving the way for their application in various educational settings across the globe.

Theoretical Framework

The research will be anchored to Maslow's Hierarchy of Needs (1943) in conjunction with Bandura's Social Learning Theory (1977). Maslow's hierarchy of requirements is a psychological theory that suggests addressing individuals' needs in a specific sequence, starting with fundamental physiological needs and advancing to safety, social, esteem, and self-actualization needs. The significance of this theory lies in its assertion that addressing children's basic safety needs is a prerequisite for focusing on higher-order desires such as learning (self-actualization). School security measures directly address the "safety needs" level of Maslow's scale. When students feel comfortable and secure in their school environment, they are more likely to concentrate on their studies, thereby enhancing their academic achievement. This idea contributes to understanding the potential link between the adoption of security measures and students' academic performance.

Bandura's Social Learning Theory emphasizes the role of observation, imitation, and modeling in learning. It proposes that people learn actions, attitudes, and emotional responses by seeing others in their surroundings. This theory, when applied to school security, can explore the impact of a safe and well-monitored environment on children's behavior, attention, and ultimately, their academic performance. Implementing school security measures can influence students' behavior by limiting

distractions and fostering a regulated environment. A controlled and safe atmosphere that enforces and follows rules may encourage students to engage in positive academic behaviors like enhanced attention, motivation, and participation in learning activities. Bandura's theory provides a framework for analyzing how contextual elements, such as security measures, influence student behavior and learning outcomes.

By merging Maslow's Hierarchy of Needs and Bandura's Social Learning Theory, the study may investigate how school security measures affect students' academic performance in depth. Maslow's hierarchy of needs will assist in explaining the fundamental requirement for safety in creating a learning environment, while Bandura's theory will investigate how the security environment effects student behavior, learning processes, and academic outcomes. Combining these theories creates a comprehensive framework that addresses both the psychological need for safety (Maslow) and the behavioral and cognitive aspects of learning that the school environment influences (Bandura). This dual-theoretical approach will provide a strong explanation for the probable mechanisms by which school security measures can affect academic achievement.

Conceptual Framework

Guided by the theoretical framework, the researcher will develop a conceptual framework as shown below.

Independent Variable

Dependent Variable

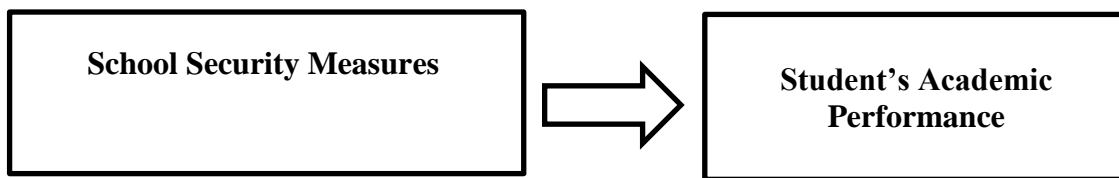


Figure 1. Conceptual Framework of the Study

This illustrates the school security measures implementation as the independent variable effect to the dependent variable academic performance of the students in selected government schools in China.

Statement of the Problem

The objective of this research is to determine the effect of school security measures implementation to the academic performance of the students in selected government schools in China.

Specifically, it will seek answers the following questions:

1. How do the respondents assess the level of school implementation on safety measures in terms of:
 - 1.1 Physiological needs;
 - 1.2 safety needs;
 - 1.3 social needs; and
 - 1.4 self-esteem needs?
2. How do the respondents assess the current academic performance of the students in terms of:
 - 2.1 Attention;
 - 2.2 retention;
 - 2.3 reproduction; and
 - 2.4 incentives?
3. Is there a significant effect of the school implementation on safety measures to the current academic performance of the students in the government school?
4. What are the challenges encountered by the respondents in the implementation of safety measures in the government school?
5. Based on the results of the findings, what security measures enhancement may be proposed that can improve students academic performance?

Hypotheses of the Study

This hypothesis will be the tentative answer to the research problems. The null forms will be subjected to statistical testing at .05 level of significance through the corresponding appropriate statistical tests.

H01. The school implementation on safety measures has no significant effect to the current academic performance of the students in the government school.

Definition of Terms

These key terms in the study are given the following conceptual and operational definitions.

Attention. It refers to the cognitive process of the students focusing on one part of the world while ignoring others. It is critical

for both learning and academic success. Students' attentiveness throughout every class will be assessed by based on their observations, attention-span tests, and self-reports.

Esteem Needs. It refers to the desire for self-respect, confidence, achievement, and recognition of the students from school. This also involves students' desire for positive feedback, respect from peers and teachers, and opportunities for success. Further, this will be assessed based on teachers perspective on students' self confidence, academic and extracurricular achievements, and acknowledgment from peers and teachers.

Incentives. It refers to the mean which encourage students to participate in academic activities. These can include external benefits like grades, praise, and recognition, as well as inner motivations like personal fulfillment and the goal of mastery. Further, it involves examining the school's awards, students' self-reported motivation levels, and their responses to various incentives.

Physiological Needs. In this study, it refers to the school amenities, including food, clean water, heating/cooling systems, and ergonomic seating, that will be evaluated to meet physiological demands.

Reproduction. It refers to the ability of the students to copy or display previously acquired knowledge and abilities. This entails applying previously taught concepts in new contexts or addressing issues. In addition, measuring reproduction involves evaluating students' accuracy and completeness on examinations, assignments, and practical tasks that apply learned knowledge.

Retention. It refers to the students ability to store information in long-term memory and remember it as needed. It is an essential component of both learning and academic performance. It also involves measuring students' ability to recall previously taught material through quizzes, tests, and other means at different intervals.

Safety Needs. The need for security, protection from harm, and stability. This entails both physical and mental protection from dangers such as bullying or harassment in a school setting. In this study, it will include the assessment of the teachers on safety measures which are surveillance cameras, security personnel, anti-bullying programs, and adequate emergency protocols.

School Security Measures. These include rules and practices that protect students, staff, and property. This study will evaluate the effectiveness of school security interventions, including personnel, surveillance systems, controlled access points, emergency response protocols, and safety drills.

Social Needs. This refers to the desire for belonging, love, and approval of the students in school. In addition, this entails students' interactions with their peers, teachers, and the larger school community.

Student Academic Performance. In this study, it is defined as a students level of achievement in school measured by grades, test scores, and overall academic outcomes across topics. Academic performance will be assessed based on the teachers feedback with the grades of the students in core subjects, standardized test scores, and overall GPA. Academic performance data may also contain instructor evaluations and student progress reports.

Scope and Delimitation of the Study

The study will cover the effect of school security measures implementation to the academic performance of the students in selected government schools in China. It will assess the level of school implementation on safety measures in terms of physiological needs, safety needs, social needs, and self-esteem needs. The current academic performance of the students will also be assessed in terms of attention, retention, reproduction, and incentives. Further, the challenges encountered by the respondents in the implementation of safety measures in the government school will also be analyzed towards an enhancement in security measures proposal to improve students academic performance. The study is expected to be accomplished within six (6) months timeframe.

Methods and Techniques Used

The study will use a quantitative method to investigate the effect of school security measures to students' academic performance. The research design will adopt a descriptive correlational research design, using structured surveys and questionnaires to collect data from teachers of secondary education students. The independent variable school security measures will be measured by assessing the adequacy of school facilities, safety needs, social needs, and esteem needs. Dependent variables will be assessed by attention, retention, reproduction, and incentives.

In addition, the study will employ convenience sampling that will involve teachers as respondents who are readily available and willing to participate. This method is non-random and may often used for pilot studies or when other methods are not feasible. The researcher will select teachers as respondents from classes that are easiest to access or those willing to participate during specific school hours.

Respondents of the Study

The respondents of the study will be the upper secondary level teachers of the selected government schools that are accessible and expressed willingness to participate. The researcher ensured that the questionnaire will be provided during non-disruptive times. Students are also expected to be present during the data gathering for any possible clarifications.

The table below shows the distribution of respondents per government school.

Table 1. Distribution of Respondents

Government Schools	Population	Sample Size	Percentage
A	78	12	15.38
B	56	9	16.07
C	39	8	20.51
D	91	21	23.08
E	81	18	22.22
Total	345	68	19.71

Instruments of the Study

The main instrument of the study will be adapted to Maslow's Hierarchy of Needs and Bandura's Social Learning Theory to examine the effect of school security measures on students' academic performance. Maslow's hierarchy of needs suggests that addressing safety needs is crucial for focusing on higher-order desires like learning. School security measures can enhance academic achievement by providing a safe environment, limiting distractions, and promoting positive behavior. Bandura's theory, on the other hand, emphasizes the role of observation, imitation, and modeling in learning. By combining these theories, the study aims to provide a comprehensive understanding of how school security measures affect students' academic performance.

Validity of the instrument will be checked by the panel of experts from government schools, and from the Graduate School. The instrument shall be then forwarded to the Research Ethics Committee before data gathering. After the REC approval, reliability of each of the measure item will be tested through a pilot survey before undertaking the main data collection. Gray (2020) suggested that piloting can reduce non-response rates and improve the questionnaire's accuracy, clarity, and reliability. The pilot questionnaires will be distributed to ten (10) upper secondary teachers of selected government schools. Through this pilot, important concerns will be recognized, and modifications will be made before conducting the actual survey. The wording and presentation of the questionnaire will also be adjusted to make the questionnaire increase its reliability.

The instrument composed of three parts which are:

Part I. The level of implementation on safety measures in terms of physiological needs, safety needs, social needs, and self-esteem needs.

Part II. The current academic performance of the students in terms of attention, retention, reproduction, and incentives.

Part III. The challenges encountered by the respondents in the implementation of safety measures in the government school.

Data Gathering Procedure

The survey method will be applied by the researcher for data gathering whereas, the respondents will answer the survey questionnaire through online forms. The survey questionnaire will be disseminated to the teachers of upper secondary schools in China for two (2) weeks.

The information gathered from related literature and other relevant materials will be used to support the research claim, and characterized variables of the study. It will also deal with teachers assessment to their leadership experience in the state-run educational institution with the challenges encountered in their leadership practices. The respondents that accepted the invitation in answering the survey questionnaires will not undergo interviews if the data results showed consistency for analysis.

The primary data will be collected through the following procedures:

1. The survey questionnaire will be forwarded to the panel of experts for research instrument validation.
2. The research instrument will be submitted to the Graduate School Office and the University Research Ethics Committee (REC) for the approval of survey questionnaire dissemination.
3. A letter of request will be sent to the School Administrators of the selected government schools in China for the permission in data gathering and explain that there is no conflict of interest to either party involved in conducting the research.
4. After the approval of the School Administrators, the researcher will disseminate the questionnaires that will be answered by the respondents through online forms. The researcher will explain the confidentiality of the information that will be gathered from the respondents in compliance with the Data Privacy Act of 2020.
5. The researcher will check if all the items will be answered for the conduct of the study after the instruction of ten to fifteen minutes' response from the respondents to avoid any stress on their part.
6. The researcher will make an assurance that the copy of the output shall also be provided to the study site.

Data Processing and Statistical Treatment

The researcher will collect the accomplished survey questionnaire after the two (2) weeks period of data gathering from the selected government schools in China. The data will be arranged in a tally sheet and will be forwarded to a statistician for the data processing. Descriptive statistics will be applied to describe the level of school implementation on safety measures in terms of physiological needs, safety needs, social needs, and self-esteem needs. In addition, the current academic performance of the students in terms of attention, retention, reproduction, and incentives will be assessed with the challenges encountered by the respondents in the implementation of safety measures in the government school. Calculated mean scores with verbal interpretation for measurement will be applied in the rating scale, as shown in table 2. Guided by the statistician, data will be subjected to Test of Normality to consider the distribution of data, and to know what statistical formula will be used, normal data distribution results will be analyzed with the use of Pearson-r, while non-normal data distribution results will be computed using Spearman-rho. Furthermore, the SPSS v.25 will be applied to determine the influence of empowerment strategies to teacher leadership among selected state-run educational institutions towards sustainable school culture. Other statistical tools may also be applied based on the recommendations of the statistician.

Summary of Findings

1. Assessment on the Level of School Implementation on Safety Measures

Physiological Needs. Educational institutions typically fulfill fundamental physiological requirements such as nourishment, hydration, and accommodation. Nonetheless, several concerns with sleep deprivation and insufficient ventilation were observed.

Safety Needs. Educational institutions have instituted many security protocols, including surveillance systems and visitor registration procedures. Nonetheless, obstacles persist in domains such as disaster preparedness and personnel training.

Social Needs. Initiatives to cultivate an inclusive atmosphere and promote amicable relationships were noted; however, certain students continue to experience challenges related to bullying and social isolation.

Self-esteem Needs. Educational institutions endeavor to enhance student confidence via recognition programs; nevertheless, more sustained initiatives may be required.

2. Assessment on the Current Academic Performance of Students

Attention. Varied outcomes, with certain students demonstrating enhanced concentration attributable to a more secure setting, whereas others encounter anxiety stemming from increased security measures.

Retention. Overall favorable, with a secure learning environment enhancing information retention.

Reproduction. Diverse outcomes, maybe affected by stress levels related to security protocols.

Incentives. Recognition programs yield some beneficial effects; nonetheless, their implementation varies inconsistently among schools.

3. The Significant Effect of School Implementation on Safety Measures to Current Academic Performance of the Students

The research identified a significant effect of safety measure implementation on students' academic performance, revealing both beneficial and detrimental effects.

4. The Challenges Encountered in the Implementation of Safety Measures in the Government School

- a. Restricted financial support and resources
- b. Insufficient staff proficiency in security planning
- c. Reconciling security with an inviting educational atmosphere
- d. Incoherent policies and directives
- e. Opposition from certain parents and students

5. Security Measures Enhancement Proposal to Improve Students Academic Performance

- a. Formulate detailed, contextually relevant security strategies.
- b. Augment financial resources for both physical security and personnel training.
- c. Adopt a comprehensive strategy that encompasses both physical and psychological safety.
- d. Enhance communication with stakeholders regarding security protocols.
- e. Systematic assessment and revision of security protocols

Conclusions

The following conclusions are hereby drawn from the summary of findings:

1. The execution of school safety measures is typically sufficient, however inconsistent, throughout various regions. Although fundamental physiological and safety requirements are largely satisfied, deficiencies exist in managing sleep deprivation, ventilation, emergency preparedness, and personnel training.
2. The effect of safety measures on academic achievement is ambiguous. A secure setting facilitates information retention; yet, heightened security may induce worry and stress in certain pupils, thereby impacting their focus and performance.

3. A notable effect exists between the implementation of safety measures and students' academic performance, exhibiting both beneficial and detrimental effects, and therefore rejecting the null hypothesis.
4. Educational institutions encounter numerous challenges implementing safety measures, such as constrained resources, insufficient experience, the need to balance security with a hospitable atmosphere, and opposition from certain groups.
5. Existing recognition systems and incentives for kids demonstrate some beneficial outcomes; however, their implementation varies inconsistently among schools.

3. Recommendations

The following actions are derived from the findings of the study.

1. The government school should formulate extensive, contextually relevant security strategies that cater to the physical and psychological safety requirements of pupils. These plans must incorporate initiatives to enhance sleep quality and ventilation in educational institutions.
2. The government school should augment financial resources for both physical security improvements and personnel training initiatives. This will alleviate resource limitations and enhance personnel proficiency in security planning and execution.
3. The government school should adopt a comprehensive safety strategy that harmonizes stringent security protocols with the cultivation of an inviting and supportive educational atmosphere. This may entail integrating more nuanced security measures and emphasizing the cultivation of constructive relationships within the school community.
4. The government school should improve communication with all stakeholders, including parents and students, regarding the significance and execution of security protocols. This can mitigate resistance and enhance support from the school community.
5. The government school should implement systematic assessment and revision of security protocols to guarantee their continued efficacy and pertinence. This must incorporate feedback systems from students, staff, and parents.
6. The government school should standardize and enhance the execution of recognition programs and rewards across educational institutions to consistently elevate student motivation and self-esteem.
7. The government school should formulate specific treatments to mitigate the adverse effects of security measures on certain pupils' concentration and stress levels. This may encompass offering counseling services or stress management programs.
7. The government school should encourage cooperation among security specialists, educators, and mental health practitioners to develop a cohesive strategy for school safety that enhances both security and academic achievement.
9. The government school should allocate resources for research to comprehensively assess the long-term impacts of various security measures on students' academic performance and well-being, utilizing the results to guide future policy formulation.
10. The government school should offer supplementary assistance and resources to schools facing challenges in implementation, either via mentorship programs or collaborations with institutions that have effectively adopted appropriate safety protocols.

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