

Closed Circuit Television (CCTV) in the School Campus: Faculty/Employee,
and Student's Perspective

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Abstract

A school is a place of work, where security and safety are reasonable expectations for all Teachers, Employees and Students; surveillance CCTV can play its part in meeting those proper expectations. Equally, regard must be paid to the rights of the individual for reasonable privacy and the avoidance of unacceptable, intrusive monitoring for whatever reason. The study aims to determine the point of view of employees and students towards "Closed Circuit Television (CCTV) in the School Campus. The descriptive survey questionnaires were conveniently administered to 189 employees and students of Our Lady of Fatima University. In this study, employees and students of the university strongly agreed on CCTV in the school campus for monitoring students' activities and employees' performance, as well as security and safety measures. It is also revealed that the respondents agreed on the perceived issues towards CCTV installation in the school campus. There were no significant differences among the point of view of the respondents towards installation of CCTV in the school campus. Majority of the respondents likes the installation of CCTV in the school campus and among of their location preferences are as follows: school entrances and exits; corridors; cashier and registrars' office as the four top most location preferences in the school campus and the least of which is comfort rooms.

Keywords: CCTV, School, Security, privacy, students, faculty & employees

1.0. Introduction

CCTV is now widely used across the world. Similar difficulties are encountered when trying to ascertain the number of schools that currently have CCTV systems. It is harder still to gather details on the specific of the system; the number of cameras, their technological sophistication, the motivations for

implementation, and details about how the system is operated. (Emmeline Taylor, "I Spy with My Little Eye: The Use of CCTV in Schools and the Impact on Privacy.")

The use of CCTV as a tool to prevent incident in schools continues to expand, in particular among local governments (Iris Ltd. 2005). Indeed, its popularity and use is not restricted solely to preventing crime. CCTV has been implemented for a range of purposes that includes use as an access control measure, as a method to reduce fear of crime and improve perceptions of community safety, to potentially detect crime and also to be an evidentiary tool (Allard, Wortley & Stewart 2006).

The perceived diminishing of privacy and the alleged lack of coherent legal regulation of technological surveillance practices has been highlighted by an increasing number of reports in the mass media. Despite its growing prominence, and the important issues it raises about individuality and autonomy in contemporary society, to date there have been no empirical sociological investigations into the impact that CCTV has upon peoples' expectations and experiences of privacy (Emmeline Taylor, "I Spy with My Little Eye: The Use of CCTV in Schools and the Impact on Privacy.", 2010)

But like everything else, School CCTV Cameras Systems are not all pros. They have their share of disadvantages, as well, and here, we are to name some of them: This means large CCTV Cameras Cost because school premises are generally large in size and it would need so many cameras to make the whole place all covered. It invades privacy, not only to the students but also to the school's faculty and staff, particularly because the videos may spread out without the approval of individuals concerned.

Having any CCTV Cameras Types installed all over the school premises would promote a sense of common suspicion between the students and the school administration and this should be avoided. This is why; the existence of Network IP CCTV Cameras in school campuses offers both pros and cons, no wonder why it was stirring a lot of issues for the past years. However, everything still depends on the school administration whether they would realize that the many benefits of possessing CCTV Cameras Network installed all over the campus are sufficient not to take its disadvantages seriously. It's upon them to balance the advantages of having security system all over the place versus its cons. Anyhow; it's not just the students' welfare that they are to take into consideration but everybody who goes inside the campus, as well.

CCTV Camera should be place at dedicated viewing areas such as entrances, hallways, stairways or even classroom environments, so that the best possible view can be achieved in relation to what the camera's primary focus should be. Schools can feature multiple entrances or exits and may span multiple

buildings. It can soon become hard to keep track of where potential security risks may occur at any given time. It is important to note that all video surveillance will remain in a fixed position thus providing a dedicated view of what is most important. It can be repositioned which may result in the camera looking in the wrong direction at the wrong time. Video Surveillance cameras should only be used in school campus environments as a secondary means of security.

With CCTV Camera applications over school campuses it is important to focus on areas that are of key importance. These are the key security risk areas that should be monitored at all times without changing camera position. It is also important that video surveillance cameras used in these areas are of high quality so that proper identification can be made easily. With the added benefits of video surveillance including centralized management capabilities and high resolution capable cameras, a safe and secure environment can be created where students and faculty can focus on education without the worry of feeling unsafe or unprotected.

This study aims to determine the point of view of students and employees of Our Lady of Fatima University towards installation of CCTV in the school campus and their preferred location for such installation.

2.0. Review of Related Literature

2.1. Theoretical Framework

This research is anchored on the theory Deontology theory. The word Deontology derives from the Greek word duty and science. The moral philosophy of deontology is one of the kinds of normative theories regarding which choices are morally required. This ethical theory is fully based on the concept of CCTV with hidden microphones that are legally acceptable or morally acceptable and the laws that are behind the surveillance. Deontology mainly falls in the domain of moral theories that guide and access the choice of what kind of person we are and should be.

The deontology theories are understood in certain consequentiality and different problems that rise in the survey and provide helpful to take the deontological theories. The deontological theories explain the potential of certain people have moral understanding and hold the moral duties. The moral duties are thought to be deontological and regarding the environment duties to particular people and has an individual right to realize. The compelling arguments for its introduction into public spaces as means of ensuring public safety have led to CCTV cameras within the schools.

According to some mixed theories, those who are ready to hold the deontology have the reasons that to cover the morality and lot of advantages are there to expand the relative reasons. Everyone needs to expand the coverage of different consequentialist reasons like positive duties. Deontologists' talent need to the content that allows the outcomes of consequentialism. This requires morality of the individual privacy in a detailed content and looks like consequentialist of norms with extreme roles and clauses.

Some agree that deontological duties are the duty to obey law and some depends upon the law on practical authority. Everyone has the law of moral functions that are taught and depends upon the failures of co-ordination and decision making costs. The laws also obey the moral function by performing the legal roles and determine the capability of guiding and co-coordinating conduct. There are many moral objects that in turns easily determine the facts. The roles that perform the moral function by ignoring the facts and those are normally significant. The rules that prescribe for those who violate are morally compel through legal reasons. For moral good consequences, law mandates the act of blameless in violating it and as a result of troubling deontologist. The hidden cameras that are mounted on CCTV as per deontology ethical theories one of the outcome on legal obligation. The non consequentialist obligations are crucial of any strips; the structure of such type of obligations has been in terms of exclusionary reasons. All the views and reasons for that are competing and rather exclude for different purposes. There is lot of gap between the officials that are on their roles and also ordinary citizens.

One view of this, there is many reasons that to enforce laws and several reasons are fail to obligate those against and the laws will be enforced to obey. On every point of view, several reasons are there for the privacy and security purposes and some will agree with that and one and some may not agree.

The aim of the study was to determine the point of view of the employees and students towards installation of CCTV in the school campus and their preferences as to location of such installations. Specifically, it sought to answer the following research questions:

1. What is the perspective of the respondents towards CCTV as school safety and security measure?
2. Is there significant difference among the respondents' perspective towards CCTV as school safety and security measure?

3. What is the perspective of the respondents towards CCTV as means of monitoring students' and employees' activities and performances?
4. Is there significant difference among the respondents' perspective towards CCTV as a means of monitoring students' and employees' activities and performances?
5. What is the perspective of the respondents towards issues behind the use of CCTV in the school campus?
6. Is there significant difference among the respondents' perspective towards issues behind the use of CCTV in the school campus?

2.2. Literature Review

2.2.1. CCTV in the school campus as a means of ensuring security and safety in the school campus

According to (Security magazine, 2010), Advantage of installing security cameras Safety is the most obvious benefit to having high quality school security cameras installed. School security cameras can provide evidence if there has been any breach of safety or conduct. These cameras continually monitor the schoolchildren and others around to help police officials detect criminal or suspicious activity in the school premises. Thus, should an investigation ensue, school security cameras prove invaluable as evidence. Installing such school security cameras can also mean curtailing the spread of crime within a school. Most Criminals are less likely to commit crimes if there is a surveillance camera installed. Security Cameras in schools function as deterrents to violent acts and vandalism. Parents are more assured once they know that there is school security Cameras installed in a school. They have the comfort and assurance of knowing that their children are relatively safe because the school is monitored. Care must be taken though to ensure that video footage is actually being monitored on a regular and timely basis. A sense of security can be dangerous if the security measures implemented are not being properly utilized.

2.2.2. CCTV in the school campus as means of students', faculty members', non-teaching staff's and utility's /maintenances' activities and performance monitoring.

According to (ZimCos AVS) Making use of the Best CCTV Cameras, school supervisors will have an easier time monitoring any untoward doing inside the school premises like vandalism,

trespassing, and even drug use. These issues might not be common on most of the school but the fact is, these problems exist in some school campuses. Images are being recorded with the help of Spy CCTV Cameras also, which can give hard evidence in case that a situation will arise. Commonly found in the hallways, stairs, classrooms and cafeterias, are Indoor CCTV Cameras while Outdoor CCTV Cameras are commonly placed on schools' entrances and parking areas. High Resolution CCTV Cameras are truly beneficial in monitoring who goes in and out of the school premises. School personnel not just benefit the use of different types of CCTV Cameras for security reasons. With the help of these cameras, monitoring the performances of their staffs and faculties are also made possible. There are still lots of arguments regarding this matter, as most teachers' claims that this system might hinder some teachers from trying out some innovative ways of teaching. It is also very convenient for them to monitor how their students interact with their teachers or even classmates. This surveillance system is being also used to monitor if their students are obeying laws that were implemented in the school. A lot of students are just following school laws whenever there is a superior around them but still commits dishonest actions whenever no one's around. In spite of the many benefits, an argument that concerns the use CCTV Cameras inside the school premises are still being debated about. We are living in a world where somebody must watch over us, all this for our own safety sometimes. The most common issue that these people brought up is concerning the invasion of privacy among students who are being monitored. The real purpose of having CCTV Cameras Installed in Schools is to reduce the situations inside the campus and to offer the school students a better security (April 17, 2013 in News by ZimCos AVS).

2.2.3. Issues behind the use of CCTV in the school campus

According to (Security magazine, 2010), Disadvantage of installing security cameras Just as in any other security system, even in the case of installing school security cameras there are certain disadvantages. The initial expenses of installation and maintenance activities in the future can be deterrents to getting school security cameras installed. There is a definite cost involved to purchasing, installing, and monitoring security surveillance cameras. While this can be a definite hindrance to some school districts, it is important to research all of your options before you completely dismiss the idea due to cost concerns. The cost of surveillance equipment has dropped dramatically over recent years, and many systems require very little effort to install and maintain. With a little bit of research, this drawback may be easily overcome. Cameras can be installed.

The school would need to purchase and then install the school security cameras followed by frequent monitoring of such cameras. Consider the personnel required to monitor the school security

cameras on a regular basis and the time consumption that it may entail. However, it is important that every school conduct extensive research on its part, to avoid dismissing the installation of school security cameras simply because of high costs. School security cameras are now more affordable as costs of product and installation have reduced in the last couple of years. One of the other drawbacks of installing school security cameras is the threat of facing legal liabilities. A parent may take legal action if they find that their child's privacy is being violated. Therefore, a thorough research is essential before installing school security cameras. Any risks of potential privacy violations can be avoided with a clear understanding of where and how security cameras can be installed.

According to (ATL Organization, 2010) When installing CCTV, management should state precisely and publicly the objective of the installation. For different locations the objectives may vary, some being common (e.g. security and protection of property) and others specific (e.g. monitoring movement and behavior in a communal area). A school's management needs to have clear procedures to determine how the CCTV system operates. An authorized person (the data controlling officer) has to be responsible for ensuring that the procedures are followed. The data controlling officer conducts a full consultation with all school staff on the usage of CCTV.

The consultation should include an explanation of all the purposes for which the CCTV cameras are being, or have been, installed and confirmation that they comply with the law. As an outcome of the consultation, the school should implement a policy on its use of CCTV, which is made available to all staff and, preferably, provide a briefing on the policy for all staff.

When a CCTV system is installed in the school, signs must be put up to state its purposes. The signs must be placed in prominent positions to inform the public that they are entering a place where CCTV is in operation. The sign must identify the data controller, which may be the school or local authority, and give a contact number where further information can be obtained. Every school should have a data controlling officer on site, appointed from the senior management team.

The setting of cameras must also be carefully planned and justified. The school should state where the cameras have been installed and whether they are fixed or dome cameras. In areas where staff and pupils have a heightened expectancy of privacy, e.g. rooms or toilet areas, cameras should not be used unless there are exceptional circumstances such as if schools have very serious concerns that make it necessary for them to be fitted. Such an exceptional circumstance might be when vandalism has occurred in the entrance areas to changing rooms or if it is suspected that bullying has taken place. However, even

in those circumstances, this should be time limited, and all staff and pupils should be informed of the reason the cameras are there.

In no circumstances should CCTV be placed such that it could capture images of pupils changing. Cameras should not be fitted in staff rooms unless required for security reasons when the rooms are not occupied. In this case, it should only be switched on during those periods. Schools must be careful not to include captured images of surrounding properties, as this will contravene data protection regulations.

2.3. Research Simulacrum/Research Paradigm

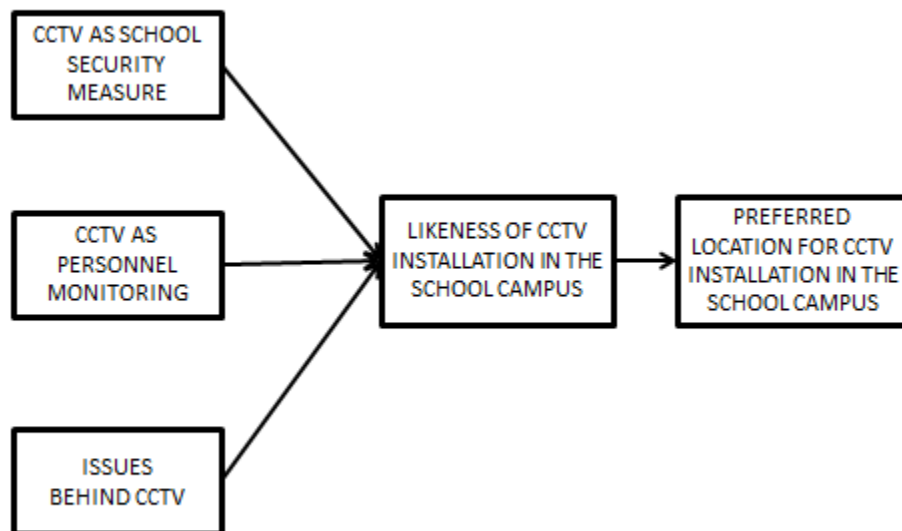


Figure 1. Research Paradigm/Simulacrum

Hypotheses:

1. Null Hypothesis (Ho) 1: There is no significant difference among the respondents' perspective towards CCTV as school safety and security measure.

Alternative Hypothesis (Ha) 1: There is a significant difference among the respondents' perspective towards CCTV as school safety and security measure.

Decision: Ho 1 is REJECTED, Ha 1 is ACCEPTED, There is a significant difference.

2. Ho 2: There is no significant difference among the respondents' perspective towards CCTV as a means of monitoring students' and employees' activities and performances.

Ha 2: There is a significant difference among the respondents' perspective towards CCTV as a means of monitoring students' and employees' activities and performances?

Decision: Ho 2 is REJECTED; Ha is ACCEPTED, There is a significant difference.

3. Ho 3: There is no significant difference among the respondents' perspective towards issues behind the use of CCTV in the school campus.

Ha 3: There is a significant difference among the respondents' perspective towards issues behind the use of CCTV in the school campus.

Decision: Ho 3 is REJECTED; Ha 3 is ACCEPTED, There is a significant difference.

3.0. Research Method

3.1. Research Design

The descriptive method of research was used in this study. Descriptive method is a design which describes the nature of a situation as it exists at the time of the study and to explore the course of a particular phenomenon (Travers, 1978). This method was used to discover facts on which professional judgement could be based. It involves the description, recording, analysis and interpretation of the results.

Students from the different year level, faculty members and employees of Our Lady of Fatima University were asked to fill up a survey questionnaire to determine the perspective of employees/faculty and students towards CCTV installation in the school campus.

3.2. Research Locale

This study was conducted in Our Lady of Fatima University which is located in 120 McArthur Highway, Marulas, Valenzuela City .And the respondents of the study includes the Employee/Faculty and Students of the University.

3.3. Population and Sampling

There are specified criteria wherein respondents must belong. A total of 189 representatives were targeted randomly as samples. For the purpose of conducting the sampling strategy, actually, convenient sampling is the sampling design of this study; it is the most appropriate design to use in this study. This design is popular in the field of opinion research because it is done by merely looking for individuals with the requisite characteristics.

3.4. Research Ethics

Ethical considerations were observed during the course of the study. Letter of consent to conduct the study was secured prior to the actual interview. The information garnered was kept confidential, and complete anonymity was practiced for the respondents. They were given adequate amount of time for interview and were not given intrusions from the research. Each participant was given the chance to identify the purpose of the study.

3.5. Research Instruments

The researcher used questionnaires for data - gathering process. The questionnaire consists of two parts. The first part will determine the personal information of the respondents. Part two deals with the questions related to the issue being talked about.The survey questionnaire was used as the main data-gathering instrument for this study. The questionnaire was divided into two main sections: a personal data sheet or the profile and the survey proper. The profile contains socio-demographic characteristics of the respondents such as age & gender. The questions were structured and used the five (5) point Likertscale as follows:

NUMERICAL SCALE	RANGE	VERBAL INTERPRETATION (V.I.)
5	4.21-5.00	Strongly Agree (S.A.)
4	3.41-4.20	Agree (A)
3	2.61-3.40	Neither Agree nor Disagree (N.)
2	1.81-2.60	Disagree (D)
1	1.00-1.80	Strongly Disagree

The Likert survey was the selected questionnaire type as this enabled the respondents to answer the survey easily. In addition, this research instrument allowed the research to carry out the quantitative approach effectively with the use of statistics for data interpretation.

3.6. Data Collection

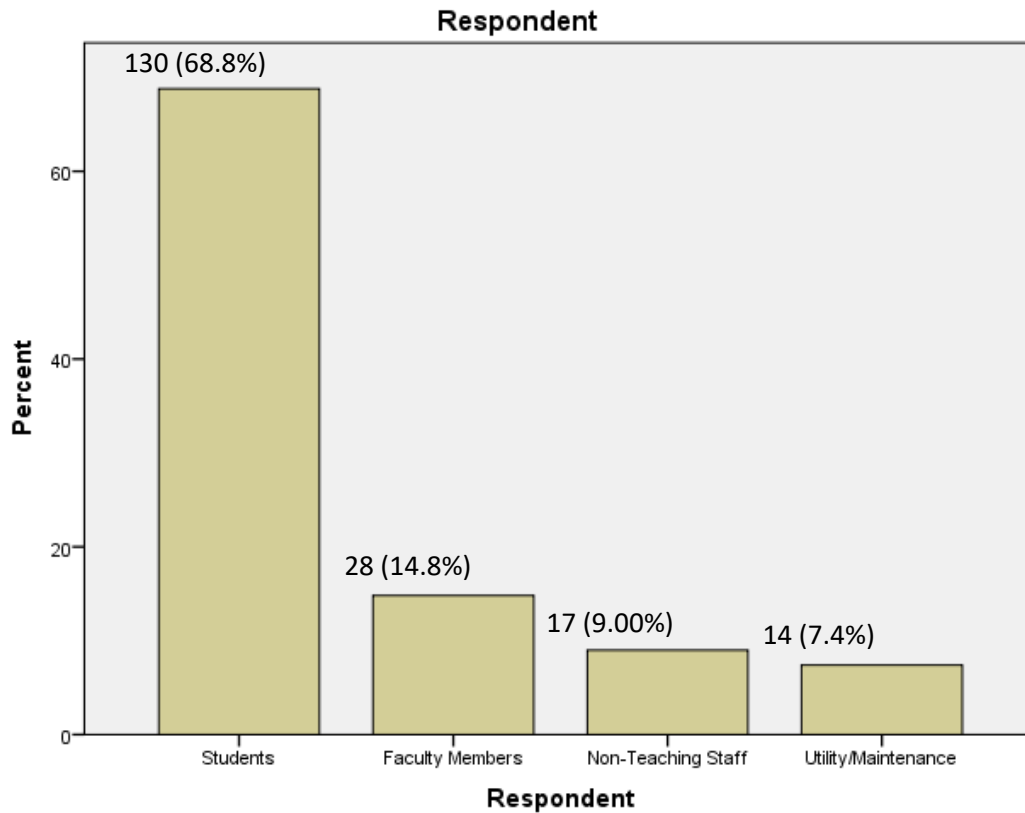
189 respondents are surveyed, they were given and were asked to answer the questions indicated under each factors in the questionnaire. This is to determine the perspective of employees, faculty members, and students towards CCTV installation in the school campus. All appropriately fulfilled questionnaires were retrieved, prepared, organized, and compiled for analysis of data.

3.7. Data Analysis

Data were encoded using spread sheet software SPSS v20 was utilized to automatically compute for the statistics. SPSS or Statistical Package for Social Science is a Microsoft Windows package program (Arbuckle, 2006 cited in Schreiber, 2008) that calculates qualitative data for a many multivariate statistical methods (IBM, 2012). Specifically, it can process and present researcher's proposed model in more understandable interface to determine the relationship among vehicle, may it be causal strength or direction, or direct or indirect relationships. (Hsu, et.al, 2011).

4.0. Results & Discussion

4.1. Population (Respondents)



Graph 1. Frequency Distribution of Respondents

Graph 1 presents the population distribution of the respondents, 130 or 68.8% are students, followed by the faculty members with the frequency of 28 or 14.8%, non-teaching staff with the frequency of 17 or 9.0% and utility/maintenance with the frequency of 14 or 7.4%, a total number of 189 respondents.

4.2. Students, Faculty & Employees Perspective on the use of CCTV as School Security Monitoring

Table 1. Perspective of Students, Faculty & Employee in terms of School security

	School Security	5	4	3	2	1	W.M	V.I
1.	Prevents & Identify unauthorized intruders who enter the premises	102	54	24	6	3	4.30	SA
2.	Keep track of remote entrances and exits	91	64	23	9	2	4.23	SA
3.	Keep track of housekeeping and ensure they are doing their work	87	62	26	13	1	4.17	A
4.	Organize exits in case of emergency	111	49	16	9	4	4.34	SA
5.	Protect school property & identify perpetrators and vandals	118	47	17	3	4	4.44	SA
Total Weighted Mean							4.30	SA

Table 1 shows that the level of perspective of the respondents as to the use of CCTV in the school campus in terms of security monitoring gained a total weighted mean of 4.30, interpreted as “Strongly Agree”. Among the indicators, “protect school property & identify perpetrators and vandals” gained the highest mean of 4.44, interpreted as Strongly Agree, followed by “organize exits in case of emergency” with a mean of 4.34 interpreted as Strongly Agree, “Prevents & identify unauthorized intruders who enter the premises” with a mean of 4.30, interpreted as Strongly Agree, “keep track of remote entrances and exits” with a mean of 4.23, interpreted as Strongly Agree, and “keep track of housekeeping and ensure they are doing their work” with a mean of 4.17, interpreted as Agree.

Table 3. Multiple Comparisons of the Mean Differences of Respondents

(I) Respondent	(J) Respondent	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Students	Faculty Members	-.23055	.14523	.388	-.6071	.1460
	Non-Teaching Staff	.02995	.17978	.998	-.4361	.4960
	Utility/Maintenance	.62659*	.19607	.009	.1183	1.1349
Faculty Members	Students	.23055	.14523	.388	-.1460	.6071
	Non-Teaching Staff	.26050	.21433	.618	-.2951	.8162
	Utility/Maintenance	.85714*	.22817	.001	.2656	1.4487
Non-Teaching Staff	Students	-.02995	.17978	.998	-.4960	.4361
	Faculty Members	-.26050	.21433	.618	-.8162	.2951
	Utility/Maintenance	.59664	.25157	.086	-.0556	1.2489
Utility/Maintenance	Students	-.62659*	.19607	.009	-1.1349	-.1183
	Faculty Members	-.85714*	.22817	.001	-1.4487	-.2656
	Non-Teaching Staff	-.59664	.25157	.086	-1.2489	.0556

*. The mean difference is significant at the 0.05 level.

ANOVA Table 1. Respondents and CCTV as School Security Monitoring

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.958	3	2.319	4.773	.003
Within Groups	89.891	185	.486		
Total	96.849	188			

ANOVA Table 1 revealed that the mean difference among the respondents is 0.03 level of significant difference which is lesser than the 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference on the respondents’ perspective on CCTV in the school campus for Security Monitoring” is rejected. There is significant difference.

4.3. Students, Faculty & Employees Monitoring

Table 4. CCTV as a measure in monitoring Students, Faculty & Employee

	Students, Faculties and Employees Monitoring	5	4	3	2	1	W.M	V.I
1.	Keep track of teacher’s attitude and methodology in teaching	86	59	29	6	9	4.10	A
2.	Aid in monitoring and preventing bullying	92	58	27	7	5	4.19	A
3.	Helps in stopping smoking, using drugs, inside school campus	117	38	23	4	7	4.34	SA
4.	Makes everybody feel secured when they are inside the school campus	103	50	27	6	3	4.29	SA
5.	Ensure discipline and punctuality among students	87	68	23	6	5	4.20	A
6.	Keep parents mind at ease about school security and environment	103	55	20	4	7	4.29	SA
Total Weighted Mean							4.24	SA

Table 4 shows that the level of perspective of the respondents as to the use of CCTV in monitoring their performance and activities in the school campus gained a total weighted mean of 4.24, interpreted as “Strongly Agree”. Among the indicators, “helps in stopping smoking, using drugs, inside the school campus” gained the highest mean of 4.34, interpreted as Strongly Agree, followed by “Makes everybody feel secured when they are inside the school campus” and “keep parents mind at ease about

school security and environment” both gained a mean of 4.29, interpreted as Strongly Agree, “ensure discipline and punctuality among students” with a mean of 4.20, interpreted as Strongly Agree, “aid in monitoring and preventing bullying” with a mean of 4.19, interpreted as Agree, and “keep track of teacher’s attitude and methodology in teaching” with a mean of 4.10, interpreted as Agree.

Table 5. Multiple Comparisons of Mean Differences among Respondents and CCTV Monitoring

(I) Respondent	(J) Respondent	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Students	Faculty Members	.24835	.15933	.405	-.1647	.6614
	Non-Teaching Staff	.08869	.19723	.970	-.4226	.6000
	Utility/Maintenance	.87930*	.21511	.000	.3216	1.4370
Faculty Members	Students	-.24835	.15933	.405	-.6614	.1647
	Non-Teaching Staff	-.15966	.23513	.905	-.7693	.4499
	Utility/Maintenance	.63095	.25032	.060	-.0180	1.2799
Non-Teaching Staff	Students	-.08869	.19723	.970	-.6000	.4226
	Faculty Members	.15966	.23513	.905	-.4499	.7693
	Utility/Maintenance	.79062*	.27600	.024	.0751	1.5062
Utility / Maintenance	Students	-.87930*	.21511	.000	-1.4370	-.3216
	Faculty Members	-.63095	.25032	.060	-1.2799	.0180
	Non-Teaching Staff	-.79062*	.27600	.024	-1.5062	-.0751

*. The mean difference is significant at the 0.05 level.

ANOVA Table 2. Respondents and CCTV Students and Employees Monitoring

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10.402	3	3.467	5.929	.001
Within Groups	108.193	185	.585		
Total	118.596	188			

ANOVA Table 2 revealed that the mean difference among the respondents is 0.001 level of significant difference which is lesser than the 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference on the respondents’ perspective on CCTV as Students and Employees Monitoring in the school campus” is rejected. There is a significant difference in their perspective.

4.4. Perspective of Students and Employees in the disadvantages of CCTV in the school campus

Table 5. Perspective of Students, Faculty & Employee in terms of the disadvantages of CCTV in the School Campus

	Issues behind CCTV installation	5	4	3	2	1	W.M	V.I	
1.	High cost of installation, monitoring and maintenance	62	68	44	9	6	3.90	A	
2.	It invades privacy, not only to the students but also to the school's faculty, staff and employee	62	72	37	13	5	3.92	A	
3.	Constant monitoring of every activity might put the Students, Faculty/Employee & staff ill at ease.	51	79	40	11	8	3.81	A	
4.	It lowers morale and hamper productivity at times	46	69	53	12	9	3.69	A	
5.	CCTV system cannot monitor every area at all times	63	49	51	15	11	3.73	A	
		Total Weighted Mean						3.81	A

Table 5 shows that the level of perspective of the respondents on the disadvantages of CCTV in the school campus gained a total weighted mean of 3.81, interpreted as Agree. Among the indicators, “it invades privacy, not only to the students but also to the school’s faculty, staff and employee” gained the highest mean of 3.92, interpreted as Agree, followed by “high cost of installation, monitoring and maintenance” gained the highest mean of 3.90, interpreted as Agree, “constant monitoring of every activity might put the Students, Faculty/Employee & staff ill at ease” with a mean of 3.81, interpreted as Agree, “CCTV system cannot monitor every area at all times” with a mean of 3.73, interpreted as Agree, and “it lowers morale and hamper productivity at times” with a mean of 3.69, interpreted as Agree.

Table 6. Multiple Comparisons of Mean Differences among the Respondents on issues behind CCTV use in the school campus

(I) Respondent	(J) Respondent	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
	Faculty Members	-.04418	.16457	.993	-.4708	.3825
Students	Non-Teaching Staff	.70624*	.20372	.004	.1781	1.2344
	Utility/Maintenance	.98440*	.22218	.000	.4084	1.5604
Faculty Members	Students	.04418	.16457	.993	-.3825	.4708
	Non-Teaching Staff	.75042*	.24286	.012	.1208	1.3801
	Utility/Maintenance	1.02857*	.25855	.001	.3583	1.6989
Non-Teaching Staff	Students	-.70624*	.20372	.004	-1.2344	-.1781
	Faculty Members	-.75042*	.24286	.012	-1.3801	-.1208
	Utility/Maintenance	.27815	.28507	.763	-.4609	1.0172

Utility/Maintenance	Students	-.98440*	.22218	.000	-1.5604	-.4084
	Faculty Members	-1.02857*	.25855	.001	-1.6989	-.3583
	Non-Teaching Staff	-.27815	.28507	.763	-1.0172	.4609

*. The mean difference is significant at the 0.05 level.

ANOVA Table 3. Mean Differences as Perceived by the Respondents on Issues behind CCTV Use in the School Campus

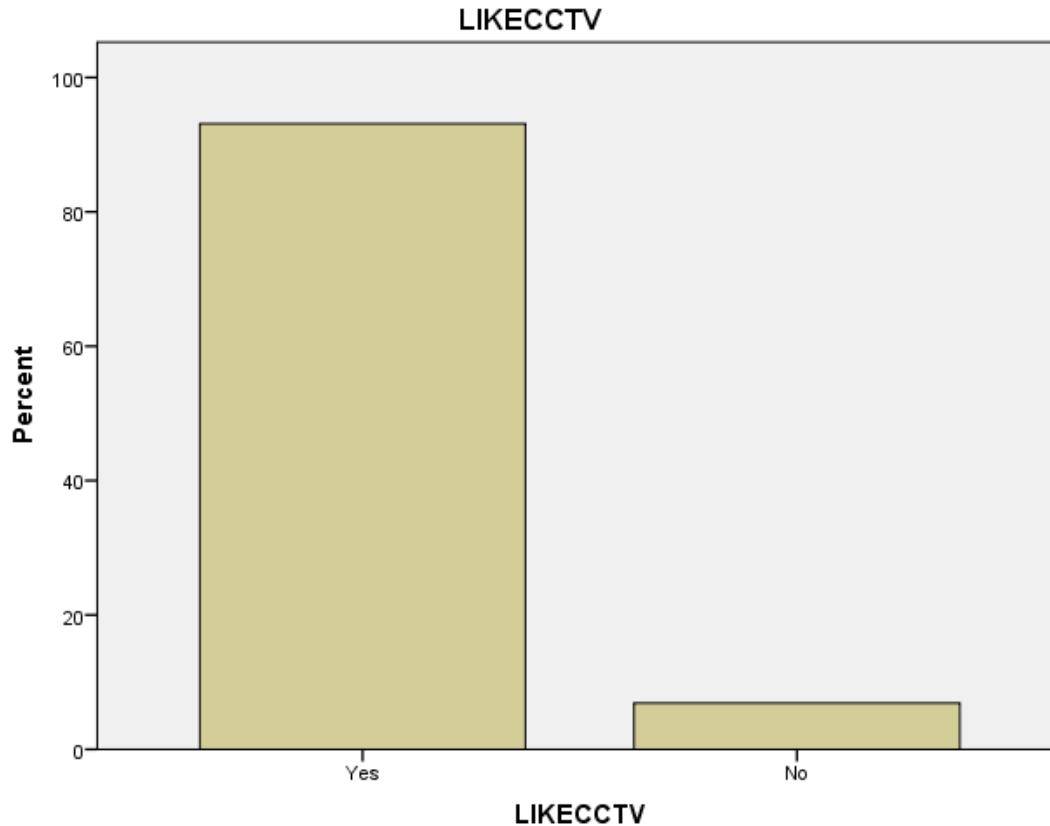
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18.911	3	6.304	10.104	.000
Within Groups	115.423	185	.624		
Total	134.334	188			

ANOVA Table 3 revealed that the mean difference among the respondents is 0.000 level of significant difference which is lesser than the 0.05 level of significance. Therefore, the null hypothesis, “There is no significant difference on the respondents’ perspective on issues behind CCTV uses the school campus” is rejected. There is a significant difference in their perspective.

4.5. Likeness to install CCTV in the School Campus

Table 7. Likeness of CCTV Installation in the School Campus

	Frequency	%	Valid %	Cumulative %
Valid Yes	176	93.1	93.1	93.1
No	13	6.9	6.9	100.0
Total	189	100.0	100.0	



Graph 2. Likeness on CCTV Installation in the School Campus

Table 7 and Graph 2 shows that majority of the respondents or 176 out of 189 (93.1%) of the respondents like CCTV in the school campus.

4.6. Respondent Preferred Location in the School Campus for CCTV Installation

Table 8. Respondents' Preferred Location of CCTV Installation

Item No.	Preferred Location for CCTV Installation	Frequency	Percentage	Rank
1.	Cashier	140	74.1%	3.5
2.	Classrooms	105	55.6%	9
3.	Corridors	142	75.1%	2
4.	Quadrangle	136	72.0%	5
5.	Library	130	68.8%	7
6.	Registrars' Office	140	74.1%	3.5
7.	Comfort Rooms	47	24.9%	10
8.	Entrances and Exits	161	85.2%	1
9.	Faculty Rooms	123	65.1%	8
10.	Auditorium	133	70.4%	6

Table 8 presents the frequencies, percentage and rank of the respondents' preferred location in the school campus for CCTV installation. It appears that among the 10 preferred locations, the following are the top most preferred locations: "entrances and exits" is the top most preferred location with the frequency of 161 or 85.2%, followed by "corridors" with the frequency of 142 or 75.1%, "cashier" and "registrars' office" with both frequency of 140 or 74.1% and the least preferred location is "comfort rooms" with the frequency of 47 or 24.9%.

The four top most preferred locations such as, entrances and exits, corridors, registrars' office and cashiers has significant in school safety and security monitoring with the aid of the CCTV, on the other hand, comfort rooms gained the least preferred location because there is a significant on privacy issues.

5.0. Conclusions

Based on the findings of this study, the following conclusions are drawn:

Students, Faculty Members, Non-Teaching Staff and Utility/Maintenance of Our Lady of Fatima University are strongly agree on the benefits of CCTV in the school campus as a means of ensuring safety and security in the school campus as well as CCTV as a means of monitoring the respondents' activities and performance in the school campus. This is also concluded based on the findings, there is a significant difference among the respondents' perspective on the use of CCTV in the school campus.

The study also disclosed that majority of the respondents' agrees towards issues behind the use of CCTV in the school campus such as it invades privacy not only to the students but also to the school's faculty, staff and employees. The respondent has significant differences on their perspective towards such issues on CCTV in the school campus. However, despite of the respondents' agreement on issues behind CCTV in the school campus, it does not affect their likeness of CCTV in the school campus because almost all the respondents want CCTV to be installed in the school campus. This study also revealed that the respondents' topmost preferences as to the location in the school campus for CCTV installation are the following at the school entrances and exits, corridors, cashier and registrars office. In general, the respondent likes CCTV to be installed at different areas and offices in the university such as: Faculty Rooms; Classrooms; Quadrangle and Auditorium.

6.0. Recommendations

With the findings, the following are recommended:

1. Install CCTV because of the numerous advantages of it, however, its disadvantages should also be considered to make it more effective if implemented.
2. CCTV should only be placed in less intrusive areas, it should be placed on a reasonable area such as increased monitoring by teachers, have shown to be ineffective or unworkable. Consult the people inside the campus before implementing a CCTV program, the school should be able to demonstrate and explain the possible location of CCTV to make it more effective.
3. Adopt CCTV for the purposes of providing the safety of students and staff, or for the deterrence of destructive acts, such as vandalism.
4. The school administration should provide justification for the use and extent of a video surveillance program on the basis of addressing specific and significant concerns about safety and/or the theft or destruction of property.
5. They should also conduct an assessment into the effects that the CCTV will have on personal privacy.
6. Conduct further studies and consult openly with parents, staff, students and the broader school community as to the necessity of the proposed CCTV program and its acceptability to the school community. Consultation should provide an opportunity to comment on the actual location of cameras on school property, should the project proceed and they should ensure that the proposed design and operation of the CCTV minimizes privacy intrusion to that which is necessary to achieve appropriate goals through lawful activities.

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Definition of terms:

1. CCTV (closed circuit television) - It is "closed" in the sense that the images captured by the CCTV cameras go to a specific receiver for viewing. The term "CCTV" is used to distinguish this type of system from a broadcast television system which sends out a signal for the public at large to view when wished on their television sets.
2. Privacy- The state or condition of being free from being observed or disturbed by other people.
3. Perspective- The ability to perceive things in their actual interrelations or comparative importance.
4. Preference- The selecting of someone or something over another or others.
5. Respondent- A person who responds to a poll.
6. Questionnaire- A set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study.