

Securing a Clean, Healthy, Safe and Friendly School Environment: Context of a Private Higher Education Institution in the Philippines

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Abstract

Utilizing a combination of qualitative and quantitative approaches, following the descriptive evaluative design and survey technique, this research evaluated the extent of practice and implementation of the Clean, Healthy, Safe and Friendly (CHSF) school environment program of Saint Mary's University. Further, it sought to collect data regarding compliance and problems of stakeholders of schools to sustain this institutionalized program where students, office staff, faculty members, the administrators and other stakeholders could mutually collaborate and complement each other. Findings revealed that behavioral guidelines in the libraries, faculty rooms, canteens, laboratories and offices are being practiced to a great extent while those in the classrooms, comfort rooms, school grounds, buildings, and the places where class shows or presentations are held are being followed to a moderate extent. The extent of implementation, in general, on the goals and objectives is at a very good level. Results also showed that there are no significant differences in the perceptions of respondents on the extent of practice and implementation according to their classifications. Foremost of the recommendations is that the CHSF program must have, or at least attached to, a distinct office with strong power and mandate for the efficient performance of the general and specific behavioral guidelines as well as the implementation of the monitoring scheme and plan for its sustainable development.

Keywords: conducive learning atmosphere, green school climate, university wellness program

1. INTRODUCTION

We can't make kids smarter, but with improved nutrition and physical activity, we can put a better student in the chair

- Robert Murray, M.D. as cited in
GENYOUth Foundation (2013)

The nation's future is greatly affected by how the youth are being educated in schools. As these young people are forged to the forefront of intellectual and social development, they are being influenced by a myriad of relevant and interconnected factors. One of these is the culture of wellness or the conditions of being

clean, healthy, coexisting with one another other peacefully, being friendly and having a caring school environment. For these, schools play an indisputable role in ensuring the realization and sustainability of programs relative to wellness.

With regards to the aspect of a clean and healthy school environment, improved nutrition and physical activity must be emphasized to guarantee an atmosphere conducive to learning and advancement in life. Being healthy also includes a community of learners who feel secure, safe and are clean, both in body and mind. The promotion of this is a herculean task as in many established researches. Schools could

not do it alone, and thus it involves a collaborative work and a systematic process.

In the Wellness Impact Report GENYOUth Foundation (2013), it comprehensively shows that there is a *positive correlation between health and learning and that they are mutually reinforcing*. To optimize the process of learning by students and to avoid/prevent chronic diseases, appropriate nutrition and corporal activities must be secured. Further, the foundation reported that *the brain is malleable when responding to biological and environmental factors, which proves an important attribute for learning*. This was based from a research which indicates the quality of foods children eat impacts cognition — with poor nutrition linked with absenteeism, hunger symptoms and psychosocial problems.

Another significant aspect that this study covered had reference to a peaceful environment. Co-existing peacefully with others reflects that rights, privileges and individual freedom are tolerated and respected. These cut across similarities and differences in life whether one is being challenged in socio-cultural, political and economic aspects. A peaceful school environment greatly supports an individual not only for becoming himself but also into becoming a responsible member of his family, community, a citizen of a nation and a concerned member of the international community.

Thapa, *et al.* (2013) rephrasing the ideas of Maslow (1943) noted that “*feeling safe—socially, emotionally, intellectually, and physically—is a fundamental human need*”, Devine and Cohen (2007) disclosed that “*feeling safe in school powerfully promotes student learning and healthy development*.” A peaceful environment in school then is an imperative requirement to carry out the schools’ ultimate goal in educating the youth. Astor, Guerra, and Van Acker (2010), however, showed that many students do not feel physically and emotionally safe in schools, largely as a result of breakdowns in the interpersonal and contextual variables that define a school’s climate. Further, they asserted that in schools without supportive norms,

structures, and relationships, students are more likely to experience violence, peer victimization, and punitive disciplinary actions, often accompanied by high levels of absenteeism and reduced academic achievement.

On the other hand, being friendly and having a caring school environment relate to a condition where students are not being harmed physically, emotionally and intellectually. While it has been said that children experience many best and positive things from school, some are also negative like being bullied and forced to do things beyond their capabilities and these may happen at the hands of fellow students or even teachers. Some critical aspects that foster friendly and caring school environment include: encouraging positive behaviors, facilitating functional psychological and social activities; and collaborating actively with stakeholders.

In the Wellbeing School Research Brief (2014), it was articulated that there is a growing evidence base that shows an association between positive perceptions of school climate and improved outcomes for students and teachers. It was also reported that student and teacher perceptions of school climate influence each other in a cumulative way over time, and that a positive climate facilitates both academic success as well as student and staff well-being. In the same manner, Cohen (2010) claimed that there are evidences suggesting that a safe, caring, participatory and responsive school climate provides the optimal foundation for learning.

At Saint Mary’s University, a program known as Clean, Healthy, Safe and Friendly (CHSF) environment program was conceptualized to respond to the physical development and academic advancement of Saint Mary’s University. Several meetings were initiated by the second University President, Rev. Fr. Jessie M. Hechanova until the CHSF program was conceived. The core group was organized with the University President as the Director, the Dean of Student Affairs, Dr. Corazon N. Abriam as the Chairperson and Human Resource Director, Mr. John Tayaban as the Vice Chairperson.

With the perspective that in order to develop a new culture of cleanliness associated with the protection of the environment, a long process requiring great efforts from all sectors of society like the family, church, government, etc. must be undertaken. Hence, the university with the leadership of the core group went through series of trainings and seminars until they were able to institutionalize the CHSF program. Finally, the program was launched on November 20, 1998 with the mantra of “creating and nurturing a safe and healthy learning environment with positive psychological climate to students, faculty and staff and a mission of providing a clean, healthy, safe and friendly learning environment to all students, members of the faculty, staff and outside community who are expected to act as stewards of the environment for today and future generation” (SMU – CHSF Manual, 2016).

With the launching of the CHSF program, significant changes and transformation inside the campus became evident. The Environmental Office (EMO) was created which later on was renamed into Center for Environmental Management, Training and Research (CEMTAR). This office contributed a lot in the groundwork of the CHSF program in collaboration with other units of the university.

In 2018, the CHSF program marked its second decade of implementation so it is just fitting that an evaluation on how Marians have lived out this program be done. Can this be considered an identity, one of the unique characters of being a Marian, or already an integral part of SMU culture? Had this program been established among the administrators, faculty members, office staff and students or is this program still being embraced?

1.1. Statement of the Objectives

In general, the study aimed to look into how the CHSF program of Saint Mary’s University is being practiced and implemented by the administrators, faculty members, office staff and students. Specifically, the study sought to attain the following objectives:

1. Determine the extent of practice of the administrators, faculty members, office personnel and students of the CHSF program of SMU relative to the specific guidelines in the:
 - 1.1 Classrooms;
 - 1.2 Canteens;
 - 1.3 Libraries;
 - 1.4 School grounds;
 - 1.5 Comfort rooms;
 - 1.6 Laboratories;
 - 1.7 Offices; and
 - 1.8 Places where class shows or presentations are being held.
2. Find out if there is a significant difference on the responses of respondents with regards to extent of practice on the specific guidelines of CHSF program when grouped according to their classification; and
3. Determine the extent of implementation of the administrators, faculty members and office staff relative to the goals and objectives of the CHSF program.

1.2. Conceptual Framework

Wellness Programs in Academic Institutions

This study is conceptualized from the idea that there is “*positive correlation between health and learning and that they are mutually reinforcing*” (GENYOUth Foundation, 2013). To optimize the process of learning by students and to avoid/prevent chronic diseases, appropriate nutrition and corporal activities must be secured. Further, the report emphasized that “*the brain is malleable when responding to biological and environmental factors, which proves an important attribute for learning.*” This was based from a research which indicates the quality of foods children eat impacts cognition — with poor nutrition linked with absenteeism, hunger symptoms and psychosocial problems.

The same report also claims that “*brain-imaging studies show that the brains of aerobically fit children may exhibit superior executive-function control.*” Therefore and undoubtedly, it was noted that physical activity, regardless of whether it’s during recess, in the classroom or in

physical education class, may improve school performance and achievement.

Similarly, Thapa, *et al.* (2013) rephrasing the ideas of Maslow (1943) relate that “*feeling safe—socially, emotionally, intellectually, and physically—is a fundamental human need*”. Peaceful environment in school then is an imperative requirement to carry out the schools’ ultimate goal in educating the youth. In the research of Astor, *et al.* (2010), however, it has shown that many students do not feel physically and emotionally safe in schools, largely as a result of breakdowns in the interpersonal and contextual variables that define a school’s climate. Further, it asserts that in schools without supportive norms, structures, and relationships, students are more likely to experience violence, peer victimization, and punitive disciplinary actions, often accompanied by high levels of absenteeism and reduced academic achievement.

In the Philippines, a Child-Friendly School System project was initiated in 2003 by the Asian Institute of Journalism and Communication, the Philippines’ Department of Education and UNICEF. These institutions undertook case studies to document best practices in CFS implementation. Using observation and interviews written as relatively unanalyzed vignettes, the case studies provide a different and interesting perspective on the project outcomes – a ‘window’ on what users and beneficiaries believe child-friendly concepts and practices have produced (Lopez, 2003), as cited in the UNICEF (2006) Child-Friendly Schools Manual.

With these, a wellness program must be established in academic institutions to carry out and fulfill the imperatives of learning. There must be internal rules and regulations apart from the general rules of maintaining clean, healthy, friendly or caring and safe or peaceful school environment. This program must also accommodate exactly the kind of learners the school caters to; hence, the relative activities for elementary pupils and students in the secondary and tertiary levels.

Framework of the CHSF Program in Saint Mary’s University

Several literatures served as the backbone of SMU – CHSF program, one is the Third National Climate Assessment Report of the United States of America in 2014 relating to the long-term effects of global climate change which are: temperatures will continue to rise; frost-free season and growing season will lengthen; intense droughts in the Southwest and heat waves (or periods of abnormally how weather lasting days to weeks); hurricanes will become stronger and more intense; sea level will rise 1 – 4 feet by 2100; and the Arctic Ocean is expected to become essentially ice free in summer before mid-century.

These events and projected long-term effects have triggered global concerns about how the effects can be abated. In 1992, world leaders’ gathering in Rio de Janeiro for the first ever UN Conference on Sustainability and the Environment led to three documents: the Rio Declaration on Environment and Development, the Statement of Principles for the Sustainable Management of Forests, and Agenda 21.

Agenda 21 is a non-binding, voluntarily – implemented action plan of the United Nations regarding sustainable development. It covers statements of common values expressed in public policies. It also encompasses agreements among international communities along sustainable environment.

In 2015, a historic UN Summit led to the formulation of the Agenda 2030 for Sustainable Development. This summit tackled climate change and called for actions by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. In the Philippines, the Department of Environment and Natural Resources Report (2016) states that the country has responded to calls for combating the effects of global climate change by including sustainable development as one of its key strategic formula in achieving the goal of national socio-economic sufficiency and environmental stability for which national

resources, both government and private, have been mobilized and marshaled.

For the Catholic schools in the Philippines, the above-stated challenges of protecting the Mother Earth have been manifested in various national conferences, workshops and meetings. The Catholic Educational Association of the Philippines (CEAP) and the Association of Catholic Universities in the Philippines (ACUP) have committed to work hand in hand to get more actively involved in the preservation and protection of the environment. At last, among the member-schools of the *Congregatio Immaculati Cordis Mariae* (CICM), some concrete actions that address ecological crises were performed. The CICM RP's Justice, Peace and Integrity of Creation (JPIC) envisions that "*CICM leads themselves to the mission of having a deep integration with creation to be able to relate, preserve, and nurture God's gift of nature to humankind.*"

Saint Mary's University, as a Catholic and CICM school, is one with the other CICM schools in creating programs and projects that promote its strong commitment to environmental sustainability and integrity of creation. One of these programs is the Clean, Healthy, Safe and Friendly (CHSF) environment program, which aims to develop more environmentally-literate Marians, imbued with a sense of responsibility to care and protect the environment.

The general objective of the CHSF program is to continuously build, strengthen, and deepen ecological consciousness that will bring about positive actions along social well-being, responsible resource utilization, and environmental sustainability in our Marian Community, partner communities, and larger society.

The program was conceptualized to serve as the University's response to the emerging issues on climate change. This has become a pressing factor that led to an urgent call for action to arrest this phenomenon and assure sustainable environment for the future. Through the CHSF program, SMU responds to this urgent call and has set three dimensions that show its goals for sustainable future. The three dimensions are: 1) Environmental – this seeks to promote a livable environment through programs and activities that protect and enhance campus ecology; 2) Economic – this strives to further a livable environment through strategic policies and actions for wise management of the school's resources; and 3) Social – this reflects the promotion of the well-being of communities through the school's environmental education program, health and food services and other non-academic formation programs. The paradigm of CHSF program is shown in Figure 1.

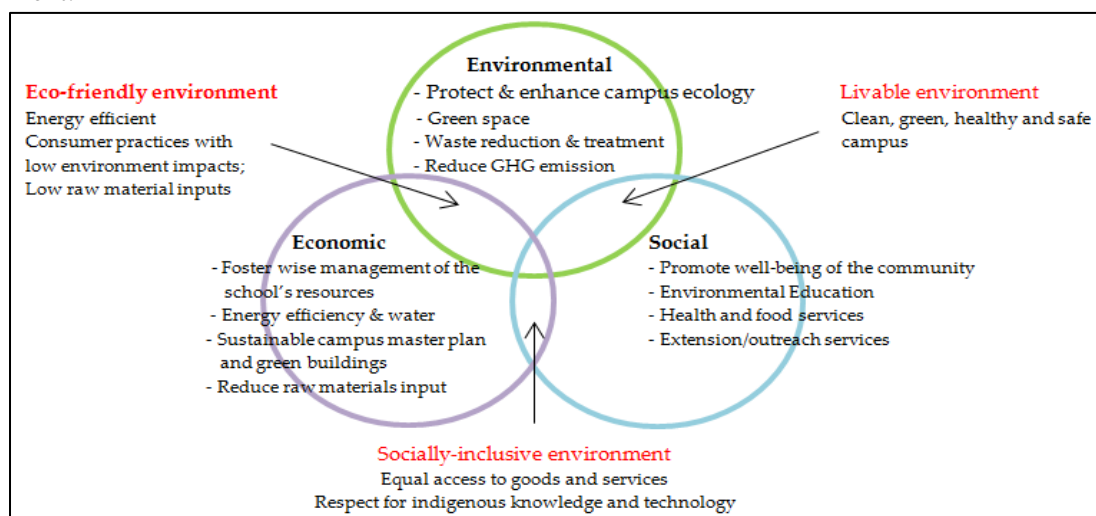


Figure 1. Paradigm of the CHSF Program

The environmental/ecological dimension of the program refers to the institution's ability to uphold the quality of living and non-living systems that include land, air, water and ecosystems and how they influence healthy and productive life. Meanwhile, the economic dimension refers to the operations of the University and its impacts on the economic conditions of its stakeholders and on the natural environment. Finally, the social dimension of the program describes the University's ability to promote well-being of the community through the programs and activities that allow them to learn about the environment, in the environment and for the environment. This includes the provision of services and activities that promote healthy lifestyle and prudent consumerism and respect for indigenous knowledge and practices among its students, employees and other stakeholders to further a socially-inclusive environment.

CHSF Program Evaluation

Just like any other program, projects or activities, the CHSF program has to undergo an evaluation, especially so that it has already placed with and monitored by three University

Presidents from 1998 to present. Villar (2009), as cited by Adducul (2013), related that a program has to undergo a regular evaluation in order to determine its status, the goal and those aspects which are functioning well and which aspects are wanting. GENYOUth Foundation (2013) also claimed that with continuous empirical researches, people would become more aware of the great chances possible to build a culture of wellness within schools as well as the determined difficulties and biases that prevent it.

The results of this research, therefore, will undoubtedly provide a baseline data for the current administrators to be guided with their intentions of making the program more effective and responsive to the eminent challenges of the 21st century. Moreover, since its conceptualization, there was no comprehensive evaluation ever made of its extent of practice, implementation and adherence to some environmental standards, except for annual monitoring or accomplishment reports. Figure 2 illustrates further the paradigm of the study.

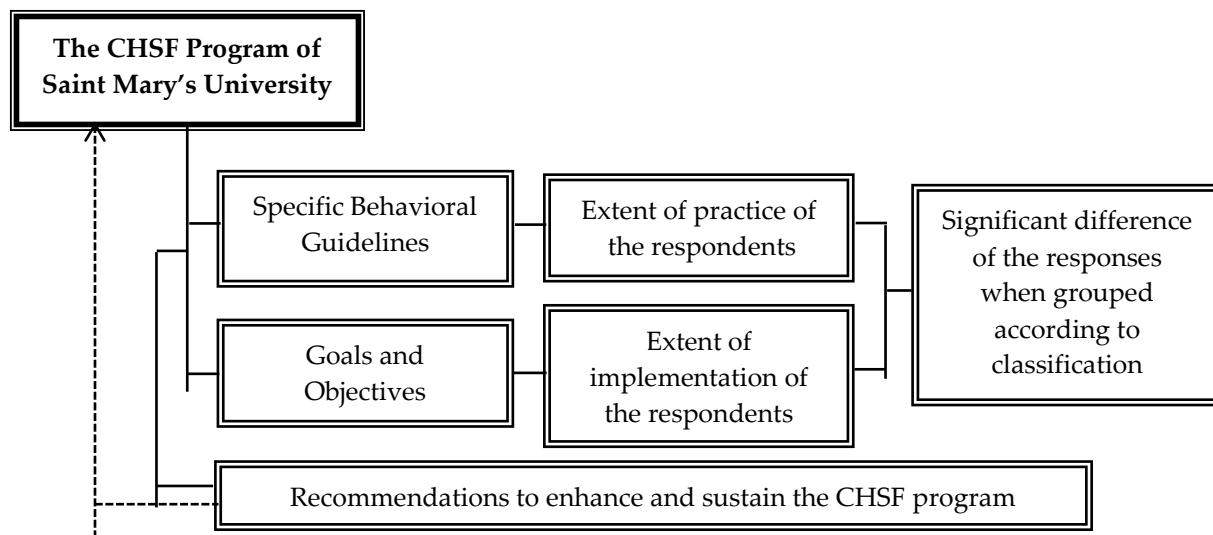


Figure 2. Paradigm of the Study

The aspects of CHSF program evaluated in this study were: 1) Extent of practice on the specific behavioral guidelines; 2) extent of implementation of the goals and objectives; and

3) Extent of adherence and problem with some environmental education standards. The study also looked into the significant difference of the responses on the extent of practice when the

respondents are grouped according to classification. Finally, the study forwarded recommendations, based on the findings of the study, which aimed to enhance, expand and sustain the CHSF environmental program.

2. METHODOLOGY

2.1. Research Design

This study employed both the qualitative and quantitative approaches in research to describe and evaluate the CHSF program of Saint Mary's University. Specifically, the researchers considered the following:

- a) Armchair research – this entailed qualitative data collection by doing library and on line research about the topic.
- b) Document scanning and analysis – this technique substantiated and validated or affirmed the existence of available information gathered from the offices of Vice President for Administration and External Affairs, Community Extension Services Center, Office of Student Affairs and Services and Physical Plant & Properties Development & Maintenance Office.
- c) Quantitative descriptive – evaluative approach – this part described and evaluated the following:
 1. extent of practice of the administrators, faculty members/teachers, office staff and students of the CHSF program of SMU relative to the specific guidelines;
 2. extent of implementation of the administrators, faculty members/teachers and office staff relative to the goals and objectives of the CHSF program; and
 3. significant difference on the responses of respondents with regards to the extent of practice and implementation on the goals and objectives of the CHSF program when grouped according to respondents' classification.

2.2. Research Environment

This study was conducted in the College Department of Saint Mary's University,

Bayombong, Nueva Vizcaya, Philippines. The vision statement relates that SMU is a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to forming persons exemplifying excellence, innovation and Christ's mission. SMU was granted autonomous status for three years (2016 – 2019) by the Commission on Higher Education (CHED) and accredited by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU). In 2018, SMU celebrated 71st Founding Anniversary of the College Department (1947) and the 20th year since the first launching of the CHSF program in 1998. SMU continues to be one of the most developed and important institutions in the Philippines particularly in the Cagayan Valley Region.

2.3. Samples and Sampling Procedure

The subjects of the study consisted primarily of SMU: (1) Administrators; (2) Faculty members; (3) Office Staff; and (4) Students. For SMU administrators, faculty members and office staff, all those who have at least ten years residency starting 1998 (First launching of the CHSF) were taken as respondents. For students, 20% of all those who were enrolled in the School Year 2018 – 2019 in the four schools of SMU (School of: Accountancy and Business, Engineering, Architecture and Information Technology, Health and Natural Sciences and Teacher Education and Humanities) served as respondents. The students were selected randomly and only those who were at the fourth year level and have studied in SMU College from first, second and third Year.

2.5. Data Gathering Procedure

In gathering the needed data, the following procedures were undertaken:

1. Integration of comments as suggested by the University Research Center panel of examiners;
2. Pilot testing of the research tool to at least 20% of the respondents to improve and finalize the instrument. All of the indicators got above .70 Cronbach Alpha ;
3. Floating and retrieval of data gathering instrument;

4. Tabulation and coding of data; and
5. Statistical treatment, analysis and interpretation of data.

2.6. Treatment of Data

In the treatment of data, the following tools and techniques were used:

1. For the extent of practice of the CHSF program of SMU relative to the specific guidelines, computation of means and standard deviations were performed. The following 6 point Likert scale with corresponding qualitative descriptions were utilized:

Table 1. 6 – Point Likert Scale for Extent of Practice

Responses	Mean Score Scale	Qualitative Description
0	0 – .49	Not practiced at all
1	.5 – 1.49	Practiced to a very little extent
2	1.5 – 2.49	Practiced to a little extent
3	2.5 – 3.49	Practiced to a moderate extent
4	3.5 – 4.49	Practiced to a great extent
5	4.5 – 5.00	Practiced to a very great extent

2. For the significant difference on the responses with regards to extent of practice on the specific guidelines of CHSF program when grouped according to their classification, appropriate parametric or non-parametric tests were be used depending on the normality of the respondents' perceptions of the dependent variables.

3. For the extent of implementation of the administrators, faculty members and office staff relative to the goals and objectives of the CHSF program, computation of means and standard deviations were done. The following 6 – point Likert scale with corresponding qualitative descriptions were used:

Table 2. 6 – Point Likert Scale for Extent of Implementation

Responses	Mean Score Scale	Qualitative Description
0	0 – .49	Not Evident
1	.5 – 1.49	Poor
2	1.5 – 2.49	Fair
3	2.5 – 3.49	Good
4	3.5 – 4.49	Very Good
5	4.5 – 5.00	Excellent

3. RESULTS AND DISCUSSIONS

3.1. Extent of practice of the CHSF program of SMU

The CHSF Manual clearly provides that it is the responsibility of the school to develop and implement policies and procedures that assist all staff and administrators in creating a clean, healthy, safe and friendly environment; to create a caring and nurturing learning environment; to maintain a welcoming and friendly school

environment; and to ensure that all students, faculty, staff and administrators share a caring relationship, positive behavior and responsible treatment with each other that reflect the virtues of Mother Mary. Along these responsibilities, the CHSF program is perceived to be evident in the classrooms, canteens, libraries, school grounds, faculty rooms, comfort rooms, laboratories, building, offices; and places where class shows or presentations are being held.

A. In the Classrooms

Table 3. Extent of Practice in the Classrooms (N = 399)

Behavioral Guidelines	Mn	SD	Qualitative Description
1. Students properly greet teachers, other students, and visitors.	2.93	.93	Practiced to a moderate extent
2. Students and teachers respect each other's rights.	3.48	1.09	Practiced to a moderate extent
3. Students avoid shouting and making unnecessary noise inside the classroom.	2.43	1.34	Practiced to a little extent
4. Students and teachers take extra effort in maintaining the cleanliness of every classroom.	3.00	.67	Practiced to a moderate extent
5. Students and teachers do not throw trash out of the window, or on the floor.	3.29	.65	Practiced to a moderate extent
6. Students and teachers do not leave litter under tables, desks or chairs.	2.82	.78	Practiced to a moderate extent
7. Students refrain from staying in the classroom during vacant periods.	2.98	1.19	Practiced to a moderate extent
8. Students and teachers enter the classroom only after the teacher of the previous class has already left.	3.97	.97	Practiced to a great extent
9. Students and teachers avoid making unfriendly or insulting remarks in the classroom.	3.70	.86	Practiced to a great extent
10. Students and teachers refrain from seating on the table or armchairs of desks.	3.54	.84	Practiced to a great extent
11. Students and teachers switch off lights, electric fans when not needed.	3.34	1.13	Practiced to a moderate extent
12. Blackboards are cleaned after use.	3.21	1.08	Practiced to a moderate extent
13. Erasers are cleaned properly in the eraser box and not in other places.	3.13	1.07	Practiced to a moderate extent
14. Tables and chairs are arranged before and after use.	2.98	1.24	Practiced to a moderate extent
15. Windows are closed at the end of the day/or after the last class period.	2.41	1.24	Practiced to a little extent
16. Students and teachers stay away from class when they are sick with communicable diseases.	3.54	1.01	Practiced to a great extent
17. Teachers and students practice healthy behaviors by not spitting outside of the window and by covering their nose and mouth when they sneeze.	3.83	.82	Practiced to a great extent
18. Notices are written on the blackboards and not on the walls and doors.	3.54	.94	Practiced to a great extent

Behavioral Guidelines	Mn	SD	Qualitative Description
19. There is a trash can inside the classroom and is emptied daily.	2.53	1.37	Practiced to a moderate extent
20. Exposed and destroyed electrical wirings and structural problems (destroyed doors, chairs, walls) are reported right away to the maintenance office.	3.26	1.03	Practiced to a moderate extent
Overall Mean	3.19	.44	Practiced to a moderate extent

Table 3 shows that six behavioral guidelines were rated with mean ranging from 3.5 – 4.49 described as *practiced to a great extent*. Meanwhile, two behavioral guidelines were rated with mean ranging from 1.5 – 2.49 described as *practiced to a little extent*. All the others were rated with mean ranging from 2.5 – 3.49 described as *practiced to a moderate extent*.

These findings imply that, in general, there is a moderate manifestation or the desired behavioral guidelines in the classrooms not being practiced diligently by both teachers and students. While some are being exemplified greatly like entering the classroom only after the teacher of the previous class has already left, avoiding making unfriendly or insulting remarks in the classroom, etc. Others are taken for granted like the two behavioral guidelines which

were rated as being practiced to a little extent, the avoidance of shouting and making unnecessary noise inside the classroom and closing the window at the end of the day/or after the last class period.

The findings on the behavioral guidelines that are being practiced to a great extent could be an off-shoot of the information and dissemination of the CHSF program to the faculty members through communications, circulars and the administrative manual for faculty members and office personnel from the office of Vice President for Administration. Meanwhile, those with low ratings could be attributed to the circumstances that some students and employees undermine policies or become naïve because they are not being strictly monitored and/or are not being punished.

B. In the Canteens

Table 4. Extent of Practice in the Canteens (N=399)

Behavioral Guidelines	Mn	SD	Qualitative Description
1. Everyone is courteous with people around.	3.26	1.03	Practiced to a moderate extent
2. People greet each other and are polite.	3.23	1.07	Practiced to a moderate extent
3. Customers and canteen staff talk in a subdued voice.	3.19	1.13	Practiced to a moderate extent
4. Customers put back utensils (trays, plates, spoons, bottles, cups, etc.) after use in the designated waste management areas. They do not leave them on the table.	3.77	.93	Practiced to a great extent
5. Customers and canteen staff dispose of wrappers and other trash properly in designated garbage cans. They do not leave them on the table or throw on the floor.	3.66	.91	Practiced to a great extent
6. Students and teachers refrain from making the canteen a study	3.58	1.00	Practiced to a

Behavioral Guidelines	Mn	SD	Qualitative Description
area. They understand that the canteen is meant to be an eating area only.			great extent
7. Customers put back chairs under the table after use.	3.14	.98	Practiced to a moderate extent
8. Customers do not leave belongings on the table.	3.07	1.07	Practiced to a moderate extent
9. Customers patiently form a line while waiting for their turn to be served.	2.82	1.32	Practiced to a moderate extent
10. Customers follow entrance and exit signs when ordering and paying.	2.88	1.36	Practiced to a moderate extent
11. Customers give exact change as much as possible when paying.	2.40	1.33	Practiced to a little extent
12. Enough utensils are provided to serve the number of clients.	3.10	1.35	Practiced to a moderate extent
13. Spoons and forks are soaked in hot water.	3.22	1.31	Practiced to a moderate extent
14. Water supply is sufficient.	3.23	.89	Practiced to a moderate extent
15. Enough ventilation is provided.	3.31	1.35	Practiced to a moderate extent
16. Workplace in the canteen is always clean and orderly.	3.41	1.23	Practiced to a moderate extent
17. Varied and low-cost nutritious food is prepared for snacks and meals.	3.49	.91	Practiced to a moderate extent
18. Spoiled and expired food is not served.	3.65	1.01	Practiced to a great extent
19. Menu list is updated with corresponding prices.	3.89	1.20	Practiced to a great extent
20. Trashcans are emptied regularly.	3.35	1.20	Practiced to a moderate extent
Overall Mean	3.28	.34	Practiced to a moderate extent

As shown, five behavioral guidelines were rated with mean ranging from 3.5 – 4.49 which is described as *practiced to a great extent*. Similar to the results in the classrooms, the general rating yielded to mean ranging from 2.5 – 3.49 described as *practiced at moderate extent*. It is noteworthy to highlight two of the behavioral guidelines in the canteens which garnered the highest ratings and became the identity of Marian students and employees even when they eat outside the university. These are the actions

of putting back utensils (trays, plates, spoons, bottles, cups, etc.) after use in the designated waste management areas and disposing of wrappers and other trash properly in designated garbage cans (Marian do not leave these on the table or throw on the floor). The adherence to these behavioral guidelines could be due to the constant reminders to both students and employees of the CHSF program of the university and visible bulletin boards placed inside the canteens.

C. In the Libraries**Table 5. Extent of Practice in the Libraries (N=399)**

Behavioral Guidelines	Mn	SD	Qualitative Description
1. Library users are courteous and polite in requesting books and other library materials.	3.46	1.02	Practiced to a moderate extent
2. Library users do not smoke or eat inside the library.	4.00	.83	Practiced to a great extent
3. Library users maintain silence in the library.	3.77	1.31	Practiced to a great extent
4. Library users loiter or move around unnecessarily.	3.60	1.09	Practiced to a great extent
5. Library users do not litter in the library.	3.61	1.25	Practiced to a great extent
6. Library users put off their mobile phone so as not to disturb others.	2.90	1.28	Practiced to a moderate extent
7. Library users comply with the rules and regulations of the various sections of the library.	3.38	.77	Practiced to a moderate extent
8. Library users do not damage library property.	3.54	.84	Practiced to a great extent
9. Library users return borrowed books/materials on time.	3.43	1.06	Practiced to a moderate extent
10. Library users put back periodicals in their proper places.	3.10	1.04	Practiced to a moderate extent
11. Library personnel are approachable and are student-friendly.	3.25	.95	Practiced to a moderate extent
12. Library working scholars serve their clients with a smile and are approachable.	3.56	.80	Practiced to a great extent
13. The library is generally clean all the time.	3.65	.79	Practiced to a great extent
14. The shelves have neatly arranged books in their proper places.	3.96	.74	Practiced to a great extent
15. The procedures for borrowing materials are made known to students.	3.87	.73	Practiced to a great extent
16. There are available fire exits in the library.	4.01	.71	Practiced to a great extent
17. There are signages to inform library users of the fire exits and fire extinguishers.	4.18	.66	Practiced to a great extent
18. The Internet Library staff are always available to help students, re: their internet needs.	4.16	.67	Practiced to a great extent
19. Rules and regulations in the use of the internet are discussed to Internet library users.	3.72	1.05	Practiced to a great extent
20. These rules and regulations are followed by the users.	3.72	1.05	Practiced to a great extent
Overall Mean	3.64	.33	Practiced to a great extent

In Table 5, most of the behavioral guidelines were rated with mean ranging from 3.5 – 4.49 which is described as *practiced to a great extent*, the overall mean also yielded similar results.

Only five of the behavioral guidelines were rated under mean ranging from 2.5 – 3.49 described as *practiced to a moderate extent*.

D. In the School Ground

Table 6. Extent of Practice in the School Ground (N=399)

Behavioral Guidelines	Mn	QD	Qualitative Description
1. Students are gracious and helpful to fellow students, teachers and visitors met in the school grounds.	3.26	.84	Practiced to a moderate extent
2. Everyone uses decent language in conversation.	3.46	.63	Practiced to a moderate extent
3. Marians speak in a low voice when passing by classrooms, libraries and offices.	3.00	.70	Practiced to a moderate extent
4. Marians give consideration to gardeners and maintenance personnel by not vandalizing properties or destroying plants.	2.84	.67	Practiced to a moderate extent
5. Students do not throw candy wrappers or papers on the school ground.	3.07	.79	Practiced to a moderate extent
6. Everyone always keeps right when walking along corridors / pathways.	3.05	.92	Practiced to a moderate extent
7. Students refrain from removing and transferring benches.	2.57	1.14	Practiced to a moderate extent
8. Marians do not use the football field as a pathway.	3.15	.91	Practiced to a moderate extent
9. Garbage are separated and disposed of in designated trashcans and places.	3.25	.91	Practiced to a moderate extent
10. Trashcans are emptied daily.	3.16	.99	Practiced to a moderate extent
11. There are no candy wrappers, plastics and other litter scattered in the school ground	3.32	.94	Practiced to a moderate extent
12. School grounds are free of hazardous objects like broken bottles, glass, big fallen branches, big stones, high tensioned electric wires, etc.	3.14	.78	Practiced to a moderate extent
13. Playground equipment are used properly and returned to their proper places after use.	3.77	1.04	Practiced to a great extent
14. Grounds are cleaned after use. (e.g. after experiments, group activities, etc.)	3.78	1.04	Practiced to a great extent
15. Benches are used properly and are not disarranged.	3.73	.97	Practiced to a great extent
16. The cleanliness of the oval is maintained.	3.42	1.28	Practiced to a moderate extent
17. Slogans and posters are free of vandalism.	3.40	.87	Practiced to a moderate extent
18. Zones assigned to the different schools are maintained.	3.43	.77	Practiced to a moderate extent
19. Co- / extra-curricular clubs participate in keeping the school grounds clean and safe.	3.29	.90	Practiced to a moderate extent

Behavioral Guidelines	Mn	QD	Qualitative Description
20. In general, SMU grounds are clean and safe.	3.20	.87	Practiced to a moderate extent
Overall Mean	3.26	.30	Practiced to a moderate extent

With regards to the school grounds, only three behavioral guidelines were rated with mean ranging from 3.5 – 4.49 described as *practiced to a great extent*, all the others were rated with mean ranging from 2.5 – 3.49 described as *practiced to a moderate extent*.

Just like the results in the classroom and canteens, the behavioral guidelines in the school grounds are also moderately being practiced. Some of the respondents perceived that the school grounds are not free with litter and not all students and employees in the university seriously take part in the implementation of the CHSF program. Alden, one of the faculty members who responded to the questionnaire, related the following:

There should be a strong implementation of the program. It is not on how well the program was written, it is on how we do our part in cooperation or in support to the program.

Alden, further, admitted that the administration is doing its job, but he perceived that the cooperation from all stakeholders is insufficient. He stated that:

The administrators were doing the right thing in implementing the CHSF program. We might just missed the days when everyone was participating from the top to bottom. We have to be doing the things right and not settle or doing the right things.

E. In the Comfort Rooms

Table 7. Extent of Practice in the Comfort Rooms (N=399)

Behavioral Guidelines	Mn	SD	Qualitative Description
1. Those who use the CR wipe their shoes on the doormat before entering.	3.5	1.02	Practiced to a great extent
2. They knocked at the cubicle door.	3.67	1.21	Practiced to a great extent
3. They wash their hands after using the restroom.	3.16	.99	Practiced to a moderate extent
4. They patiently wait for their turn.	3.17	1.12	Practiced to a moderate extent
5. Students avoid shouting and running inside the restroom.	3.58	1.05	Practiced to a great extent
6. Those who use the CR dispose of their trash properly in the garbage can.	3.52	.94	Practiced to a great extent
7. They do not write on walls, doors, mirrors, etc.	3.54	.92	Practiced to a great extent
8. Toilet bowls are not stepped upon.	3.39	1.44	Practiced to a moderate extent
9. CR floors are not urinated on.	3.89	1.30	Practiced to a great extent
10. Urinals and toilet bowls are clean and are flushed after use.	3.24	1.25	Practiced to a

Behavioral Guidelines	Mn	SD	Qualitative Description
			moderate extent
11. Water containers are ready for use	3.21	1.20	Practiced to a moderate extent
12. There is sufficient supply of water for use in the CR.	3.51	1.21	Practiced to a great extent
13. Leaking faucets, destroyed bowls and other defects in the restroom are immediately reported to the maintenance office.	3.46	1.24	Practiced to a moderate extent
14. Plants are put inside the comfort room to keep the place green.	3.31	1.01	Practiced to a moderate extent
15. Trashcans are provided for.	3.24	1.46	Practiced to a moderate extent
16. There are no graffiti on the walls and doors.	3.65	1.14	Practiced to a great extent
17. Floors are clean and dry.	3.43	1.20	Practiced to a moderate extent
18. There are assigned people in-charge of maintaining the cleanliness of the restrooms.	4.27	1.34	Practiced to a great extent
19. There is no stinking smell in the restroom.	3.75	1.08	Practiced to a great extent
20. Restrooms are generally clean.	3.96	1.32	Practiced to a great extent
Overall Mean	3.52	.28	Practiced to a great extent

As shown, eleven behavioural guidelines were rated with mean ranging from 3.5 – 4.49 described as *practiced to a great extent*, the overall mean also yielded under this category. Meanwhile, nine behavioral guidelines were rated under mean ranging from 2.5 – 3.49 described as *practiced to a moderate extent*. Since almost half, 9/20 or 45%, of the behavioral guidelines in the comfort rooms were rated as moderately practiced, and although

there is a greater percent of the behavioral guidelines which are greatly practiced, it could be discerned that there is a considerable number for those who do not abide with the guidelines established in using the comfort rooms. One of the respondents related that some of the comfort rooms are being maintained dry and clean because of the utility workers being paid by the university and not because of the great practice of CSHF.

F. In the Laboratories

Table 8. Extent of Practice in the Laboratories (N=399)

Behavioral Guidelines	Mn	SD	Qualitative Description
1. Those who use the laboratories refrain from eating inside the laboratories.	3.20	.93	Practiced to a moderate extent
2. They always say “Please, Thank you or May I.”	3.75	.78	Practiced to a great extent
3. They use a pleasant tone when conversing with others.	3.32	.98	Practiced to a moderate extent
4. They use protective gadgets during experiments.	3.47	.61	Practiced to a

			moderate extent
5. They take extra care of equipment / chemicals inside the laboratories.	3.63	.79	Practiced to a great extent
6. Students are reminded of safety precautions inside the laboratory.	3.77	.76	Practiced to a great extent
7. Separate storage areas (with lock and key) are provided for toxic and inflammable chemicals to prevent their misuse.	3.72	.80	Practiced to a great extent
8. All equipment are in the proper storage areas.	3.87	.76	Practiced to a great extent
9. Working tables, sinks and floors are cleaned before and after laboratory classes.	3.79	.83	Practiced to a great extent
10. Disposables and garbage are thrown in trashcans provided for the room.	3.67	.77	Practiced to a great extent
11. Chalkboards and whiteboards are cleaned after use.	3.79	.70	Practiced to a great extent
12. Trash cans are emptied daily.	3.41	.82	Practiced to a moderate extent
13. Faucets, switches, and gas outlets are checked before leaving the laboratory.	3.42	.89	Practiced to a moderate extent
14. Equipment and chemicals are properly labeled and stored separately.	3.35	.92	Practiced to a moderate extent
15. Chairs, tables and desks are not stepped upon.	3.80	.88	Practiced to a great extent
16. No smoking, high voltage, etc. signages are posted in appropriate areas in laboratories.	3.76	.70	Practiced to a great extent
17. First aid kits and fire extinguishers are ready in case of emergency.	3.46	.71	Practiced to a moderate extent
18. Protective apron, masks and eye protectors are used during laboratory activities.	3.93	.73	Practiced to a great extent
19. Defective laboratory equipment are monitored and reported as the need arises.	3.94	.74	Practiced to a great extent
20. Voltage signs in electrical outlets are clearly indicated.	3.91	.69	Practiced to a great extent
Overall Mean	3.64	.22	Practiced to a great extent

In the laboratories, most behavioural guidelines were rated with mean ranging from 3.5 – 4.49 described as *practiced to a great extent*, the overall mean also yielded under this category. On the other hand, seven behavioral guidelines were rated under mean ranging from 2.5 – 3.49 described as *practiced to a moderate extent*.

The behavioral guidelines in the laboratories are not only focused on cleanliness but also for the safety of users and enhancement/up-datedness of equipment to compete with other universities.

The results in this study show that many of said guidelines are being practiced and observed diligently. In the interviews, however, some related that laboratories for Natural Sciences are being used as classrooms and some of their experiments lack the proper space and storage. Fire extinguishers are available but first aid kits are not readily placed in conspicuous areas but only upon request.

Moreover, one respondent from the School of Engineering, Architecture and Information

Technology (SEAIT) also mentioned that they lack some important and needed equipment as part of certain technical subjects but they know the university could not come up with the money to buy all but only those that are really

affordable. Lacking and defective equipment are being reported as the need arises but the purchase of these greatly depend on circumstances like when there is a considerable number of enrollees or takers of the subject.

H. In the Offices

Table 9. Extent of Practice in the Offices (N=399)

Behavioral Guidelines	Mn	SD	Qualitative Description
1. The staff serve clientele on a “first come first serve basis”, treat them fairly, and well.	3.44	.93	Practiced to a moderate extent
2. They observe professional ethics, avoid jealousy and gossip, and maintain a Christian and healthy relationship with others.	3.97	.86	Practiced to a great extent
3. They are courteous, cheerful, friendly, approachable, and accommodating to anyone.	3.89	.90	Practiced to a great extent
4. They keep confidential matters to themselves.	3.86	.87	Practiced to a great extent
5. When sending or receiving phone calls, they greet the person courteously and identify themselves of the office.	3.93	.74	Practiced to a great extent
6. They ask permission before using office phones for personal business or transactions.	3.91	.92	Practiced to a great extent
7. There is a locator chart s the staff could be located when they are not in the office.	3.94	.92	Practiced to a great extent
8. Ceilings, walls and windows are clean and free from cobwebs, dirt, etc.	3.75	.84	Practiced to a great extent
9. Garbage are disposed of regularly.	3.79	.79	Practiced to a great extent
10. Supplies and other office materials are stored and classified in their proper places for easy retrieval.	3.78	.85	Practiced to a great extent
11. Lights, electric fans, air conditioning units and other electrical gadgets are switched off when not in use.	3.83	.90	Practiced to a great extent
12. Living ornamental plants are placed in offices for an environmentally healthy atmosphere.	4.00	.80	Practiced to a great extent
13. Contents of filing cabinet are arranged and labelled according to an established filing scheme for easy storage and retrieval.	3.89	.76	Practiced to a great extent
14. Unnecessary duplicates of records are discarded.	3.91	.89	Practiced to a great extent
15. Inactive files/records are separated from the active ones.	3.71	.85	Practiced to a great extent
Overall Mean	3.88	.74	Practiced to a great extent

As shown, only one behavioural guideline was rated with mean 3.44 described as *practice to a moderate extent*, this is the guideline where the staff should serve clientele on a “first come first serve basis”, treat them fairly, and well. All the others were rated with mean ranging from 3.5 – 4.49 described as *practiced to a great extent*, the overall mean also yielded under this category.

Generally result in this part implies the behavioral guidelines in the offices are being practiced and observed seriously by office staff

and administrators. This is similar to the results in the libraries, faculty rooms, canteens and laboratories. Obviously, this could be explained by some internal and external factors being strictly imposed and monitored let alone the assigned working students and utility personnel who report to offices regularly. The performance evaluation by clients, circulars and memoranda from the administrators are external factors that monitor the offices while rules and regulations in offices and self-discipline are the internal factors.

I. Places where class shows or presentations are being held

Table 10. Extent of Practice in the Offices (N=399)

Behavioral Guidelines	Mn	SD	Qualitative Description
1. Marians arrive on time for the show so as not to disturb others.	3.46	.88	Practiced to a moderate extent
2. They express their appreciation by clapping after the number and not during the performance.	2.96	1.08	Practiced to a moderate extent
3. They refrain from howling and other unnecessary catcalls.	3.18	1.06	Practiced to a moderate extent
4. They show courtesy by not leaving during the performance or until the performers are introduced to the audience.	3.09	.86	Practiced to a moderate extent
5. They give appreciation to the efforts of the performers by clapping when they are introduced after the show.	3.21	.81	Practiced to a moderate extent
6. They refrain from eating inside the gym / theatre while the program is on-going.	3.84	1.05	Practiced to a great extent
7. They do not leave anything on their seat or on the floor after the program.	3.04	.99	Practiced to a moderate extent
8. They put off their cell phones during the performance.	2.92	1.06	Practiced to a moderate extent
9. They throw their candy wrappers, mineral bottle containers in designated waste bins.	2.82	1.14	Practiced to a moderate extent
10. Chairs are not disarranged during the show.	3.17	.97	Practiced to a moderate extent
Overall Mean	3.16	.29	Practiced to a moderate extent

With regards to the places where class shows or presentations are being held, only one behavioural guideline was rated with mean 3.84 described as *practiced to a great extent*, this is the guideline wherein Marians should arrive on

time for the show so as not to disturb others. All the others were rated under mean ranging from 2.5 – 3.49 described as *practiced to a moderate extent*.

The findings in this part could imply that just like in the classrooms, canteens, school grounds, and buildings, the adherence to the established behavioral guidelines as part of the CHSF program of the university are not being strictly followed. Some are being practiced while others are undermined.

Synthesis of Section 1

In general, most of the mean responses yielded two categories, those that are being practiced to a great extent and those that are practiced to a moderate extent. The overall mean responses in the libraries, faculty rooms, canteens, laboratories and offices show that the established behavioral guidelines under the CHSF program are being followed greatly while the behavioral guidelines in the classrooms, canteens, school grounds, buildings, and the places where class shows or presentations are held are being followed moderately as illustrated by the overall mean responses.

The findings on the behavioral guidelines that are being practiced to a great extent could be an off-shoot of the information and dissemination of the CHSF program by the administration and visible placards, posters and advertisements including self-discipline, owned knowledge and awareness of a clean, safe and friendly environment, performance evaluation by clients, supervisors, peers and top administrators. Meanwhile, those with low ratings could be attributed to the circumstances that some employees and students undermine policies or become naïve because they are not being strictly monitored and/or are not being reprimanded and punished.

One of the administrators in the university claimed that the CHSF program is on the right track. The groundwork was well established, through the processes it underwent since 1998 and the manual thoroughly written by the assigned technical and working group (TWG). The problem rests in the implementation, functional monitoring scheme and an assigned office which will handle the processes from planning to sustenance of the program. She shared that:

Awareness to SMU community is good; but sustainability must be maintained through monitoring and evaluation scheme. Note: during the middle 2000, SCC officers had been utilized/maximized to monitor/evaluate CHSF implementation by entering different offices, checking what is inside the filing cabinets, etc. And faculty/students who scatter/litter are being punished with some amount (I think) and announcing of their names during Flag Ceremony.

Another administrator believed that the CHSF program could be one of the identity of being a Marian and at least part of its guidelines were disseminated through placards, bulletin boards and posters around the campus. The contents of the manual, however, are not fully known since copies of this have not been distributed, at least to all offices, if the administration could not print for all students and employees. He further related that *generally the problem really is on monitoring of students, teachers, staff and administrators compliance to CHSF policies.*

The GENYOUth Foundation (2013), on the other hand, claimed that *wellness policies are easier legislated than done*. The same reference also elaborates that written guidelines in the complex world of schools or universities does not ascertain the intended practices occur automatically. There is a need to stress for the periodic assessment and accountabilities in order for wellness practices to become the main concern of all stakeholders. As cited in the GENYOUth Foundation (2013), this assertion was supported by a study conducted in Yale University, regarding strength and comprehensiveness of district school wellness policies, which revealed that lack of coordination and lack of resources are the most common challenges to policy implementation of wellness programs.

Finally, Parrett and Budge (2018), in their paper about fostering a healthy, safe, and supportive learning environment, emphasize the significance of collaboration and complementation among all stakeholders in the school. They posited that in order for students to

learn in a conducive manner, there is a need for them to feel safe and healthy in a clean and friendly environment with functional and relevant support system. Without these aspects,

the process of learning reverts to a focus on survival and unfavorable competition with each other.

3. 2 Significant difference on the responses of respondents with regards to the extent of practice when grouped according to their classification

Table 11. Significant Differences with regards to Extent of Implementation when grouped according to Classification

Areas within the University	Classification	N	Mean Rank	Mn	SD	Qualitative Description	Chi-Square	df	Assymp. Sig.
In the Classrooms	Administrators	22	192.18	3.17	.42	Practiced to a moderate extent	2.43	3	.488
	Faculty Members	37	179.26	3.11	.41	Practiced to a moderate extent			
	Office Personnel	26	182.10	3.10	.38	Practiced to a moderate extent			
	Students	314	204.47	3.22	.49	Practiced to a moderate extent			
In the Canteens	Administrators	22	267.73	3.64	.73	Practiced to a great extent	22.48	3	.000*
	Faculty Members	37	237.96	3.45	.78	Practiced to a moderate extent			
	Office Personnel	26	256.13	3.53	.68	Practiced to a great extent			
	Students	314	186.13	3.17	.70	Practiced to a moderate extent			
In the Libraries	Administrators	22	269.52	3.88	.30	Practiced to a great extent	27.88	3	.000*
	Faculty Members	37	268.88	3.45	.30	Practiced to a moderate extent			
	Office Personnel	26	222.54	3.53	.46	Practiced to a great extent			
	Students	314	185.15	3.17	.58	Practiced to a moderate extent			
In the School Grounds	Administrators	22	192.64	3.25	.51	Practiced to a moderate extent	3.22	3	.358
	Students	37	169.03	3.13	.59	Practiced to a moderate extent			
	Office Personnel	26	198.42	3.25	.66	Practiced to a moderate extent			
	Students	314	204.30	3.30	.57	Practiced to a moderate extent			

In the Comfort Rooms	Administrators	22	251.30	3.52	.68	Practiced to a great extent	7.23	3	.065
	Faculty Members	37	205.07	3.23	.61	Practiced to a moderate extent			
	Office Personnel	26	229.00	3.39	.62	Practiced to a moderate extent			
	Students	314	193.41	3.05	.90	Practiced to a moderate extent			
In the Laboratories	Administrators	22	248.68	3.98	.65	Practiced to a great extent	5.50	3	.138
	Faculty Members	37	207.30	3.76	.64	Practiced to a great extent			
	Office Personnel	26	217.23	3.80	.60	Practiced to a great extent			
	Students	314	194.30	3.70	.55	Practiced to a great extent			
In the Offices	Administrators	22	219.73	3.96	.50	Practiced to a great extent	1.52	3	.677
	Faculty Members	37	209.76	3.9	.47	Practiced to a great extent			
	Office Personnel	26	183.69	3.7	.56	Practiced to a great extent			
	Students	314	198.82	3.88	.80	Practiced to a great extent			
Areas where presentations are held	Administrators	22	183.45	2.93	.57	Practiced to a moderate extent	9.07	3	.028*
	Faculty Members	37	162.14	2.83	.52	Practiced to a moderate extent			
	Office Personnel	26	162.62	2.83	.49	Practiced to a moderate extent			
	Students	314	208.72	3.15	.63	Practiced to a moderate extent			
Overall Mean							9.00	3	.393

Table 11 shows that there is a significant difference in the responses with regards to the behavioral guidelines in the canteens (p -value=.000), libraries (p -value=.000) and areas where presentations are held (p -value=.028) as evidenced by their corresponding computed p -values which are less than .05.

The results further show that in the canteens and libraries, administrators and office personnel perceived that CHSF behavioral guidelines are practiced to a great extent while faculty

members and students believed that these are practiced to a moderate extent. For the areas where presentations are held, though the result indicates a significant difference, the qualitative description of the perceptions of all the respondents is at a moderate level.

Meanwhile, the computed p -values of responses in the classrooms (p -value=.488), school grounds (p -value=.358), comfort rooms (p -value=.065), laboratories (p -values=.138), buildings (p -value=.637), offices (p -value=.677)

and the overall ($p\text{-value}=0.393$) are all greater than .05 which indicate a no significant difference.

These findings could imply that classification, whether an administrator, faculty member, office personnel or a student, is a factor in the perception of the extent of practice of the CHSF behavioural guidelines in the canteens, libraries and areas where presentations are held but not in the classrooms, school grounds, comfort rooms, laboratories, buildings and offices. In general though, classification does not have a bearing in the perception of the extent of practice of the CHSF behavioural guidelines.

Notwithstanding, this general result is contrary to one aspect of the study conducted by Thapa *et al.* (2013) which noted that classification is a factor in perceiving conditions on school climate. They revealed that teachers' perception is different with that of students. The perceptions of teachers are more sensitive to

classroom-level factors, like "ineffective classroom management and proportion of students with disruptive behaviors," whereas students' perceptions are more sensitive to school-level factors, such as "student mobility, student-teacher relationships, and principal turnover.

Naturally, the administrators and office personnel also have their own views or perceptions regarding conditions of school climate. Thapa *et al.* (2013) recommended that in order to come up with a real picture of perceptions of different groups regarding school climate, there is a need to use various assessment techniques or survey instruments considering the differences of being a teacher or a student as well as being an administrator and an office personnel. How these groups perceived school life should be considered in the first place before they will be asked the conditions of a favorable school climate.

3. 3 Extent of implementation on the goals and objectives of the CHSF program

Table 12. Extent of Implementation on the goals and objectives of the CHSF program (N=399)

Statements	Mn	SD	Qualitative Description
1. To create an awareness of a clean, healthy, safe and friendly environment.	3.53	.81	Very Good
2. To provide and maintain a clean, healthy, safe and friendly SMU campus.	3.54	.77	Very Good
3. To facilitate the efficient storage and retrieval of records and information in every office.	3.61	.76	Very Good
4. SMU maintains a clean environment conducive for learning / working.	3.55	.54	Very Good
6. SMU is a healthy place for working and studying.	3.76	.65	Very Good
7. SMU is a safe place, and maintains a safe environment for the Marian community.	3.85	.72	Very Good
8. SMU is a friendly campus.	3.79	.84	Very Good
9. Marians have learned to practice the CHSF behavioural guidelines even outside of the university.	3.52	1.02	Very Good
Overall Mean	3.64	.13	Very Good

Table 12 shows that all the statements with regards to the extent of implementation on the goals and objectives of the CHSF program yielded to mean ranging from 3.5 – 4.49 described as *very good*.

This result validated the behavioral guidelines rated by administrators, faculty members, office personnel and students in section 1 as practiced to a great extent.

Although, there are items rated to a moderate and little extent, the general ratings indicate that the CHSF program of the university has been embraced and working for the benefit of all stakeholders in the university. The *very good* rating presents the condition that the program is known to all and many of its features are being practiced.

This internal assessment also validates the award for Gawad Kalasag received by SMU last year in the region and as a finalist in the national level. This prize is being conferred to individuals, groups or institutions by the National Disaster Risk Reduction and Management Council (NDRRMC) for outstanding contribution in the fields of disaster risk reduction and management as well as humanitarian activities. Said search was participated by SMU as part of the CHSF program and through the efforts of the Senior and Junior High School departments.

CONCLUSIONS

Based on the findings of the study, the following conclusions are advanced:

1. The extent of practice of the established behavioral guidelines in various areas with the university is generally on the average level. Some are being followed to a great extent but others are to a moderate and little extent.
2. The extent of implementation on the goals and objectives of the CHSF program is at a very good level. It means that as a program, many of its features are known, behavioral guidelines are posted and is being raised as one of the identities of being a Marian.
3. Being a student, faculty member, an office personnel or an administrator is not a factor in perceiving the extent of practice and implementation of the CHSF program. There are no significant differences in the perception of these group whether the behavioral guidelines of the CHSF program are being practiced and whether the goals and objectives are being implemented.

RECOMMENDATIONS

Based on the results, the researchers recommendations were focused on the general objective, framework, strategic directions and actions, structure, and sustainability component. In particular, the proposed CHSF program framework spelled out the four components, namely: Clean, Healthy, Safe and Friendly. The *Clean* component reflects the protection and enhancement of campus ecology and accommodates green space for the university buildings and other structures. This also includes provisions on waste reduction and treatment as well as the reduction of GHG emission. The *Healthy* component shows nutritious food to be served in school's canteen and other eating establishment. Institutional physical activities and empowered clinic is also included in this aspect. The *Safe* component relates to the critical consideration of standard disaster risk reduction and management. Lastly, the *Friendly* component presents the assurance of emotionally and socially welcoming environment as well as provisions for mutual co-existence, collaboration and complementation.

At the core of the four components are the integrative CHSF practices which are being practiced by various units in the university. The best practices of the university which fall under any of the four components could be part of the CHSF program. The shepherding program, for instance, of the GTO could be counted as part of the program as it falls under *Friendly* component. Security measures being performed by the Security Guards of the university could also be integrated as this falls under *Safe* component.

The proposed CHSF program encompasses four dimensions, which these are: eco-friendly; socially inclusive, culturally sensitive and economically stable, environment. The eco-friendly environment dimension seeks to promote a community with energy efficient consumer practices with low environment impacts and low raw material inputs. The socially inclusive dimension relates to the condition where there would be equal access to goods and services. The culturally sensitive dimension reiterates one of the CICM priorities

which is working for and with the IPs/ICCs. Finally, the economic dimension strives to further a livable environment through strategic policies and actions for wise management of the school's resources including wise use of ecosystem services, which eventually seeks to promote an eco-friendly environment.

Monitoring of the activities that were set for each component and dimension shall be done on a monthly basis to ensure that the planned activities were carried out. Reporting on the other hand shall be done on a semestral basis, that is – at the end of the first semester. This allows the unit – or person-in-charge to make adjustments in case a particular activity was not carried out as scheduled.

The university should also come out with sound reward and punishment system to complement best practices and to sanction erring students and employees against the established behavioral guidelines.

Finally, to solve the problem on lack of knowledge about the program and for wider information and dissemination, the NSTP classes can be utilized where the program will be discussed. One module or chapter of the NSTP course can accommodate the information and dissemination campaign of the program. For SMU employees, seminar-workshops will be performed for the program to be familiarized not only for the implementers but all the members of the Marian community.

Moreover, it is also recommended that a similar study will be conducted in the High School and Grade School departments of SMU as the CHSF program is one of the known identities of Saint Mary's University.

For the improvement of the paper, the researchers recommend that the qualitative part will be expanded and the respondents be extended to alumni and retired faculty members and office personnel or those who are not already in the university but could relate greatly to the foundation and early development of the CHSF program.

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