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**DEVELOPMENT AND VALIDATION OF
COMMUNITY SAFETY LITERACY SCALE**

A Thesis

Presented to

The Faculty of the College of Graduate Studies and Teacher Education Research

Philippine Normal University

In Partial Fulfilment

of the Requirements for the Degree

Master of Arts in Education

Major in Social Science Teaching

By

Allan M. Bacieta

December 2020

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ABSTRACT

Name : Allan M. Bacieta

Title of Study : Development and Validation of a Community Safety Literacy Scale

Key Concepts : Community Safety, Community Safety Literacy, Instrument
Development and Validation

Degree : Master of Arts in Education major in Social Science Teaching

Adviser : Dr. Enrico B. Garcia

The researcher developed and validated a Community Safety Literacy Scale consisting of eighty-three (83) items based on indicators of community safety literacy utilizing 300 private and public school students in the Division of Paranaque City. The processes involved in the construction and development of the Community Safety Literacy Scale (CSLS) highlighted the following steps; 1. Test planning; 2. Item writing; 3. Content Validating; 4. Item reviewing and revising; 5. Pilot Testing; 6. Test items revising; 7. Second trying out; 8. Analyzing data that includes evaluating the reliability and validity of the test; and, 9. Developing a manual on instrument administrating, scoring, and interpreting of scores.

The test has three parts that includes: (a) Part I – Knowledge, which has 34-items that obtained an alpha of .965; (b) Part II – Skills, which has 23-item that manifested an alpha of .909; (c) Lastly, Part III - Attitudes that consisted of 26-items that has a reliability coefficient of .928. Each subtest shows a coefficient higher than .70, and has the overall reliability of 0.965, thereby making the scale reliable. To review the constructed items, the researcher chooses a team of experts who understand the topic of the research. the researcher used convergent-divergent validation, internal consistency validation, and known-group technique

to establish the construct validity of the instrument. The convergent validity yielded a coefficient of -0.111 to 0.136 which failed to support the construct validity of the instrument. Moreover, the divergent validity yielded a coefficient of 0.049 to 0.127 which supported the construct validity of the instrument. The application of known-groups technique supported the construct validity of the instrument. The knowledge score and skill scores are positively related. Likewise, the knowledge score and attitude score indicate that respondents who have higher knowledge score have higher attitude score. In conclusion, students have the knowledge, skills and attitude to take actions for community safety. However, they are inconsistent in showing their commitment and motivation for community safety.

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CHAPTER 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Global issues continuously affect people around the globe. In fact, citizens influence the economy, environment, human progress, and all other processes that include decision-making and human-cooperation at the global level (Bhargava, 2006). Complementary to this argument, the 21st century environment confronts perennial problems such as violent extremism, organized crimes, and proliferation of weapons that results to mass destructions. In an interdependent world, social problems like terrorism and organized crimes do not respect the countries' national borders (Mazur, 2012). The said issues affect many people on different sides of national boundaries.

In the case of the Philippines, the situation of the country appears not too far from what other Southeast Asian countries are experiencing. Castor (2011) stated that many social-cultural challenges, such as rapid population growth, poverty, ethnic and religious conflicts, and other social problems proved the said point.

Domestically, the rise of the criminality rate remains a major concern in the Philippines (Jagolino, 2015). Based on the Global Peace Index 2017, the Philippines ranked 138th among the 163 nations. This finding reveals that the Philippines is among the least peaceful countries in the world. This result appears to contradict to a news that the Philippines ranked as the 134th most peaceful country among the 162 nations way back in 2014. In 2016, the most common crimes reported to local authorities in the country pertains to theft, physical assault, and robbery, thereby making the public feel safety unsafe.

In contextualizing the background above, public safety has been a serious problem confronting the Philippine society nowadays. The government plays a vital role in promoting a high level of safety in the community. Leones (2006) asserted that the non-enforcement of several laws, massive graft and corruption, absenteeism of public officials, and lack of basic services results in the lack of public's discipline and public's low regard for the laws.

Addressing community safety concerns becomes more complex and complicated in the present times. Thus, responding to them requires a new learning, innovation, and unique methods of addressing the issues (Uhl-Bien, Marion, & McKelvey, 2007). In order to do so, the 21st century public safety leaders need to have timely and updated perspectives that go beyond the traditional conception of public safety management since the past leadership seems no longer adequate to address the present challenges (Jagolino, 2015).

In a wider lens, education reduces the crimes as it advances the social and economic development (Lochner & Morretti, 2003; Taylor & Francis 1981). Thus, it must be noted that a solution can only be found by increasing the number of community safety literate people through education. In fact, educational institutions are expected to develop an informed citizenry capable of understanding and addressing social issues (Greene & Kamimua, 2003). To cite examples, Senator Manny Villar proposes a Senate Bill No. 1494 which acknowledges the importance of the public safety education and awareness among citizenry as it promotes peace and order that boosts the social and economic growth of our country.

In furthering the discussion, the community safety issues continue to rise because of lack of public awareness and community safety education. It must be noted that education and awareness in the community are important ingredients to ensure the community safety. In fact, raising the children's awareness appears to be the most important aspect of safety education

(Kitamura, 2014). From this point of view, the present researcher believes that the community safety literacy of the individuals should be determined and developed since this is the most important way to overcome the problems in the community regarding security and safety. Unfortunately, there is no single study that directly measures the students' level of community safety literacy. Therefore, there is a need to develop an instrument or scale that measures community safety literacy to identify vital educational programs and policies that would raise the literacy rate of the people.

As a response to the said ballooning crime and security issues in the Philippines, the study aimed to develop a community safety literacy scale as a contribution to the improvement of public safety education in the Philippine society. For a bigger view, the community safety literacy concept is a fresh idea in the K-12 Curriculum under the Department of Education (DepEd). Consequently, the present study hopes that the findings, insights, and data related to community safety education would guide the teachers and other members of the academic community to assess the levels of community safety amongst the students, hence the development of a comprehensive teaching plan becomes possible and easier. Aside from these ideas, it can help the Social Studies Department to craft different programs that would raise the community safety literacy for the people based on the present results of the study. It will be possible to determine and compare the community safety literacy of individuals by using this scale. Further, this study is also an additional to the growing literature on community safety research.

Meanwhile, after discussing the background of the study, the current author desires to introduce the review of pertinent literature and related studies to concretize the discussion regarding the safety literacy of the community.

Review of Related Literature

This chapter presents the review of related literature and relevant studies to concretize the core of the study. The following subcomponents pertain to the outline of the second chapter: (1) Dimensions of Community Safety; (2) Community Safety Literacy; and, (3) Scale Construction and Validation.

On Community Safety

The Montreal Declaration on People's Right to Safety acknowledged that safety and security appears as a major concern around the world. It is indeed complex and difficult to understand the said situation because it involves physical, social, and psychological dimensions. The right of the people towards the concept of safety depends upon the full implementation of all civil, political, social, economic, and cultural rights. Thus, when one promotes the safety, the overall status of the community, including all people living to survive, to produce, and to create a healthy lifestyle, has been improved. Likewise, the safety promotion prevents future degradation of human life, animal life, and environmental status.

To concretize the said idea above, Whitzman (2008) pointed out that there is an imprecision of the term community safety as most of the local government equates the said terminology towards crime prevention and injury. The present study considers it as a problem since violence might be caused by a wide range of interrelated and compounding factors such as social influence, community social disorganization, distrust of authorities, lack of access to education, and job opportunities. As a quick insight, the local government should provide approaches and interventions that address the causes of violence rather than focusing on the rubric of crime prevention. In addition, there should be an integrated response to the violence

rate to address community safety that concentrates on the outcome rather than the intentions. Thus, the researcher took the said gaps as a consideration to develop a community safety literacy scale that can contribute to the improvement of the Philippine public safety education.

To cite other definitions, Maurice et al. (2001) elaborated that safety pertained to the complex process where humans interact with physical, social, cultural, technological, political, economic, and organizational environment. To fulfill the said safety, the cited author suggested that the community and government should maintain the four conditions to attain the optimum level of safety. The conditions included the following items: (1) The climate of social cohesion, peace, and equity between groups that protect human rights and freedom; (2) The respect of the values of the individuals, including their physical, material, and psychological integrity; (3) The prevention and control of injuries and other consequences or harm caused by accidents; and, (4) The provision of effective measures to ensure the presence of the three previous conditions.

Corresponding to the above, Cuthill (2015) argued that there was a relationship between social cohesion and community safety. In discussing the claims, the social cohesion pertains to the concept of reduction of disparities, inequalities, and social exclusion. It also refers to the strengthening of social relations and ties. Further, the aforesaid author stresses that additional strategic and integrated approach to community safety should be conducted under the focus on community education, resources, security, social cohesion initiative supports, information management, community voice presentation, cross-agency network enhancement, and smaller groups support. To employ the said approach, the said study offered the following considerations, namely shared vision, strong leadership and support, formal

governance and accountability, appropriate resourcing and delivery capacity, flexible and interactive approach, evidence-based planning and monitoring, and open, honest, and diverse stakeholder engagement. Apparently, the cited researcher above proposed an integrated way of addressing community safety issues with direct attention to stakeholder collaboration and engagement.

The collaboration pertains to a critical measure that the government should consider in dealing with community safety because the final objective of the service delivery is not the interest of the individual organization but rather the achievement of a peaceful, progressive and sustainable community as a whole. In this case, the police cannot reduce crime without the cooperation of different agencies and community partners (Jagolino, 2015). The governments believed they could improve delivery methods only by engaging in collaboration specifically in the aspect of addressing social issues like the public safety.

In the Philippines, the whole-of-community approach in partnership with citizens and civil societies is being employed to respond to new security challenges of the late century. It delegates the functions of maintaining peace and security in local areas to civilian agencies and capacitating the community members to contribute in a public safety sector (De Leon, 2015). The new model of community safety should shift from the traditional view of government as the sole provider of public service to a more participatory public administration. The government alone cannot ultimately meet the needs of society (Stewart, 1985). In curbing criminality, the police cannot do it alone because crime is everybody's concern. Addressing this issue would require a concerted effort among stakeholders in the community.

Liao and Chern (2016) asserted that natural and human-made disasters threaten the

safety of the communities. The cited study suggested the following considerations for the local leaders that include set environmental measures and guidelines for national land use act, initiate a national land conservation management, and prioritize the disaster prevention and response. Clearly, disaster preparedness offers the possibility of a safer community.

Moreover, the cited study found out that in a community-based disaster risk reduction study that ARUP International Development conducted in 2011. The findings revealed that a safe and a resilient community should be knowledgeable in assessing, managing, and monitoring potential risks, productive in maintaining infrastructures and services such as housing, transport, power, and water and sanitation system, connected to each member of the community, and organized to identify problems and proposed possible solutions to address it.

Complementary to the above, Whitzman and Zhang (2006) stated that the WHO Collaborating Center for Community Safety has identified six (6) indicators for safer communities. These indicators included the infrastructure based on partnerships and collaborations that could be responsible for safety promotion in their community, long-term and sustainable programs that cover both genders of all ages under any environments and situations, programs that target the high-risk groups, environments, and programs that promote safety for vulnerable groups, programs that document the frequency and causes of injuries, evaluation measures that assess the programs, processes, and effects for change, and the on-going participation in national and international Safe Communities networks (WHO, 2002). The said indicators recognized the importance of creation and evaluation of different sustainable programs that promote safety in all ages, groups, and people classes in the community. For instance, partnership with safe communities' network and collaboration among community members must be done to ensure a successful community safety program.

Supporting these findings, a case study on the Higher Education Impact on Human Development (Bjorke, 2017) proved that there is a link between higher education and human development. The said study concluded that higher education functioned as an important factor for socioeconomic and development because of its ability to raise the quality of human life through raising the productivity of the citizen. Thus, educational sector should not be neglected due to its positive impact on the economy.

With equal significance, Carter (2002) stated that designing for safety environment means designing for community. The cited author described the safe areas as a cohesive community that supports the needs of the residents and other community members to become attractive, active, and functional citizens. Specifically, safe areas must be clean, orderly, and well-lit places where people should follow type of rules. Aside from these arguments, the aforesaid author claimed that a successful safety community program must consider the present social and economic factors. Having said this claim, Russell and Taylor (2014) created a holistic framework for planning the safety and well-being of the community. Based on the said framework, the important components of the community safety and well-being included the emergency response, risk intervention, prevention, and social development. Concretizing the framework means seeing the emergency response as the ability of the community to efficiently and effectively respond to different emergency situations using the well-equipped, highly trained, and organized emergency response systems. For the risk intervention, the concept focuses on identifying elevated risk situations and immediate interventions to reduce the harms, victimization, and cost of emergency response. Furthermore, prevention entails the identified risk that includes collaboration of community members to reduce harms and demands for the emergency response. Lastly, the social development showcases the lifestyles

and the qualities of the people living community. The said author concluded the study stating that a safe community is successful in fulfilling everyone's needs for economic and social inclusion such as adequate housing, positive parenting, good literacy and education rate, and access to all of life's opportunities. Likewise, he asserted that a comprehensive safety plan can address specific and real needs of everyone in the community based on solid evidence.

Combining all concepts above, the present researcher considers the significance of the literacy scale that can contribute to the improvement of public safety education in the Philippines. Meanwhile, after discussing the literature and studies that tackled the concept of community safety, the following concept below discussed the studies regarding the knowledge of the community towards public safety.

On Knowledge of the Community

Understanding one's community plays as an essential factor in having a successful civic activity that includes the maintenance of such safety. Aside from historical and cultural aspects, the community members, especially the community leaders should also know the political structure behind the services that the government provides. In fact, a key strategy to assess the worth of different aspects of community pertains to the process of asking questions and listening to other citizens (Pigg & Crank, 2004). The said process helps the leaders to identify the individuals and groups that functions as community assets that can be useful to improve the performance of the respective spearheads as public safety leaders (CTSA Community Engagement Committee, 2011).

To concretize such claims, the Community Safety Ad Hoc Committee of Canada

recognized that addressing community safety issues begins with identifying the threats and hazards towards the concept of safety and well-being. For instance, role clarity that includes clarifying and communicating key roles and responsibilities of stakeholders helps the people to meet community challenges and realize the vision of safe community. Likewise, it is also important to understand the roots of safety problems such as the concept of economic crisis, poverty, social environment, and family structure to effectively address community safety issues. Also, individuals need to be responsible for their own actions and be sensitive to the condition of community members also considers as part of creating a safety community.

To unleash other lenses in safety community, the promotion of participation as a central tenet in environmental protection should start increasing the knowledge of citizens regarding community environment. In fact, a successful environmental policy has been linked to the public participation, thereby making participatory approach as the most common method in advancing environmental policies essential in creating a safety environment for the people in a community (Kingston et al. 2000). As Vito (2016) suggested that it is vital to include the local knowledge as a significant source of information when taking a specific action within the community safety aspects. Thus, the action of increasing the awareness of the population on land, environmental problem, natural resources, and ways to protect them become an important factor in developing a safe community. Erhabor and Don (2016) supported the said claims above stating that environmental education plays a vital role in making the youth environmentally aware and empowered stewards of the community. If truth be told, an individual should need to learn the ways on conserving energy and water resources, for example. The citizens should become knowledgeable regarding the various environmental protection programs of the barangay such as solid waste management to foster environmental

awareness. The said community actions truly help the youth to acquire a greater voice regarding environmental issue. In addition, the said processes aid the community to produce youth that function as agents of change for the long-term protection of the environment. As a result, having a desirable behavior towards the environment leads to a safer community.

In furthering the discussion, the disaster education and management information becomes vital in addressing security issues in the 21st century community. For instance, the United Nations Environment Program (2015) stated that every community faces a variety of hazards and disaster risks. The potential impacts of the said hazards and risks may vary depending the preparedness of the local community, and how the community addresses the present community issues. Also, the said global organization above is considered that community awareness and preparedness should be improved by local authorities as part of the role of being an effective leader. For instance, leaders must be knowledgeable regarding public awareness that includes the knowledge about disaster risks, the factors that lead to disasters, and actions that can be taken individually and collectively to reduce the impacts of disasters.

In relation to this claim, Boon and Pagliano (2014) conducted a study regarding the Disaster Education in Australian Schools. The results suggested that the Australian school-based disaster education contained limited program regarding the said aspects above that would possibly empower the students to prepare for and respond to the environmental disasters.

In contextualizing such significance in developing productive people in the community, Mamogale (2011) assessed the disaster preparedness of both learners and educators in the Soshangue North School. The said study disclosed that educators were not

trained in disaster management. However, the learners manifested a good mastery in the knowledge and skills aspects towards hazards and disaster education during the rehearsals in school. The cited author proposed that the principal, educators, and safety committees need to be trained regarding the disaster management framework to enhance the knowledge and skills regarding disaster management.

Unfortunately, based on these two studies cited above, it disclosed that the knowledge of disaster management of the students seemed limited. Likewise, the studies above concluded that the teachers seemed untrained to teach disaster preparedness. The studies concluded that various school administration must teach school disaster education as part of raising the awareness regarding preparedness action.

To support the said necessity above, the Federal Emergency Management Agency (2004) enumerated the basic preparedness tips that an individual should know at the onset of the disaster. These tips included the following points: (1) get informed about hazards and emergencies that may affect you and your family; (2) develop an emergency plan; (3) collect and assemble disaster supplies kit; (4) learn where to seek shelter from all types of hazards; (5) identify the community warning systems and evacuation routes; and, (6) include in your plan the required information from community which includes the list of important emergency numbers.

In the Philippines, the Department of Interior and Local Government asked the local government units including the barangay captain to review and update the disaster management plan in order to ensure the safety of the citizens (Malonzo, 2018). Thus, well-informed citizens towards the barangay policies, regulations during a disaster, and emergency situations can contribute to the promotion of a safe community.

Jaurigue (2013) studied the barangay peacekeeping teams as force multipliers in promoting self-policing and public safety in Surigao Del Sur Police Provincial Office. The results of the cited local study revealed that the said barangay government seemed to be effective in promoting self-policing and public safety in terms of Community Partnership. As part of the conclusion, the aforementioned study disclosed that the best move to promote the community participation in public safety refers to the process of educating the people regarding self-policing. In addition to this, the research found that the serious problem in the promotion of community policing pertains to the lack of funds needed in the implementation of anti-crime advocacy necessary to monitor the safety of the community.

Balancing the said arguments, Balaquit (2011) suggested that the degree of community involvement and its impact of police campaign against theft and robberies in Kalinga province exposed the following results. Firstly, the results revealed that the people were not involved in the police campaign on anti-crime operations due to their lack of knowledge in crime reporting, particularly, in gathering and relaying information. Secondly, the findings disclosed that there was a lack of coordination from the community because people are not aware of crime prevention programs and activities of the police. Thirdly, the cited research above recommended the strengthening of community participation by conducting trainings in information gathering (i.e. Role of the people in crime scene investigation and in prosecution). Lastly, the cited researcher above also recommended to develop the coordination with barangay officials and other government agencies in the establishment of communication linkages with the community in order to intensify the gathering of vital information of known suspect/lawless elements.

In an international lens of developing a safe community, the Association of Australian

and New Zealand road transport and traffic authorities identified the seven principles for sound road safety practice in schools. The said organization stated that the Road safety Education must entail the following considerations: (1) decrease the exposure for high-risk categories; (2) promote injury reduction measures that are known to be effective; (3) provide children of every age with the skills and knowledge required to perform road-related activities safely; (4) erode the programs that are known to be ineffective in reducing crashes and casualties; (5) minimize the overconfidence of the student towards the ability to cope safely with hazardous driving situations; (6) provide students not only with the knowledge and skills required to behave safely, but also with the motivation to do so; and, (7) give students with the knowledge that help them to be safer road users throughout their lives.

The said studies proved the importance of being aware of the different barangay programs and policies entailed such significance in creating a safe community. The citizens could not fully participate in safety promotion if the people have limited knowledge on crime prevention programs and traffic management activities. Thus, a community safety literate person must acquire knowledge regarding public safety behavior, knowledge on protecting the environment, knowledge on barangay effectiveness, knowledge on community conditions, and expertise on the role and rights of community members in ensuring a safe community. In return, the present study aims to address the said needs in developing a community safety literacy scale that can contribute to the improvement of public safety education in the Philippine society.

On the Skills to Take Action to Promote Community Safety

People develop personal effectiveness through the process of cultivating the knowledge, skills, and strategies of each person (Martinez, 2000). In order to do so, the educational institution should use intellectual knowledge and skills as a basis for teaching rational choice and decision-making skills to students.

The Community Safety Ad Hoc Committee of Canada recognized that community safety issues begin with identifying threats and hazards to safety and well-being. Russel and Taylor (2014) stated that one of the essential components of community safety pertained to the risk intervention. It refers to the ability of the community members to identify hazards and risky situations for an immediate performance of response.

As part of the discussion of threats and community hazards, the aspect of hazards pertained to any potential threat to public health and safety. The Emergency Management Ontario Ministry of Community Safety and Correctional Services (2012) described the three types of hazards, namely natural, technological, and human-caused hazards. For the first type, natural hazards are those which are caused by forces of nature that may trigger or worsen by human activity. Concerning technical risks, they pertain to the risks from manufacture, transportation, and critical infrastructure. Lastly, the human-caused hazards pertain to the results of direct social action or inaction either intentional or unintentional that may cause civil disorder. Furthermore, the emergency management should be considered as essential skills that community members should possess to control the said hazards effectively.

To concretize the discussion above, Mitra (2011) posited that public education provides social and economic benefits. To cite the said benefits, the general improvement of social and economic conditions appertains to the direct outcome of an educated population.

Practicality wise, the people use the acquired information to make good decisions. In other words, the cited researcher argued that the effective education improves the decision-making abilities of the people to obtain a better community life. Having the ability to use information about community's culture, economic conditions, political structures, and the societal norms, the cited study suggested that the aforesaid action lead to an improved program, policy development, and advocacy regarding specific issues like safety in the community (CTSA, 2011).

Aside from acquiring the essential information towards good decision-making skills, the Local Government Association (2012) identified different skills that the community members need to obtain. For instance, a community member can assess the general satisfaction of the neighborhood regarding community safety (necessary decision to address issues). Also, a community member should embody the willingness to promote partnership with local community groups in responding to community needs by understanding their objectives. Further, to create a better community, each of the community members must entail such passion to promote community cohesion, reduce social conflict, and to encourage safety committee to investigate significant crime and disorder concerns. The said information guided the present study stating that a safety educated individual functions as an active participant of the barangay governance to promote a safe community, raise awareness regarding issues and crimes, and resolve social conflicts.

Meanwhile, the Organization for Security and Cooperation in Europe affirmed that the active community members must contribute a direct impact towards the promotion of well-being of the community. Based on the claims of the said organization, the students and youth should contribute to a safer environment as they raise voices towards the issues. The youth

can also suggest projects that enhance the safety and well-being of the people. In a wider lens, each community should conduct community meetings and forum to discuss security concerns and exhibit problem-solving skills including youth and adults. Also, a community safety literate member can identify, communicate, and address the needs of the communities as the members provide information, resources, and moral support for the police activities to increase the rate of public participation and public safety issues awareness.

The Government of Western Australia valued the ability of people to speak up through the Public Interest Disclosure Act of 2003. This actively encourages people to disclose public information about the wrongdoings of authorities within the community without fear. Wrongdoings according to this act are the significant and specific risk of injury to public health, public safety, and the environment. It also includes the prevention of abuses of rights, power, and authority. Through this act, openness and accountability in the government are assured within the community because people are protected when they speak up. It will also enable public authorities to investigate and deal with the matter that may otherwise have gone unnoticed.

In the local context like the Philippines, the National Police Commission as stated in the Police Community Manual of 2012 recognized the critical role of community members in providing vital information through their ability to speak up for a safer community. As per the local manual cited above, the police organization offers the entire neighborhood a chance to speak directly to the authority about the issues regarding community issues. The said authority group reiterated that people must report about the problems, report crimes, and provide sensitive information with the knowledge. Thus, a good relationship between members should be fostered through house visits for the conduct of interpersonal interaction using a beneficial

tool for building relationships among the community members.

In considering other studies, the new model of community safety recognized the vital role of civilian agencies and community members in securing a safe community by showing the high degree of collaboration to respond to new security challenges of the late century (De Leon, 2015). The partnership is a critical measure that the government should consider in dealing with public safety because the final objective of the service delivery is not the interest of the individual organization but rather the achievement of a peaceful, progressive and sustainable community. In this case, the police cannot reduce crime without the cooperation of different agencies and community partners (Jagolino, 2015). The governments believed they could improve delivery methods only by engaging in collaboration specifically in the aspect of addressing social issues like public safety.

Clearly, people possessed a major share regarding the promotion of community safety. Each citizen entailed such roles to play in order to enhance the promotion of community safety. Nevertheless, despite the numerous roles and policies cited above, the aim of the present study pertains to the development of a community safety literacy scale to improve the knowledge and information for the citizens through the lens of education. The following sub-component relates to the discussion of attitude essential to acquire a high degree of commitment to community safety.

On Attitude to Have a High Degree of Commitment to Community Safety

Attitude pertains to the commitment of the people to comply with the rules of the community to avoid risks, to act safely, and to become socially responsible (Draquatinovic & Twisk, 2006). As discussed above, the concept of safety promotion program should focus on

the community safety and the active involvement of the people Maurice, et al. 2001).

McNamura (2016) investigates the methods responsible for the success of an individual-level public health and safety education and interventions. The cited study disclosed that many public health and safety education and interventions obtain such failure because the practitioners did not apply effective methods of influence to alter individual actions. In this case, a successful educational safety program can be seen concerning own literacy which could transcend in the community. To address these issues, the said author suggested that safety education and programs should kindle a flame of civic engagement by developing an individual who will remember their public commitment to the promotion of safety.

Consequently, a community safety literate individual should have a lifestyle aligned with safety practices since participating in the promotion of community safety is a public commitment. Kitamura (2014) examined the shape of safety education based on Education for Sustainable Development perspective. The cited author defined that safety education as an acquisition of knowledge, skills, and attitudes that truly helps the learners to obtain such security and protection, not only in the emergencies such as traffic accidents or natural disaster, but also in daily life activities.

To support the claims of the said study above, A community safety literate individual also entailed the knowledge regarding the process to protect the environment. Müderrisoğlu and Altanlar (2011) determined the (3) three factors of environmentally responsible behaviors usually manifested by the college students such as the process involved in activism, recycling, and consumerism. The following pertains to the list of the environmentally responsible behavior; (1) tried to learn what you can do to help solve environmental issues; (2) read

publication that focus on environmental issues; (3) reported environmental crimes to the proper authority; (4) joined in community clean-up efforts; (5) investigated your elected officials' voting record on environmental issues; (6) watched TV programs about environmental problems; (7) written to your elected officials expressing your opinions on environmental; (8) donated money or paid membership dues to a conservation organization; (9) used legal measures to stop events you though would damage the environment; (10) voted for a politician due to his/her record on protection the environment, (11) ignored the companies that damage the nature; (12) switched from one brand to another due to concern for the environment; (13) stop buying from a company which showed a disregard for the environment; (14) bought products made from recycled material; (15) purchased a product because it was packaged in reusable or recyclable containers; (16) read labels on products to see if the contents were environmentally safe; (17) avoided buying products in aerosol containers; (18) avoided restaurants that put take-out food in Styrofoam containers; (19) used biodegradable, no phosphate soaps or detergents; (20) cut down on the use of your car by using public transportation, carpooling and other mode of transportation; (21) recycled glass bottles or jars or aluminum cans; (22) sorted your trash to separate non-recyclable from recyclable material;(23) and recycled old newspaper.

In the Philippine context, the science clubs in various schools and universities functioned as an effective vehicle for youth participation in Disaster Risk Reduction. The main reason of successful participation of the said organization pertains to the to the ability to link the school, home, and community to contribute in spreading the knowledge about disaster prevention, preparedness, and responses (Fernandez & Shaw, 2014).

The Lyons Inquiry of Mr. Michael Lyons in Northall, 2011 asserted that the main role

of local government pertained to the concept of providing safe and secure places to live, address the issues of environment, and maintain the high level of trust and satisfaction among the public. In order to meet the said requirements, the community members should be assigned to different roles that will make them active and committed individuals essential in developing good community. The four recommended roles from the said researcher above pertains to the following; (1) engager- who works with local groups; (2) advocate – who speaks up for the local community; (3) mediator – who reconciles different views; (4) and political Entrepreneur – who promotes community action to solve problems and address community issues.

Other than that, the set of learning outcomes identified from the UNESCO based on the Education for Sustainable Development Framework are classified into knowledge, skills, and attitudes that specifically describe the expected outcome of a literate individual in accordance with the dimensions and characteristics of safe community. Based on the framework of UNESCO cited above, a community safety literate individual uses the acquired knowledge and skills to contribute to the conflict resolutions in the community due to the view of the learners as co-creator of inclusive, safe, and resilient community. In addition to this, the effective member of the community should participate and influence also the aspects of the decision process and the engagement towards the promotion of a safety culture in one's own community.

On Scale Construction and Validation

Abulencia (2003) developed and validated an instrument to measure academic freedom essential in the acquisition of vital knowledge and information. The consultations

with the experts have been made in order to identify the behavioral indicators and possible components of academic freedom. To determine the reliability of the instrument, the researcher assessed the internal consistency of the items using the item-total correlation, inter-item correlation per component, and Cronbach's Alpha. Internal consistency correlations, convergent and divergent validity, and known group technique were also conducted in order to determine the construct validity. As a result of the said development and validation process, the author successfully made a 74-item scale based on the accepted behavioral indicators. The said study above further recommended the strengthening of the validity of the instrument by trying out both state and private universities in urban and rural setting. In addition to the said recommendation, the scale should also be supported by actual observation and interview with the subjects. Aside from these, the following recommendations were made by the researcher; (1) instrument may be validated nationwide and that a national norm be established; (2) it may also be administered using a larger sample for the purpose of test refinement; (3) using the newly developed instrument, a study can be conducted to determine some factors related to academic freedom; (3) and application of factor analysis may be done to confirm the components/factors of academic freedom.

In addition to the pool of study regarding scale construction, Garcia (1997) created a scale that measures environmental awareness of the freshmen students of Philippine Normal University. The aforesaid researcher identified the five (5) indicators of environmental awareness such as knowledge of environmental concept, knowledge of environmental issues and problems, awareness of the need to formulate alternative solutions to problems, awareness of the need to take action to solve problems, and awareness of the need of possessing a high degree of commitment. In order to ascertain the validity of the instrument, the said researcher

used the content, convergent, and divergent validation process. In certifying its reliability, the cited author employed test-retest reliability and computed the scores using Pearson Product Moment Correlation Formula. Based on the result from the previous study above, the cited the author concluded that the Environmental Awareness Scale was a potentially reliable and valid instrument to assess the level of environmental awareness of first-year college students of Philippine Normal University. The following recommendations were made from the cited study: conduct of the study must encompass both EAS up to the incoming freshmen, add further studies on Environmental Awareness involving other variables, use other methods of establishing the construct validity in future researches, make further studies about the reasons and factors of the lack of environmental awareness, conduct test-retest reliability in a longer time such as two (2) weeks to further measure its stability, enhance the study through the lenses of curriculum writers, officials of the land, and official of educational institutions, separate course regarding environmental education under the Social Science Department at the Philippine Normal University.

As a short synthesis, the literature and studies presented on the present research were used as a guide in conceptualizing the definition of community safety and in identifying its corresponding behavioral indicators. The foregoing citations of related literature and studies established the need to conduct another study relevant to the Philippine community safety literacy that bridges the research gaps. Boon and Pagliano (2014) found out that school-based disaster education programs have been limited. Likewise, Mamogale (2011) also claimed that the learners and educators were not trained in disaster management. Moreover, Jauringue (2013) argued that the lack of fund functioned as serious problem due to the limits of the community to conduct a symposium and orientation essential in the community development.

Also, Balaquit (2011) suggested that the people manifested a poor rate of awareness regarding the crime prevention programs and activities of the police.

The above-mentioned studies disclosed the need to develop a program that would raise the community safety literacy among students and that would increase the effectiveness of safety education. Before making necessary programs, it is important to assess and measure first the knowledge, skills and attitude of the students to align and identify the relevant and appropriate learning activities for such community development.

The current paper also presented various literature that elucidated the significance of education and awareness in ensuring the safety of the community. As per the cited studies above, community safety issues continue to rise because of the lack of public and community safety education and awareness among the people.

Since the literature and studies about community safety literacy seemed to be limited, the researcher used the available literature in conceptualizing the components of community safety literacy. Based on the cited literature above, the literacy can be seen in terms of knowledge, skills, and attitude stating that a community safety literate individual possessed the knowledge on public safety behavior, environmental protection, barangay participation, community conditions, right and responsibility in the community, and disaster management. In terms of skills, a community safety literate person should know how to manage potential hazards, speak-up for the community, engage people in the community, use information about the community, and collaborate with community members effectively. More importantly, community safety literate people should ignite the civic engagement by promoting commitment and motivation to comply with the rules to act safely under a socially responsible deeds, especially in the aspect of environmental protection and hazard management.

Conceptual Framework

The concept of community safety has been defined in many ways as a public policy concerning the law and order, the protection of the individuals under the civil rights, the security of properties and from all kinds of crimes, violence, threats, disasters, and emergencies (Whitzman & Zhang, 2006).

In a simple definition, safety pertains to the basic human need. It includes protection from the elements, security, order, law, stability, and freedom far away from fear. It is best conceived as the condition of a place when people feel safe and free from any threat to the persons and property (Smith, 2001).

The Community Safety Advisory Service (2006) equated the public safety to community safety, in which, people in the community are protected from all possible hazards or threats that resulted from the criminal or anti-social behavior of others. Similarly, the International Center for the Prevention of Crime defined the community safety as a more positive way of conceptualizing crime prevention stating that a person must reach the feeling of being safe on the street, being comfortable home, and being stable in the aspects of economic power (Adams, 2006).

Regardless of its definition, its safety is generally agreed upon in the research literature that community safety affects the quality of life and security in the community. Article II, Section 5 of the 1987 Philippine constitution states that the primary duty of the government is to maintain peace and order, protection of life, liberty and property and promotion of general welfare. Keeping communities safe is a cornerstone of good governance. The rate of crime

reporting is strongly related to democratic stability and institutional development (Soares, 2008).

A safer community is a society where people participate fully in community and public life, anywhere and anytime, without being constrained by the fear of violence and crime. The said atmosphere should be the main priority of public safety leaders (Johnson, 1998; Jagolino, 2015). It is essential that the public must have a feeling of safety in their community where they can walk the streets at any time of the day and participate in community activities without fear of their life and property. Thus, the success of crime prevention program has perceived effects on building a safe and resilient community.

The World Health Organization recognized that community safety is fundamental human right and a key factor in health and well-being. It is best conceived as a condition of the place in which hazards and circumstances leading to physical injury, psychological or material harm are controlled to preserve the health and well-being of individuals. It can be assessed from these definitions that a safe community is a place where disaster, crimes, hazards, and emergencies are controlled, and law and order is assured within the community.

In furthering the discussion, Schanaibke and Shogry (2011) identified the dimensions of a safe community and its corresponding indicators. The said pertained to the public safety, environmental protection and enhancement, economic vitality and government effectiveness.

Based on the study above, the Public Safety happens when citizens are safe, feel safe and secure. Citizens possess the trust and shared responsibility for maintaining a safe environment. It includes the following indicators: 1). Residents are safe, 2). Residents feel safe, 3). Travel on city streets is safe, 4). Residents, businesses and public safety agencies work together in a safe community 5). Domestic animals are responsibly cared for and

provided safe and healthy home environments 6). The community is prepared to respond to emergencies, natural disasters, catastrophic acts, and other events that threaten the health and safety of the public. If this dimension is assured in the community people will feel safe against crime and hazards that may affect them, which will result to a more sustainable and resilient communities.

The Environmental Protection and Enhancement focuses on protecting and enhancing the natural environments such as the mountains, river, volcanoes, air and water. It includes the following indicators: 1). Air, water, and land are protected from conditions that are harmful to people and the environment. 2). Water resources are sustainably managed, conserved and protected to provide a long-term supply and drought reserve. 3). Solid wastes are produced no faster than natural systems and technology can process them. 4). Residents participate in caring for the environment and conserving natural resources. 5). Residents are well informed about and appreciate ecological diversity. 6). Energy consumption is balanced to protect the environment. This dimension is surely part of community safety. If the environment is taken care of and valued by the people, it will make communities safer and more livable by reducing the impact of natural disasters. It also enhances the social being of the community because it ensures that future generations will have the same economic opportunities enjoyed by the current residents. This will make communities more enjoyable and rewarding (Environmental Protection Agency, 1997).

Concerning Economic Vitality, it helps the citizens to achieve a vital, diverse, and sustainable economy in which business and residents have opportunities to have the success. It includes the following indicators: 1). The economy is diverse and broad-based. 2). The economy is vital, prosperous and consistent with local and regional resources. 3). There are

abundant, competitive, career-oriented employment opportunities. 4). Businesses develop and prosper. This is an indicator of a safe community because if there will be no opportunities for the people in the community, they will resort to doing illegal things that may affect the well-being and health of the society.

In the aspect of Government Effectiveness, it pertains to the ethics and accountability of the government officials. Under this concept, every element of government should contribute to meeting public needs. It consists of the following indicators: 1). Leaders work together for the good of the community. 2). Leaders cooperate and coordinate with the other governments. 3). Government and its leaders are responsive to changing community and customer conditions. 4). The government protects the civil and constitutional rights of citizens. 5). Customers conveniently access city services and officials. 6). Customers can participate in their government by accessing information about services, policies, community conditions, regulations, etc. 7). Financial assets are maximized and protected, and analyzed and reported accurately, understandably, and usefully. 8). City assets are protected while responding fairly to inappropriate city actions. 9). City services, operations, and finances are measured and audited as needed and meet customer needs. 10). Competent, well-trained motivated employees contribute to the achievement of city goals and objectives. This dimension is important because as expected leaders and public officials are responsible to craft and enforce policies and programs that will promote the welfare and well-being of the community. There will be no safety if the authorities entrusted with these duties are the main perpetrators of community issues. This is why education should focus on producing an active and participative community safety literate individual who can monitor the actions of the barangay officials and assess their effectiveness.

In this context, Community Safety can be defined as a condition of a place wherein the well-being of the community is preserved and protected in terms of public safety, environmental protection, economic vitality and government effectiveness.

These conceptualized definitions and indicators of community safety were used as a basis in the creation of items related to community safety literacy. The researcher believes that the primary goal of developing the community safety, literacy of the students is to attain these dimensions and their corresponding indicators. Once this dimension this dimension was achieved, they can be able to help in the promotion of a safe community. Moreover, the researcher assumes that producing a community safety literate individual should start with identifying the levels of the knowledge, skills, and attitudes of the students. Producing literate community members can help in the promotion of the well-being of every community. School as an institution plays a vital role in contributing to a more functional and useful community safety literacy of an individual. Thus, it is essential to identify and develop the safety literacy among students so that programs and activities would focus on raising it.

Based on Canadian International Development Agency, literacy functioned as one of the skills that basic education should provide. It concerns about reading, writing, counting and developing these skills and using them effectively for meeting basic needs. According to UNESCO, a person is literate if he or she can understand and apply these skills for effective functioning and development of the individual and community. However, this view on literacy as a simple process of acquiring basic cognitive skills has evolved into more complex views encompassing a broader social context. The Education for all Global Monitoring Report (2006) recognized the literacy to develop the capacity for social awareness and critical reflection as a basis for personal and social change.

Speaking, reading, writing, and social transformation are interconnected parts of the active learning process. Hammad and Mullolland (1992) identified the three components of functional literacy. It includes acquiring knowledge of the causes of fundamental health problems and learning how to manage these in the community, equipping people with attitudes and skills necessary for improving their health and quality of life and enabling learners to acquire the skills, materials, and information required for developing the community and standard of living.

Moreover, literacy is viewed as changing of perception, knowledge, and skills as a result of being literate. It is not a training or a formation process, but rather a continual search so that a person can express and establish himself in society, get recognition from others, transmits cultural features and participate with full autonomy in today's organizations (Ouane, 1992). Aside from individuals, communities need to become literate also. The literacy engagement should become an integral part of the community activities as possible (Bernardo, 2000). It must be reinforced to meet people's basic needs and create a learning society essential in nurturing a culture of literacy (Ahmed, 1992).

Based on the cited definition, literacy appears highly connected in community development which includes ensuring community safety. In this sense, producing community literate members can help with the promotion of well-being of every community. For example, school as an institution plays a vital role in contributing a more functional and effective community safety literacy among students. Thus, it is indeed important to identify and develop a high safety literacy rate among students to develop programs and activities that focuses on such aspect.

As per the cited literature above, the Education for Sustainable Development

framework aimed to integrate the principles and practices of sustainable development in all aspects of education and learning. It encourages the changes in knowledge, values, and attitude for a more sustainable and just society for all (UNESCO, 2017). In support of this framework, Mochizuki et al. (2017) stressed the importance of ESD approaches and practices of Japanese citizens in the process of recovering and adapting to the disasters while taking the initiatives in building a more resilient and sustainable communities. Thus, just like in Japan, promoting a culture of safety is highly connected to the concept of education for sustainable development. The said set of learning outcomes are classified into knowledge, skills, and attitudes that specifically describe the expected outcome for a literate individual in the aspects of knowledge, skills, and attitude in accordance with the dimensions and characteristics of safe community. In addition to this, the cited framework above suggested that a community safety literate individual may utilize acquired knowledge and skills to create conflict resolution in the community.

In order to increase the effectiveness of safety education, children should be involved in the aspect of designing successful safety programs and multiple agencies that adopt broader community approaches. The evidence disclosed that linking the safety education for children will have a positive impact on the knowledge, skills, attitudes, and reductions of injury essential in building a good community (Mulvaney, Watson, & Errington 2011). In addition, the promotion of cooperative learning and encouraging partnerships entailed beneficial effects. For instance, the study suggested that it develop the ability and habit of cooperation amongst other community members collectively. Thus, the people should increase the teacher-student interactivity using active participatory methods (Marian, 2011).

Moreover, Draquinovic & Twisk (2006) discovered that most of the effective road

safety education pertains to the appropriate utilization of intermediate education variables like knowledge, attitude, and safe behavioral concepts. Most importantly, the aforesaid study above suggested that a student should be involved in more sustainable form of safety by being a role model for others while ensuring a safe community.

Based on the information stated above, it can be concluded that literacy refers to the knowledge, skills and attitude of the students that can be used for personal and social change. In fact, Kraiger et al. (1993) supported the said claim above stating the real connectedness of the typology of learning outcomes and knowledge, psychomotor and attitudes essential in building a safe community. The said author defined knowledge as factual information and concepts that are mentally arranged. For the other educational variables, the said author defined the psychomotor or skill-based is the ability to perform a task while the attitude refers to a process of motivational disposition and goal setting.

In complement to the above, Gotsch et al. (2012) defined the knowledge, skills, and attitude (KSA) as specific statements of observable and measurable behaviors necessary in mastering each competency to achieve such high intellectual capacity essential in building a good community. The cited authors above claimed that students' knowledge, skills, and attitudes are not the same due to the differences in terms of learning experiences. The said students, for instance, delimit the knowledge regarding cognitive abilities of remembering, relating, or judging an idea or phenomenon. Concerning skills are the psychomotor abilities of manual, verbal, or mental manipulation of data that allows the students and adults to execute well-specified tasks. Meanwhile, the said author above stated that the concept of attitude pertains to the affective abilities which refer to the state of mind, feelings or beliefs on a particular matter.

Concerning a deeper aspect of education regarding communal literacy, Blooms Taxonomy appeared as the most influential and leading domain of educational activities (Mellema, 2008). The globalist field of education widely used the said taxonomy as a guide in planning the teaching-learning processes across the international and local institutions. Hutt (2011), for instance, explained the different learning domain of Bloom's Taxonomy. The cognitive domain relates to mental skills (knowledge), the affective domain for growth in feelings or emotional areas (attitudes), while the psychomotor domain is concerned with manual or physical skills (skills).

Based on the foregoing definitions and literatures of community safety and literacy, the researcher constructed an operational definition of community safety literacy. Community Safety Literacy pertains to a process of developing the knowledge of the community, enhancing skills to take action for safety, and molding the attitude to have a high degree of commitment and advocacy in the promotion of community safety.

Based on the review of pertinent literature that deals with the manifestations of a community safety literate, the most common indicators for knowledge, skills, and attitudes pertains to the following points. Concerning the knowledge of the community, it involves the following requirements: (1) Must possess an awareness of the different programs in the barangay concerning peace and order such as crime reduction, public transportation and environmental protection; (2) Must be knowledgeable of different natural disasters that may hit the barangay and the corresponding response during emergency situations; (3) Must entail an awareness of the policies and regulations concerning public safety; (4) Must recognize the different barangay leaders, services, and procedures; (5) Must possess an awareness of one's duties and responsibilities as a member of the community; (6) entail such sensitivity to the

condition of community members; (7) and aware to the various issues of the community such as poverty, corruption and human rights and updated on different policies and decisions that affects community conditions.

Concerning the skills to take action to promote community safety, the following indicators were identified that included: (1) suggests ways or plan of action about disaster preparedness and emergency response, (2) proposes solutions to address environmental problems and other issues of the community, (3) identifies ways on how to participate in the affairs of the barangay, (4) envisions of helping the members of the community and neighbors, (5) share ideas in promoting a safe community and (6) support the barangay leaders in the community safety promotion.

Lastly, the attitude to have a high degree of commitment to community safety has the following indicators: (1) participate in the barangay government administration, (2) influence and involve others in ensuring a safe community, (3) act as model to all members of community by maintaining good relationship to all members, (4) live a lifestyle that is aligned with safety practices in the community, (5) campaign for safety practices, (5) help in the protection of the environment (5) and address the issues within the community.

In concretizing the discussion above, it offered three levels of community safety literacy based on its operationalized definition. The Level I consist of items that assess the student's knowledge and understanding regarding community safety concept. The knowledge of student's community safety literacy will be classified as either extremely aware, moderately aware, somewhat aware, slightly aware, and not at all aware. On the second level, it assesses the skills of the learners, whether the skills reflect to them such as very true of me, somewhat true of me, neutral, somewhat untrue of me, and very untrue of me. For the Level III, it focuses

on the items that assess the learner’s attitude or degree of doing the tasks through the scale of “every time, “almost every time”, “sometimes”, “almost never” and “never”. The illustration below pertains to the conceptual diagram of the present study (Figure 1).

Conceptual Diagram

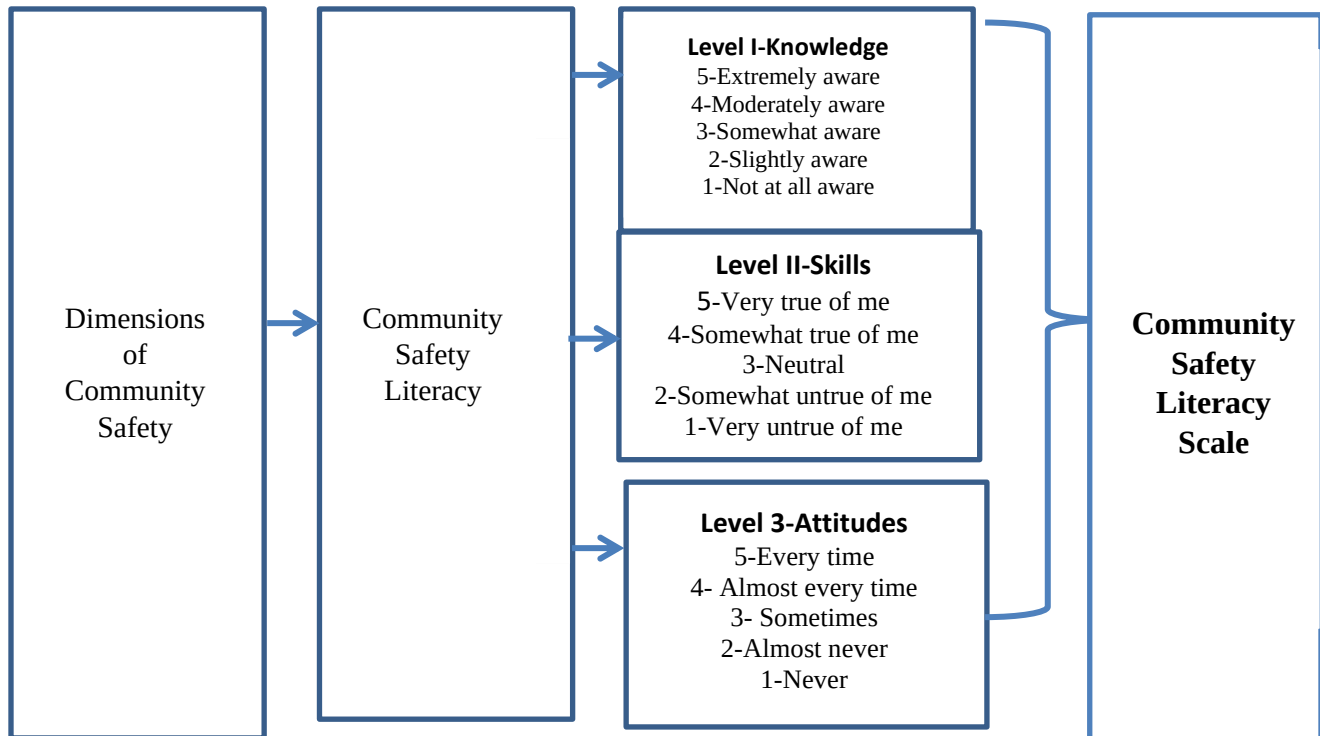


Figure 1. The Conceptual Framework. The official framework of the present study illustrates the diagram of the Community Safety Literacy scale.

Statement of Purpose

This main purpose of the study is to develop and validate a scale to measure the level of community safety literacy among Junior High School Students:

More specifically, the study sought to achieve the following objectives:

1. Define community safety literacy and identified the corresponding behavioral indicators;
2. Generate/construct items based on the identified and defined indicators of community safety and community safety literacy;
3. Assess and try out the items;
4. Determine the internal consistency and reliability of the instrument;
5. Establish the construct validity of the instrument and
6. Prepare a manual for the administration, scoring and interpretation of the instrument.

Definition of Terms

For the purpose of clarity, the following terms are defined conceptually and operationally:

Community. A population who occupy common territory, engage in common activities, and consciously identify with each other (Ashford, 2013). In the present study, it refers to the barangay where students live.

Community Safety. The Montreal Declaration to the People's Right to Safety defines it as a state in which hazards and conditions leading to physical, psychological or material harm are controlled in order to preserve the health and well-being of

individuals and the community. In the present study, it refers as a condition of a place wherein the well-being of community is preserved and protected in terms of public safety, environmental protection, economic vitality, and government effectiveness.

Literacy. The process of acquiring knowledge and learning on how to manage a community. It also includes the process of equipping people with attitudes and skills necessary for improving the community and standard of living (Hammad & Mulloland, 1992). In the present study, it refers to the process of acquiring knowledge, skills, and attitude as a means to develop the capacity for social awareness as a basis for personal and social change.

Community Safety Literacy. Senator Manny Villar defined it as education of the grade school, high school and college students on public safety which includes crime and accident prevention, emergency response and citizen involvement. In this study, it refers to the process of developing the knowledge of the community, skills to take actions for safety and attitude to have a high degree of commitment and advocacy in the promotion of community safety.

Community Safety Literacy Scale. An instrument developed to measure the level of community safety literacy of the Junior High School students. It consists of Level 1- knowledge and understanding of the community, Level 2- skills to take actions for safety and Level 3- attitude to have a high degree of commitment to promote community safety.

CHAPTER 2

METHODS

This chapter presents the research design, the research site, the participants, the research instruments, the procedure of data gathering, and data analysis.

Research Design

The present study used a descriptive survey method to identify the different factors of community safety literacy and its corresponding behavioral indicators as basis for the development and validation of reliable community safety literacy scale. It also attempted to describe the relationship between the students' knowledge, skills, and attitude in the aspect of community safety. The current researcher considered the appropriateness of the Descriptive research design as it aims to find out the results regarding the present conditions or relationships, held opinions and beliefs, processes and effects, and developing trends essential in creating literacy scale (Ardalles, 2008).

The process of instrument development and validation followed the definite sequence; (1) planning the test; (2) writing the items; (3) validating the item content; (4) reviewing and revising items; (5) pilot testing; (6) revising the test items (7) employing tests items (2nd try) (8) analyzing the data (evaluating the reliability and validity) and (9) developing a manual on instrument administration, scoring and interpretation of scores.

The current author prepared a comprehensive time table for an organized and systematic sequencing of activities (Table 1).

Table 1
Time Table of Activities

Period	Activity
July 1-15, 2018	Planning the instrument/test
July 16-30, 2018	Constructing the test items
August 1-15, 2018	Content Validation
August 16-31, 2018	Item review and revision
September 1-8 2018	Pilot Testing
September 15-30, 2018	Revision of the test items
October 1-15, 2018	Second Try-out/Final Administration
October 16-31, 2018	Computation/Analysis of Data
November 1-15, 2018	Construct Validity
November 16-30	Preparation of Manual
December 1-15, 2018	Writing the report

Population Sample

The sample of the current study were Grade 7 to 10 students of the division of Parañaque City enrolled during the school year 2018-2019. In choosing the participants, the author used the relevance of the Araling Panlipunan curriculum to the concept of community safety. The present study identified the sample size through purposive and convenience sampling. A total of three hundred (300) students from Baclaran National High School, Dr. Arcadio Santos National High School, Father Simpliciano Academy, Golden Achievers Academy, Immaculate Heart of Mary College – Paranaque, Paranaque National High School,

St. Andrew School of Paranaque, and Sun Valley National High School were used as respondents of the study.

Since the studies involved a vulnerable population like children who can be considered as minor, the researcher ensured their safety by securing a consent form from their parents and the school administration. During the conduct of the survey, the present author made sure that the school administrator sent one faculty member to observe the data collection process for the safety and security of the students. The participants were not required to answer questions that were discomforting to them personally. The present researcher ensured that all participants can stop in participating any time. The decision of the students for not participating does not influence the relationship towards the present researcher or any person under the present school administration.

Research Site

The conduct of the study happened at the Paranaque City Schools Division. The included schools were Baclaran National High School, Dr. Arcadio Santos National High School, Father Simpliciano Academy, Golden Achievers Academy, Immaculate Heart of Mary College – Paranaque, Paranaque National High School, St. Andrew School of Paranaque, and Sun Valley National High School. The current author chosen the said venues as suitable research site since the study aims to assess the community safety literacy of students. The said academic institutions performed astoundingly in terms of academics and community participation in the city of Paranaque.

To assure the safety and security of the participants, the researcher coordinated with the school administration regarding the proper ventilation of official research venues,

protection of research data privacy, and all other important matters pertaining to safety. The researcher sought for the official approval of the school regarding the processes involved during the conduct of the study, such as: (1) selection of the students as described in the participants selection, (2) scrutinization of qualified participants; (3) creation of parent and student consent; (4) collection of research data; (5) usage of school facilities as a venue for the research conduct.

Development Phase

Search for Content Domain

Concerning the content domain, the researcher started in identifying the basic dimensions and indicators of the community safety through extensive examination of related literature and studies. Other materials relevant to the studies were gathered and used as a guide in generating test items. Based on the survey of related literature and studies, there was no instrument available to measure the level of community safety literacy among students although the researcher exhausted and spent a lot of time looking for such. There were number of instruments, however, it only evolved on varying topics such as degree of community safety, factors that affect the occurrence of crimes, community policing, human rights, environment, to name a few. However, there were no single study that directly measured the community safety literacy of individual. It must be noted that the focused of the study remain grounded in developing and validating a scale to measure community safety literacy of the junior high school students.

Test Format

The test items of the Community Safety Literacy Scale (CSLS) were in the form of statement. The said Likert Scale format was adapted from Vagias (2006). that measured the awareness and non-awareness of the students about the community safety related concepts, assessing the extent of learner's possession of community safety skills, and evaluating the learner's attitude and commitment to promote community safety. The responses of the students in a survey questionnaire were indicated according to the following measures:

	Knowledge	Skills	Attitude
5-	Extremely aware	Very true of me	Every time
4-	Moderately aware	Somewhat true of me	Almost every time
3-	Somewhat Aware	Neutral	Sometimes
2-	Slightly aware	Somewhat untrue of me	Almost never
1-	Not at all aware	Very untrue of me	Never

A weight of 1 was given to all option 1 responses which means that the student was totally unaware and undemonstrative regarding the skills and tasks performance at all. The weight of 2 was given to all option 2 responses which means that student was slightly aware, the skill was somewhat untrue, and students seldom does the task. A weight of 3 was given to all option 3 responses which means that the student was somewhat aware, reflecting the skill in a moderate extent and sometimes does the task. While a weight of 4 was given to all option 4 responses which means that the student was moderately aware, the skills was somewhat

true, and student does the task almost every time. Lastly, a weight of 5 was given to all responses that means students were extremely aware, the skills were very true to them and they do the task every time.

Item Writing

The test items generated were the result of exhaustive literature review about community safety and literacy. The following guidelines proposed by Hinkin, et al. (1997) were considered in writing the test item; (1) item should address only a single issue; (2) avoid double-barreled items that may represent two construct to avoid confusion to the students; (3) make sure not to mix items that assess behaviors, knowledge and affective responses; (4) statement should be simple and as short as possible; (5) and language should be familiar to target respondents.

Ethical Consideration

To uphold the moral standard of doing this research, the researcher considered the following ethical consideration:

Confidentiality Notice

The researcher communicated with proper authorities, content domain experts, and the community staff through a referral letter that was prepared by the researcher and signed by research adviser. Attached with the letter was a copy of the research survey questionnaire. In this way, the researcher secured the permission of the selected institution to use their facilities and premises for the purpose of gathering the data.

The results were treated with strict confidentiality and for research purposes only.

Only the researcher shall have access to all data collected including handwritten notes, digital devices and audio/video recording. Proper acknowledgement was given to all the people who helped in the accomplishment of the study.

Voluntary Participation

The researcher had a full disclosure of the nature and purpose of the study to the participants. The participation of the respondents was completely voluntary. The current researcher explained that they had the right to withdraw from answering the survey questionnaires and interview. Sensitivity and respect to the participant's perspectives and points of view were highly observed by the researcher. After such processes, the researcher sent a consent letter to the parents to allow their children to participate in the study.

Originality and Plagiarism

The researcher properly cited literature and research sources that were used in making this research. The idea of different authors and experts were intentionally paraphrase. Likewise, during the conduct of the said actions, the researcher employed an appropriate citation due to ethical considerations.

Sharing of Results

The researcher provided a copy of the study to the school that participated in the study for the purpose of utilizing the results and data for the improvement of the school policy and program as well as the enrichment of social studies curriculum.

Validation Phase

Evaluation by Experts

To review the constructed items, the researcher chooses a team of experts who

understand the topic of the research. They read the test items and thoroughly evaluated whether the questions effectively capture the subject under investigation. The researcher followed the format of expert evaluation used by Garcia (1997) on his thesis on the development and validation of environmental awareness scale. The table below served as the format of the assessment of the instrument.

Table 2
Format for the Evaluation of the Items

Item No.	Suitable	Needs Revision	Not Suitable	Reason
1				

The researcher gave the first scale draft to the experts who evaluated the test items. The experts offered their judgment whether the items were suitable, needs revision, or not suitable based on the purpose of the study. The researcher was also asked the experts to state their reasons of evaluating the items as such. The researcher retained the items which were judged suitable by majority of the experts. Items that were judged not suitable were discarded while the items that received the need for revision were revised.

The researcher collected the data gathered from the experts' analysis. All valuable comments and suggestions were noted down by the researcher and used as a guide during the revisions of the test items. The instrument was also submitted to the thesis adviser for further improvement before printing its final form.

First Tryout

The researcher himself administered the instrument to the twenty (20) junior high school students from one of the schools in Parañaque City. The purpose of the first try out was

to establish the suitability of the language used for each item, to know the clarity of the directions, to identify the duration of the test, and to determine the appropriateness of the instrument format. Before answering the test, the researcher reminded the students that all of the answers and responses will be treated with high confidentiality and only the researcher shall have the access for the purpose of the research. Since students are minor, the researcher also sent a letter signed by the thesis adviser to formally request for the consent of their parents to allow them to participate on the pilot testing of the instrument. The number of hours for the observation lasted for 2 hours.

The researcher instructed the students to underline the words and statements that were difficult to understand. After the survey, the present author asked the students regarding the difficulty of the instruments.

Second Tryout

The main purpose of the second try-out was to get use of the scores as the bases to estimate its reliability and establish its validity. The researcher reviewed the instrument and revised based on the result of the first try-out. The researcher utilized three hundred (N=300) Grade 7 to Grade 10 high school students in the Division of Paranaque City. The researcher instructed the respondents to answer the test for a maximum of 2 hours.

Data Analysis

Reliability through Cronbach's Alpha

In a short definition, the Polit (2011) explained that the reliability reflects on the consistency and replicability over time. It is a degree to which a test is free from measurement

errors. Likewise, it is a test that shows stability, consistency, and accuracy. One method in testing the reliability is through assessment of internal consistency that shows if all subparts of an instrument measure the same characteristics. The ideal value of reliability is 0.70. However, some researchers consider values under 0.70 but close to 0.60 as satisfactory (Streiner, 2003).

In this study, researcher conducted the reliability analysis using the calculation of Cronbach's Alpha coefficient that measured the internal consistency and estimated the test scores of the scale (Buyukozturk, 2011). Since 1950's, Cronbach's Alpha Coefficient has been the most used measure to assess internal consistency (Bonett, 2015). The Statistical Package for the Social Sciences (SPSS, version 22.0) was likewise used to analyze the data.

Internal Consistency Correlations

In order to establish the internal consistency of the items, the researcher correlated the score in each subtest and among components using inter-item correlation.

Discriminating power of the instrument

The researcher correlated the test scores in knowledge, skills, and attitude parts using Pearson R correlation to determine the relationship each of the components to one another.

Validity

Content Validation

Validity pertains to the status of the test measures. In order to establish the validity of the content, the researcher consulted various experts in the field of community safety education in evaluating the content adequacy of the community safety literacy scale.

Face Validation

Concerning face validity, it evaluates the appearance of the questionnaire in terms of feasibility, readability, consistency of style, formatting, and the clarity of language used (Haladyna 1999; Trochim 2001; DeVon et al. 2007). Thus, the face validity is a form of usability rather than reliability. In the aspect of the present study, the face validity of the community safety instrument was established through pilot testing. The test was administered to the students who were not the subject of the study. The researcher conducted such validation to establish the suitability of the language used for each item, to know the clarity of the directions, to identify the duration of the test, and to determine the appropriateness of instrument format.

Construct Validation

Construct validity refers to an experimental way of verifying whether a test measures the entirety of the construct (Brown, 2000). In this study, the researcher used convergent-divergent validation, internal consistency validation, and known-group technique to establish the construct validity of the instrument. The final scale was administered again to various groups of respondents. The results were considered and become the final draft of the instrument.

CHAPTER 3

RESULTS AND DISCUSSIONS

Defining community safety literacy and identifying the corresponding behavioral indicators

As mentioned earlier, the indicators and dimension of community safety serves as the operational definition of community safety literacy since the current author observed the absence of concrete descriptions that encompass community safety literacy. Basically, achieving these dimensions and indicators functions as the primary objectives regarding the need to deepen the literacy of the students about safety. As per the review of pertinent literature above, the process of equipping the youth with knowledge, skills, and attitude help them to promote a safe community. Moreover, the current researcher believes that producing a community safety literate individual should start with identifying the levels of the knowledge, skills, and attitudes of the students. By doing this, educators and public safety leaders must develop a comprehensive plan essential to enhance and strengthen the safety literacy amongst youth.

Community safety in this study refers as a condition of a place wherein the well-being of community is preserved and protected in terms of public safety, environmental protection, economic vitality, and government effectiveness. Moreover, literacy also refers to the process of acquiring knowledge, skills, and attitude to develop the capacity for social awareness as a basis for personal and social change.

Based on the foregoing operational definition of community safety and literacy, the researcher created an operational definition of Community Safety Literacy.

Community Safety Literacy pertains to the process of developing the knowledge of the community, skills to take actions to promote community safety, and attitude to have a high degree of commitment in the promotion of community safety.

The current author considers the following the behavioral indicators of community safety literacy based on the literature above to concretize the discussion: (1) awareness of the different programs in the barangay concerning peace and order such as crime reduction, public transportation and environmental protection, (2) knowledgeable of different natural disasters that may hit the barangay and the corresponding response during emergency situations, (3) awareness of the policies and regulations concerning public safety, (4) updated on the different barangay leaders, services and procedures, (5) awareness of one's duties and responsibilities as a member of the community, (6) sensitive to the condition of community members, (7) aware of the different issues of the community such as poverty, corruption and human rights, (8) updated on different policies and decisions that affects community conditions, (9) suggests ways or plan of action about disaster preparedness and emergency response, (10) proposes solutions to address environmental problems and other issues of the community, (11) identify ways on how to participate in the affairs of the barangay, (12) think of helping the members of the community and neighbors, (13) does his/her share in promoting a safe community, (14) support the barangay leaders in community safety promotion, (15) participate in the barangay government administration, (16) influence and involve other in ensuring a safe community, (17) act as model to all members of community by maintaining good relationship to all members, (18) live a lifestyle that is aligned with safety practices in the community, (19) campaigning for safety practices, (20) help in the protection of the environment, (21) doing ways on addressing the issues within the community.

The present study classified the cited indicators of a community safety literate individual into three aspects, namely: (1) knowledge of the community, (2) skills to take actions to support community safety, (3) and having attitude to have a high degree of commitment in the promotion of community safety. The items based on these indicators were factor analyzed and the researcher were able to identify the following factors of community safety literacy; Knowledge on public safety, knowledge on environmental protection, knowledge on barangay effectiveness, knowledge on community conditions, knowledge on the rights and responsibility of individual for safety and knowledge on disaster management, ability to manage potential hazards, ability to speak-up for community, ability to effectively use information, ability to engage people in the community and ability to collaborate with community members, attitude towards environmental protection and hazard management, attitude towards participation in the barangay governance, and attitude towards disaster preparedness.

Constructing items based on the identified and defined indicators of community safety and community safety literacy

The present study assessed the level of community safety literacy of the junior high school students of the division of Paranaque City. An instrument was made and developed based on the above-mentioned indicators of community safety. Part I of the test was about the knowledge of the students about public safety, environmental protection, barangay effectiveness, community conditions, rights and responsibility of individual for safety and disaster management. Part II of the test was about the skills and abilities undertaken by the students to promote community safety such as the ability to manage potential hazards, speak-

up for community, effectively use information, engage people in the community and collaborate with community members. Part III disclosed their attitude to have a high degree of commitment in ensuring a safe community like attitude towards environmental protection and hazard management, attitude towards participation in the barangay governance, and attitude towards disaster preparedness. The researcher created a table of specification (Appendix G, p. 122) as a guide in constructing the test items.

Validation Phase

Content Validation

To inspect the first draft of the scale, group of experts were asked to judge the suitability of the items to the concept of community safety literacy. The researcher retained the items which were judge suitable by three experts. The items which were consistently judge not suitable were discarded. While the items just as needs revisions were revised.

Based on the results, revisions were made on the following items:

Item Number 7.

I understand the different environmental protection program in us
barangay such as clean and green program, tapat ko,linis ko, etc.

Revised.

I am familiar with the different environmental protection program in
our barangay such as clean and green program, tapat ko, linis ko, etc.

Item Number 37.

I know my rights and obligations in my community.

Revised.

I know my rights in my community such as the right to be safe.

Item Number 62.

I can help others resolve misunderstanding and conflicts in our barangay.

Revised.

I can facilitate dialogues that resolve misunderstanding between my neighbors.

Item Number 63.

I can assess my relationship with others in our community.

Revised.

I can resolve my personal conflict with any member of my family and community without violence.

Item Number 64.

I can explain the importance of promoting human rights in our barangay.

Revised.

I can participate in barangay activities that promote human rights.

Item Number 82.

I encourage my friends and family to adopt a lifestyle which is environment friendly.

Revised.

I encourage my friends and family to adopt a simple lifestyle that is environment friendly.

Item Number 90.

I speak up against injustices in our barangay.

Revised.

I write a letter about safety concern to our barangay officials.

Moreover, the following items were discarded;

Item Number 2.

I am aware of the different organizations in our barangay that protect and cared for domestic animals like cats and dogs.

Item number 21.

I have knowledge of the different jobs available in our barangay.

Item Number 22.

I am familiar with the rules on how to start a business in our barangay.

Item Number 50.

I can participate in the economic life of our barangay as a student.

Item Number 51.

I have the capability to help other people put-up their own business.

Item Number 54.

I can propose a solution to barangay officials in order to improve the life of my neighbors.

Item Number 55.

I can help my friends and family find a decent job.

Item Number 85.

I facilitate discussions related to fair wages, good working conditions and other right of workers.

Item Number 86.

I help my neighbors find a decent job.

After a thorough evaluation of the experts, only 85 questions were taken from the initial 94 items test.

First Tryout

The first try out was conducted in order to establish the purpose that pertains to the following points: (1) establish the suitability of language used for each item to the target subjects, (2) ensure clarity of the directions, (3) test time duration of the survey, (4) and identify the appropriateness of instrument format.

The researcher himself administered the instrument to 20 students from Father Simpliciano Academy who is not the subject of the study. The researcher sent informed consent form to the students before the first try out of the instrument. The respondents were asked to indicate the degree of their knowledge of their community by checking the

appropriate box namely 5-which means extremely aware, 4-moderately aware, 3-Somewhat aware, 2-Slightly aware and 1- totally unaware of such concepts. They were also asked to identify the extent by which they possess the different skills by checking following on the appropriate box namely 5-very true of me, 4-somewhat true of me, 3-Neutral, 2-Somewhat untrue of me and 1-very untrue of me. Furthermore, the researcher asked the respondents to indicate the frequency of doing the following task by checking the appropriate box namely 5-Every time, 4-Almost every time, 3-Sometimes, 2-Almost never and 1-means never. They were requested to answer all the items and reminded that the result of the questionnaire is for scientific purposes and confidential. After all the students answered the questionnaire, the researcher asked the students about the word or group of words which are not clear and difficult to understand. They were also asked about the clarity of the direction and the appropriateness of the instrument format to their level.

Of the eighty-five (85) items in the first draft of the first administration, there are 4 words that the students found difficult to understand and these are the following: onset, facilitate, disseminate and empathy. Hence the researcher reviewed and revised the words in order to have full understanding of the vocabulary used for every item. Everybody followed the direction very well. The format was indeed very appropriate for the students. They answered the instrument in twenty-eight minutes (28) and three seconds (3).

Second Tryout

The main purpose of the second try-out was to ascertain the stability of the statistical properties and for refinement of the items, particularly the discrimination indices, and to gather further feedback whether the concerns on clarity of directions and adequacy of time

limits were properly addressed. Prior to address these concerns, the researcher reviewed the instrument and revised based on the result of the first try-out. To manage this, the researcher utilized three hundred (N=300) Grade 7 to Grade 10 high school students in the Division of Paranaque City. Table 3 shows the distribution of students participants in every school and grade level.

Table 3
Distribution of Students Participants in Every School and Grade Level (N=300)

School	Grade Level				Total
	G7	G8	G9	G10	
Baclaran National High School	-	50	-	-	50
Dr. Arcadio Santos National High School	-	-	-	46	46
Father Simpliciano Academy	-	26	-	-	26
Golden Achievers Academy	27	-	-	-	27
Immaculate Heart of Mary College – Paranaque	-	-	-	35	35
Paranaque National High School	48	-	-	-	48
St. Andrew School of Paranaque	-	-	32	-	32
Sun Valley National High School			36		36
Total	75	76	68	81	300

As presented in Table 3, majority of the student respondents in this tryout were from Baclaran National High School (n=50) and the least number of participants were only twenty-seven (n = 27) that was from Golden Achievers Academy. Looking at the grade level of respondents, most student respondents were from grade 10 (n = 81), while the smallest number of participants were from grade 9 (n = 68).

The researcher also presented the number of male and female respondents according to grade level and sex in Table 4.

Table 4

Distribution of Respondents in the Administration of the Second Tryout (N = 300)

Sex	Grade Level				Total
	G7	G8	G9	G10	
Male	37	29	22	32	120
Female	32	36	34	38	140
No Information	6	11	12	11	40
Total	75	76	68	81	300

Looking into the distribution of respondents according to sex, Table 4 shows that forty-seven percent (47%) of the participants were female ($n = 140$). Among the respondents, there were forty (40) students give no information about their sex. Grade 10 has the most number of female participants ($n = 38$) who take part in answering the developed questionnaire, while the least was grade 9 ($n = 68$). In contrary, grade 7 had the most number of male respondents ($n = 37$), while grade 9 had the least number ($n = 22$) who were involved in the second tryout activities. Female students have a total of one hundred forty ($n = 140$) while male has one hundred twenty ($n = 120$).

Similarly, systematic procedure in analyzing the responses of the students and in determining the stability of the statistical properties of every item was meticulously observed during the second tryout activities.

Final Administration

The final test of the instrument was administered to establish how the instrument would function in actual use as scores served as bases to estimate reliability and to found validity. The final form of the instrument consisting eighty-three (83) items.

A total of two hundred ($N=200$) student respondents agreed to participate in the final administration of the instrument. Considering the permitted sample of Allen and Yen (1979

in Groth-Marnat Handbook of Psychological Assessment), which is as small as fifty (n=50), the researcher decided to have two hundred (n=200) samples to be used to test the convergent and divergent/discriminant validation of the developed instrument. Also, it is in consideration of Kline's idea (1993 in Groth-Marnat Handbook of Psychological Assessment in Torre Franca, 2018) and Gorsuch (1983 in Torre Franca, 2018) that a sample of one hundred (n=100) is the absolute minimum. The sample for this validation was two hundred (n = 200) students across grade level (7 to 10) from Baclaran National High School, Immaculate Heart of Mary College – Paranaque, Paranaque National High School, and St. Andrew School of Paranaque. Table 5 below reflected the distribution of student participants in each school consisting of fifty (n=50) respondents with twenty-five (n=25) males and twenty-five (n=25) females.

Table 5
Distribution of Students Participants in Every School and Grade Level (N=300)

School	Grade Level								Total
	G7		G8		G9		G10		
	F	M	F	M	F	M	F	M	
Baclaran National High School	-		25	25	-		-		50
Immaculate Heart of Mary College – Paranaque	-		-		-		25	25	50
Paranaque National High School	25	25	-		-		-		50
St. Andrew School of Paranaque	-		-		25	25	-		50
Total	25	25	25	25	25	25	25	25	200

Further, the instrument was subjected to construct validity through convergent – discriminant validation. The Self Measures for Self-Esteem Scale was used to confirm the presence of discriminant validity. Moreover, this scale was used because the researcher believed that the construct measured by this instrument was different from the developed instrument since it focused on different kinds of constructs. On the other hand, to obtain the

presence of convergent validity the scores of Safety Scale in the Community and the scores in the developed Community Safety Literacy Scale were correlated using Pearson Product Moment Correlation.

Describing the community safety literacy of the respondents ($N=200$), Table 5 shows that the knowledge of the respondents about community safety were somewhat aware ($M=3.28$), though these students tend to be somewhat aware, their concept of community safety in general were not stationary on this scale ($SD = 0.68$). This indicates that with regards to the concept of community safety the students have the ability to step back and reflect upon thought and practices. In addition, these students become more aware how their actions affect those around them. On the average, the skills about community safety identified in the instrument were somewhat true ($M=3.70$) on the respondents with little variability on the student's responses ($SD=0.66$). On this level, it can be said that the student possesses 70% of the skills and abilities needed for community safety. Also, students can use these abilities to take individual action to promote community safety.

Looking at the respondent's attitude on community safety, student revealed that they have sometimes ($M=3.00$) attitude or 50% of the chances that the respondents could have. This means that student is inconsistent in showing their commitment and motivation for safety. However, as shown in the standard deviation ($SD=0.74$) not all of them have this attitude, some of them were having never, almost never, almost every time and every time attitude or their attitude on community safety runs from no commitment at all up to very much committed and motivated to promote safety in the community since the students consistently does the task on their everyday life. In general, the current study revealed that the respondents'

level of community safety literacy is on the level 2 (Skills, $M=3.70$) which is an indicative of that they have the skills to take actions for safety.

Table 6

Community Safety Literacy Scale Variable Means and Standard Deviations of the Student Respondents (N=200)

Literacy Scale Variable	Mean	Standard Deviation	Interpretation
Knowledge	3.28	0.68	Somewhat aware
Skills	3.70	0.66	Somewhat true of me
Attitude	3.00	0.74	Sometimes

Data Analysis

Second Tryout Item Analysis

The Criterion of Internal Consistency Method using the item-total correlation (for every component) was done to establish the discriminative power of the items based on the answers of three hundred ($N=300$) students during the second field testing of the instrument. This method was used to serve as the basis of deleting and revising items. The recommendation of Hair et al (1998, as cited by Torre Franca, 2018) was considered in the selection of accepting or rejecting the items. In particular, the researcher followed the rule of thumb used frequently as a means of making a preliminary examination through visual inspection of items greater than ± 0.30 to meet the minimal level; coefficients of ± 0.40 are considered more important; and if the coefficients are ± 0.50 or greater, they are considered practically significant (SOLO Power Analysis, 1993 cited by Ibañez, 2003). Computation of the aforementioned item-total correlation coefficient was done using the IBM SPSS Statistics. The Cronbach's Alpha of the developed Community Safety Literacy Scale revealed a coefficient of 0.969, which implies that the overall reliability of the whole instrument was

acceptable. The item-total correlation of the eighty-five (85) items shows that the coefficient ranges from 0.290 to 0.667. Both items 63 and 64 ($r = 0.290$) were the items that were below the minimum coefficient of ± 0.30 . Looking at the item-total correlation per literacy scale variable (Appendix I, p. 127) disclosed that only in attitude component has items having below the set minimum coefficient. These items were still 63 ($r = 0.235$) and 64 ($r = 0.240$), thus these items need to be removed. Table 5 shows the summary of results for the item analysis through item-total correlation coefficients.

Table 7.
Summary Table for the Results of the Second Item Analysis

Literacy Scale Variable	Number of Accepted Items	Number of Rejected Items	Total Number of Items per Component
Knowledge	34	0	34
Skills	23	0	23
Attitude	26	2	26
Total	83	2	83

As Table 7 shows, a total of 83 out of the 85 items were accepted based on the results of item analysis, signifying that these items met the statistical requirements (i.e. discrimination indices) to be included in the final form of the instrument. For all the accepted items, the discrimination indices were above the minimum criteria set by Hair, et.al (1998). Specifically, for the literacy scale variable 1 (Knowledge on Community Safety), the discrimination indices ranged from 0.352 to 0.664. Meanwhile, for the literacy scale variable 2 (Skills on Community Safety), the discrimination indices ranged from 0.474 to 0.651. Lastly, for literacy scale variable 3 (Attitude on Community Safety), the discrimination indices ranged from 0.338 to

0.739. Each literacy scale variable in the final form has 24, 23, 26 items respectively. In order to further support the findings yielded by the item-total correlation coefficients, the researcher likewise looked into the alpha if item deleted information provided in the SPSS output (Appendix J, p. 131). Using the data on the second tryout administration of the Community Safety Literacy Scale, the deletion of these two items that were found to be not acceptable in terms of discrimination indices will lead to overall alpha coefficient of 0.970 (Appendix J, p. 131) however alpha coefficient of attitude component of the instrument increased from 0.937 (Appendix I, p. 129) to 0.940 (Appendix K, p. 134). As such, all the 83 items were accepted for inclusion in the final form of the Community Safety Literacy Scale instrument.

Final Administration Simple Regression Analysis

Aside from the estimate of the reliability and establishment of validity of the instrument, the present research also determines if knowledge score predicts the score of skills as well as attitude, likewise it reveals if skills score a predictor of attitude score of the community safety literacy scale.

Placing this into context, the result of Pearson correlation shows that knowledge scores and skills scores are positively related, $r = 0.589$, $p < .001$. This indicates that respondents who have higher knowledge scores have higher skills scores (Appendix M, p. 137). In addition, the percentage contribution of the independent variable knowledge literacy scores to the changes in the dependent variable skills literacy scores is 34.7%. This implies that the total variation or changes in the skills scores is accounted for or is explained by the knowledge scores. While the remaining 65.3% (out of 100%) is explained or accounted for by other variables not included in the model (Appendix M, p. 137). The result of unstandardized coefficients of the

Constant (B) reflect that average skills score of the respondents when knowledge scores and other variables are zero is 1.823. Likewise, the unstandardized coefficient of knowledge scores is a positive predictor of skills score since for every unit increase in knowledge scores, it corresponds to 0.571 increase in skills score. So with this, the predicting equation is $Y = 1.823 + 0.571X$. This equation can predict that the skills score of students whose knowledge score is 50 is 30.373.

In summary, a simple linear regression analysis was performed to determine whether knowledge scores predict skills scores of literacy variables. Results show that the model is significant, $R^2 = 0.347$, Adjusted $R^2 = 0.344$, $F(1,198) = 105.136$, $p < .001$, knowledge score is a positive predictor of skills score, $\beta = 0.571$, $Std. error = 0.056$, $t = 10.254$, $p < .001$, which indicates that students who have higher knowledge scores tend to have higher skills scores.

Looking at the Pearson correlation of knowledge scores and attitude scores ($r = 0.716$, $p < .001$, Appendix N, p. 138), it indicates that respondents who have higher knowledge scores have higher attitude scores. Also, the percentage contribution of the knowledge literacy variable scores to the changes in the attitude literacy scores ($R^2 = 0.513$ or 51.3%). This further implies that the total variation or changes in the attitude scores is accounted for or is explained by the knowledge scores. On the other hand, the remaining 48.7% (out of 100%) is explained or accounted for by other variables not included in the model (Appendix N, p. 138). Moreover, the results of unstandardized coefficients of the Constant (B) and unstandardized coefficient of knowledge scores are 0.444 and 0.778 respectively. These implies that the average attitude score of the respondents when knowledge scores and other variables are zero is 0.444 and the unstandardized coefficient of knowledge scores is a positive predictor of attitude score since for every unit increase in knowledge scores, it corresponds to 0.778 increase in attitude score.

Thus, the predicting equation is $Y = 0.444 + 0.778X$, which can predict that the attitude score of students whose knowledge score is 30 is 23.784. Hence, to determine whether knowledge scores predict attitude scores of literacy variables, simple linear regression analysis was employed. The current study revealed that the model is significant, $R^2 = 0.513$, Adjusted $R^2 = 0.511$, $F(1,198) = 208.697$, $p < .001$, knowledge score is a positive predictor of attitude score, $\beta = 0.778$, $Std. error = 0.054$, $t = 14.446$, $p < .001$, which means that students who have higher knowledge scores tend to have higher attitude scores.

Lastly, to find out whether skills literacy scores predict attitude scores, another simple regression was applied. The model of the regression exposed a significant relationship, $r = 0.618$, $R^2 = 0.381$, Adjusted $R^2 = 0.378$, $F(1,198) = 122.102$, $p < .001$, skills score is a positive predictor of attitude score, $\beta = 0.692$, $Std. error = 0.063$, $t = 11.050$, $p < .001$. These results indicate that students who have higher skills literacy variable scores lean towards to have higher attitude scores.

Estimating the Reliability of the Community Safety Literacy Scale Instrument

Reliability of the test assesses the extent to which variation in the test's scores is due to true differences between people on the characteristics being measured (Psytech International, 2006 in Torre Franca, 2018). In a short definition, the Polit (2011) explained that the reliability reflects on the consistency and replicability over time. Likewise, reliability idea is used to cover several aspects of score consistency.

Among several ways considered in estimating the reliability of a test, the researcher chose the Internal Consistency Methods through Cronbach's Alpha, Item-Total Correlations, and Inter-Item Correlation using correlation techniques as the statistical tools.

Internal Consistency Method for Correlation

The instrument reliability was estimated through internal consistency coefficients. Internal consistency coefficients are based on the relationships among scores derived from individual items or subsets of the items within a test, all data accruing from a single administration of the test (*Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999), in Torrefranca, 2018). In addition, Apa-ap (2002) mentioned that internal consistency requires only one administration of a test, which is less effort, less time consuming, and economical in terms of cost. The internal consistency of a test measures the same construct as the rest of the items.

In the thesis of Dacanay (1988), Cronbach (1955) contents that a test score is only interpretable when the test possesses substantial internal consistency or when each item in the test measures the same construct as the rest of the items. So, the internal consistency method by Cronbach alpha coefficient was used to assess the homogeneity of the items. This would also help to characterize the behavior domain or trait sampled by the test, and to see the degree of homogeneity of a test and its relevance to its construct validity. The rationale for internal consistency is that the individual item or indicators of the instrument should all be measuring the same construct and thus be inter-correlated. Because no single item is a perfect measure of a construct, one must rely on series of diagnostic measures to assess internal consistency.

Reliability Estimates through Cronbach's Alpha

Reliability is a degree to which a test is free from measurement errors. Likewise, it is a test that shows stability, consistency, and accuracy. One method in testing the reliability is through assessment of internal consistency that shows if all subparts of an instrument measure

the same characteristics. Internal consistency coefficients are based on the relationships among scores derived from individual items or subsets of the items within a test, all data accruing from a single administration of the test (*Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999), in Torrefranca, 2018). The ideal value of reliability is 0.70. However, some researchers consider values under 0.70 but close to 0.60 as satisfactory (Streiner, 2003).

In this study, researcher conducted the reliability analysis using the calculation of Cronbach's Alpha coefficient that measured the internal consistency and estimated the test scores of the scale (Buyukozturk, 2011). Since 1950's, Cronbach's Alpha Coefficient has been the most used measure to assess internal consistency (Bonett,2015).

Table 8 shows that 0.965 is the Cronbach coefficient alpha of the community safety instrument. This suggests that there was an excellent internal consistency among items. This coefficient is further supported by the relatively high internal consistency among items across the three-literacy scale variable covered by the instrument, ranging from 0.909 (Skills) to 0.936 (Attitude). Thus, each of the three-literacy variable contributes to the measurement of the whole construct of community safety literacy. The overall value of Cronbach Alpha (0.965) was indeed support the consistency of the entire developed instrument (Appendix L, p. 136).

Table 8.
Reliability Estimates of Developed Community Safety Literacy Scale Using Cronbach's Coefficient Alpha

Literacy Scale Variable	Cronbach's Alpha
Knowledge	0.936
Skills	0.909
Attitude	0.928
Overall	0.965

Correlation of Each Item with the Literacy Scale Variable Total

The calculated correlation of each item for knowledge literacy scale variable ranges from 0.226 to 0.750; likewise, the skills literacy scale variable items correlations were from 0.403 to 0.720. Further, the range from 0.288 to 0.803 relates to the item correlation of attitude literacy scale variable. Added to this, the obtained correlation coefficients between each item and the corresponding literacy scale variable of the of community safety literacy scale range from 0.266 to 0.803. These correlations reveal that there were slight to high correlations in each item and were significant at 0.01 and 0.05 levels in a two-tailed test (Appendix Q, p. 141). Thus, all the eighty-three (83) items showed substantial indices of the correlational coefficients, indicating that each item contributed significantly to the entire community safety literacy scale instrument.

Establishing the Construct Validity Evidences of the Community Safety Literacy Scale

The concept of validity is concerned with what the test measures and how well it does the measurement (Anastasi,1968). In connection, Apa-ap, (2002) mentioned that validity is the most important idea to consider when preparing or selecting an instrument for use according to Frannkel and Wallen (1994). For Carlson and his colleagues (2016), construct validity is the more important, but more difficult, measurement property to evaluate.

Construct validity of the developed test also concern on its reliability, a test is reliable only when it is consistency measuring the construct, even when it does not indicate what construct the test is consistently measuring (Psytech International, 2006, in Torrefranca, 2018). The current study construct pertains to community safety thus this invariably requires construct validation. The method used in establishing the construct validity considered in the current study were:

Convergent and Discriminant Validation

Convergent and discriminant validation are sources of evidence that support the construct validity of the instrument based on relations with measures of other variables. While, construct validity's focus on the construct–measure relationship, convergent validity refers to the relationship between measures (Carlson, et.al., 2016). Torre Franca (2018) noted that according to Kinnear and Taylor (1996 in Benício de Mello & Collins, 2001), convergent validation involves measuring a construct with independent measurement techniques and demonstrating a high correlation among the measures. Similarly, the developed community safety literacy scale instrument theorized to measure the same constructs. Conversely, discriminant or divergent validation is exactly the other way around. This involves demonstrating a lack or a very low correlation among different constructs. A validity evidence hypothesized that the new developed instrument would measure different construct. Hence, this is a process in which the new community safety literacy scale and other major test measuring related constructs has a probable close relationship since theoretically the test measures the same constructs, or traits show correlated-convergent validation; however, a new developed instrument that does not focus on specific construct may not closely correlate with that tests and reflect a discriminant validation.

Convergent validity was applied with the use of Safety Scale in the Community instrument (Appendix R, p.144). To obtain the presence of convergent validity, the scores of the student's respondents in the newly developed community safety literacy scale and the scores in the Safety Scale in the Community instrument were correlated using Pearson Product-moment correlation. Table 9 on the next page shows a correlation matrix of coefficients from -0.111 to 0.136 indicating a low negative to low positive correlation

between the two tests. These results of low correlation which is supposed to have high correlation between the two tests were surprising and it is to be noted. This can be attributed to a reasons 1) that the safety scale instrument broadly emphasis on the public safety unlike the newly develop community safety literacy scale (CSLS) is specifically focused on knowledge, skills, and attitude literacy variables, 2) that the safety scale is concern on the level of satisfaction while CSLS reveal the respondents awareness and non-awareness, level of reflecting the skills, and frequency of doing a particular task, 3) during the administration of the the safety scale it has been observe that many of the respondents were asking questions on the particular directions and how will they answer the questionnaire which they don't seem to understand the questionnaire, and 4) the level of the instrument does not fit their level of understanding since the questionnaire might be for adults as reflected to the profile of age range wherein the lowest is below 30 years old.

Nevertheless, there is moderate to high correlation, the correlation coefficient ranging from 0.589 to 0.909 and is significant at the 0.01 level, between literacy variables scale. This would mean that there was internal consistency within these variables. Further, the trend of correlations in Table 9 among literacy variables revealed that there is a substantial common factor between these literacy variables.

Table 9.
Coefficient of Correlation Matrix between Community Safety Literacy Scale and Safety Scale (N=200)

	OVERA LL_SCO RE_CSL S_KNO WLEDG E	OVERA LL_SCO RE_CSL S_SKILL S	OVERA LL_SCO RE_CSL S_ATTIT UDE	OVERA LL_SCO RE_CSL S	OVERA LL_SCO RE_SAF ETY_SC ALE_CO MMUNI TY_INF O	OVERA LL_SCO RE_SAF ETY_SC ALE_PO LICE_IN TINL_IN FO	OVERA LL_SCO RE_SAF ETY_SC ALE_CO MMUNI TY_SAF ETY	OVERA LL_SCO RE_SAF ETY_SC ALE_CO NDUCTI NG_INF O_DRV	OVERA LL_SCO RE_SAF ETY_SC ALE
OVERALL_SCOR E_CSLS_KNOWL EDGE	1.000								
OVERALL_SCOR E_CSLS_SKILLS	0.589**	1.000							

OVERALL_SCORE_CSLS_ATTITUDE	0.716**	0.618**	1.000						
OVERALL_SCORE_CSLS	0.909**	0.806**	0.895**	1.000					
OVERALL_SCORE_SAFETY_SCAL COMMUNITY_INFO	0.136	0.001	0.119	0.108	1.000				
OVERALL_SCORE_SAFETY_SCAL POLICE_INTINL_INFO	0.017	-0.078	0.067	0.010	0.615**	1.000			
OVERALL_SCORE_SAFETY_SCAL COMMUNITY_SAFETY	-0.032	-0.111	-0.042	-0.064	0.656**	0.603**	1.000		
OVERALL_SCORE_SAFETY_SCAL CONDUCTING_INFO_DRV	0.049	-0.027	0.077	0.044	0.697**	0.625**	0.757**	1.000	
OVERALL_SCORE_SAFETY_SCAL E	0.059	-0.054	0.066	0.036	0.887**	0.761**	0.881**	0.901**	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

For discriminant validity, a Self-Measures for Self-Esteem Scale (Appendix S, p.147) was used to correlate with the newly developed Community Safety Literacy Scale (CSLS) Instrument. Table 10 below shows the coefficient of correlation matrix between Community Safety Literacy Scale and Self Measures for Self-Esteem Scale.

Table 10.
Coefficient of Correlation Matrix between Community Safety Literacy Scale and Self Measures for Self-Esteem Scale (N=200)

	OVERALL_SCORE_CSLS_KNOWLEDGE	OVERALL_SCORE_CSLS_SKILLS	OVERALL_SCORE_CSLS_ATTITUDE	OVERALL_SCORE_CSLS	OVERALL_SCORE_SELF_ESTEEM
OVERALL_SCORE_CSLS_KNOWLEDGE	1				
OVERALL_SCORE_CSLS_SKILLS	.589**	1			
OVERALL_SCORE_CSLS_ATTITUDE	.716**	.618**	1		
OVERALL_SCORE_CSLS	.909**	.806**	.895**	1	
OVERALL_SCORE_SELF_ESTEEM	.049	.052	.127	.086	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 10 reveal the that the newly developed Community Safety Literacy Scale (CSLS) and Self Measures for Self-Esteem Scale measures different constructs based on the

computed correlation coefficient ranging from 0.049 to 0.127 which indicates a small relationship between the two tests. Moreover, the common variances shared by the knowledge literacy variable, skills literacy variable and attitude literacy variable to Self-esteem Scale are 0.24%, 0.27%, and 1.61% respectively. This means that the common characteristics shared by the community safety literacy variables (knowledge, skills, and attitude) and the Self-Esteem Scale ranges from 0.24% to 1.61%. For the overall common variance shared by Community Safety Literacy Scale (CSLS) and Self Measures for Self-Esteem Scale is 0.74%, which also means that the two scales shared only 0.74% common characteristics. Thus, these commonalities can be considered negligible indicating that the shared variance of the particular scales being compared is not significant. At this moment, it is safe to generalize that the newly developed Community Safety Literacy Scale (CSLS) measures a different construct from Self Measures for Self-Esteem Scale, hence demonstrating discriminant validity.

Internal Consistency Method for Validation

Cronbach (1956 in Apa-ap, 2002) contends that a test score is only interpretable when the test possesses substantial internal consistency and when each item in the test measures the same construct as the rest of the items. Thus, this statement signifies that the measure of internal consistency reflects the sameness or homogeneity of the particular instrument. This measure is related to construct validity since the degree of homogeneity of the test helps to characterize the behavior domain or trait samples by the test (Anastasi, 1968).

Looking at the reliability coefficient of the instrument showed in Table 8, which was 0.965. This was obtained using the total score on the test itself as the criterion in estimating the internal consistency of the developed community safety literacy scale instrument. On the other hand, another application of the criterion of internal consistency involves the correlation

of literacy scale variable with total scores. The correlation of the three-literacy scale variable—Knowledge, Skills, and Attitude, of the newly developed instrument with the total score are evidence of the internal consistency of the entire instrument. Table 11 presents the correlation matrix of the three-literacy scale variable of the developed community safety literacy scale.

Table 11.

Coefficient of Correlation Matrix between Literacy scale variable (Knowledge, Skill, and Attitude) with the Overall Score of the Community Safety Literacy Scale (CSLS) (N=200)

	OVERALL _SCORE_ CSLS_KN OWLEDG E	OVERALL _SCORE_ CSLS_SKI LLS	OVERALL _SCORE_ CSLS_AT TITUDE	OVERALL _SCORE_ CSLS
OVERALL_SCORE_CSLS_KNOWLEDGE	1			
OVERALL_SCORE_CSLS_SKILLS	.589**	1		
OVERALL_SCORE_CSLS_ATTITUDE	.716**	.618**	1	
OVERALL_SCORE_CSLS	.909**	.806**	.895**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Revealing the proportion of the common variance of the three literacy scale variable at 0.01 level of significance with the overall scores of the instrument, knowledge literacy scale variable shows the most substantial common factor (83%) with the community safety literacy scale, followed by attitude which is 80%, while the skills literacy scale variable shares the least commonality of 65%. Hence, three literacy scale variables contribute to the measurement of the whole community safety literacy scale.

Moreover, looking at the inter-correlations between each literacy scale variable, from the trend of correlations in the matrix in table 11, it could be gleaned that there is a substantial common factor between each literacy scale variable. From the three-correlation matrix, all community safety literacy scale variables have a substantial common factor, ranging from 35% to 51%, with each other correlating at 0.01 level of significance. The matrix in table 11 suggests that the literacy scale variables of community safety literacy scale are interrelated,

making the knowledge has the greatest common factor with attitude (51%) while knowledge has the least with skills having a common factor of 35%.

To established further the internal consistency validity of the newly developed community safety literacy scale and to support the current results revealed above, an item-total correlation was calculated. Table 12 in the next page, shows the correlation of items with the total score.

Table 12 manifested a substantial correlation ranging from 0.240 (item number 46) to 0.701 (item number 77) which indicates slight to moderate relationship of item scores with the total scores. The average item-total correlation was 0.501, which interpreted as moderate relationships. Hence, it is evident that there is a sufficient internal consistency validity of the developed community safety literacy scale instrument.

Table 12.

Coefficient of Correlation of each item with the Total Score of the Community Safety Literacy Scale (CSLS) (N=200)

<i>Items</i>	<i>Correlation with the total score</i>	<i>Percentage of common variance</i>	<i>Items</i>	<i>Correlation with the total score</i>	<i>Percentage of common variance</i>	<i>Items</i>	<i>Correlation with the total score</i>	<i>Percentage of common variance</i>
1	0.435	19%	31	0.616	38%	61	0.618	38%
2	0.273	7%	32	0.630	40%	62	0.452	20%
3	0.436	19%	33	0.663	44%	63	0.327	11%
4	0.349	12%	34	0.462	21%	64	0.548	30%
5	0.482	23%	35	0.404	16%	65	0.240	6%
6	0.442	20%	36	0.502	25%	66	0.375	14%
7	0.591	35%	37	0.340	12%	67	0.340	12%
8	0.312	10%	38	0.281	8%	68	0.521	27%
9	0.388	15%	39	0.387	15%	69	0.319	10%
10	0.368	14%	40	0.329	11%	70	0.621	39%
11	0.479	23%	41	0.357	13%	71	0.366	13%
12	0.435	19%	42	0.355	13%	72	0.682	47%
13	0.353	12%	43	0.570	32%	73	0.543	29%
14	0.590	35%	44	0.474	22%	74	0.692	48%
15	0.518	27%	45	0.491	24%	75	0.668	45%
16	0.459	21%	46	0.247	6%	76	0.686	47%
17	0.450	20%	47	0.464	22%	77	0.701	49%
18	0.554	31%	48	0.545	30%	78	0.612	37%
19	0.576	33%	49	0.570	32%	79	0.666	44%
20	0.584	34%	50	0.631	40%	80	0.651	42%
21	0.550	30%	51	0.385	15%	81	0.608	37%
22	0.417	17%	52	0.553	31%	82	0.663	44%
23	0.537	29%	53	0.610	37%	83	0.462	21%
24	0.635	40%	54	0.574	33%			

25	0.538	29%	55	0.552	30%
26	0.653	43%	56	0.387	15%
27	0.691	48%	57	0.521	27%
28	0.590	35%	58	0.414	17%
29	0.627	39%	59	0.472	22%
30	0.641	41%	60	0.444	20%

Correlations are significant at the 0.01 level (2-tailed).

Known-Group Technique

Another evidence for confirming the construct validity of the newly developed instrument is through Known-Groups Technique of validation. Shaw and Wright (1967, cited in Torrefranca, 2018), mentioned that this technique is based on the premise that two disparate groups should have different disposition relative to the construct under study. Thus, a valid scale to measure the attitude in question should yield different scores for these groups.

Applying the aforementioned theory, two disparate groups of respondents were identified Group A respondents were composed of two hundred (200) grade 7 to grade 10 students. Group B respondents were composed of one hundred (100) policemen from Parañaque and Muntinlupa City. Among these two groups of respondents, it was expected that Group B would manifest the significantly greater community safety literacy level than Group A.

In performing the analysis, the researcher used the responses of the students (Group A) and the policemen (Group B) included in the final test administration. A t-test for independent means was performed using SPSS to determine if there were differences in the respondents' community safety literacy level.

Table 13 shows the comparison of the two groups community safety literacy level in terms of means, standard deviation, and t-values. Appendix T (p. 149) shows the means,

standard deviations, mean differences, degrees of freedom, t-values, and p-values per component for the two groups.

As expected, Table 13 shows that the obtained means and standard deviations for the two groups, the group of Police Officers (Group B) got a mean score higher (ranges from 3.97 to 4.02) than the mean score (ranges from 3.00 to 3.70) of students (Group A). Likewise, Police officers' group is more homogeneous than the students' group as shown in the pattern of their standard deviations.

Table 13.

Comparison of the two groups community safety literacy level (N=300)

Literacy Scale variable	Grouping	N	Mean	SD	Mean Difference	t-value	p-value	Interpretation
Knowledge	Student	200	3.2847	.67920	-.73885	-14.662	.000	Significant
	Police Officer	100	4.0236	.15261				
Skills	Student	200	3.6974	.65828	-.27787	-5.509	.000	Significant
	Police Officer	100	3.9753	.19422				
Attitude	Student	200	3.0006	.73788	-.98700	18.005	.000	Significant
	Police Officer	100	3.9876	.16817				

**significant at $p \leq 0.05$*

In addition, it is evident that there is a significant difference between the two groups of respondents in relation to the community safety literacy scale variables. This difference may be attributed to the nature of work they are dealing with.

To summarize, the findings of the study lead to the conclusion that police officers in the country is homogenous when it comes to community safety literacy. These current findings were similar to the belief that police officers were having a high level of literacy as long as safety of the community is concern. With this evidence, it is concluded that the newly developed community safety literacy scale has a construct validity.

CHAPTER 4: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

The study attempted to develop and validate a scale or instrument that measures the community safety literacy of junior high school students of the division of Paranaque City.

The researcher started with the process of identifying the basic dimensions and indicators of the community safety and literacy through extensive examination of related literature and studies. The current author decided that the indicators of community safety literacy are Knowledge of community, Skills to take actions to promote community safety, and Attitude to have a high degree of commitment to Community Safety.

Concerning the second step, the researcher spent much of the time in constructing the test items. The generated test items were the results of the exhaustive literature review about community safety and literacy. In order to review the constructed items, the researcher chose a team of experts who understand the topic of the research. The said experts read the test items and thoroughly evaluated whether the questions effectively capture the topic under investigation.

The next stage pertains to the process of trying out the instrument among the twenty (20) selected students at Father Simpliciano Academy as unofficial participant of the study. The researcher discussed earlier that the said process aimed to. This is to establish the suitability of the language used for each item, to know the clarity of the directions, identify the duration of the test, and determine the appropriateness of instrument format.

After conducting the initial try-out, the researcher reviewed the instrument and made the necessary revisions for the second tryout. The second tryout was administered to three

hundred (300) grade 7 to grade 10 students in the division of Parañaque City. After the analysis of the second tryout the final draft of the instrument was formed. The final draft of Community Safety Literacy Scale was administered to two hundred (200) grade 7 to grade 10 and one hundred (100) police officers who volunteered to be the official participants of the study.

As discussed earlier, the reliability of the final form of the Community Safety Literacy Scale (CSLS) was established through internal consistency. The internal consistency of each subtest was determined through Cronbach alpha and inter-item correlation. The relationship of each component was determined using Pearson R correlation, convergent-discriminant validation and known-group technique was employed in order to establish the construct validity of the instrument.

Summary of Results

1. A Community Safety Literacy Scale has been developed and validated consisting of eighty-three (83) items based on indicators of community safety literacy using the 300 public and private school students from Grades 7-10 in the division of Paranaque City.
2. Community safety literacy refers to the process of developing the knowledge of the community, skills to take actions for safety and attitude to have a high degree of commitment and advocacy in the promotion of community safety.
3. The Part I-Knowledge which has 34 items obtained an alpha of .936. The Part II- skills has 23 items and got an alpha of .909. Lastly, the Part III- Attitudes consisting of 26 items has a reliability coefficient of 0.928. Each subtest got a coefficient higher than .70 and the over-all reliability is 0.965 that makes the scale reliable.

4. The knowledge score and skill scores are positively related. Likewise, the knowledge score and attitude score indicate that respondents who have higher knowledge score have higher attitude score.
5. The convergent validity yielded a coefficient of -0.111 to 0.136 which failed to support the construct validity of the instrument.
6. The divergent validity yielded a coefficient of 0.049 to 0.127 which supported the construct validity of the instrument.
7. The application of known-groups technique supported the construct validity of the instrument.

Limitations of the Study

The study was limited to the determination of the indicators of community safety literacy, development, and validation of an instrument that can measure the levels of community safety literacy of Junior High School students enrolled in Paranaque City during the school year 2018-2019. This research does not intend to assess and determine the levels of community safety of the students hence, conducting future researches is recommended.

Conclusions

Based on the results of the study, the present study concludes that the Community Safety Literacy Scale may be utilized as a potentially reliable and valid instrument in assessing the levels of community safety literacy of Junior High School students. Its reliability was established through internal consistency method using Cronbach Alpha technique. Likewise, its construct validity was established by employing convergent-discriminant validation and

known-group technique. The relationship between the three-community safety variable show positive relationship.

The current study concluded that with regards to the concept of community safety the students have the ability to step back and reflect upon thought and practices. In addition, these students become more aware how their actions affect those around them. On this level, it can be said that the student possesses 70% of the skills and abilities needed for community safety. Also, students can use these abilities to take individual action to promote community safety. However, student is inconsistent in showing their commitment and motivation for safety. In general, the researcher revealed that the respondents' level of community safety literacy is on the level 2 which is an indicative of that they have the knowledge, skills and attitude to take actions for safety.

Recommendations

Based on the conclusions, it is recommended that;

1. The developed and validated Community Safety Literacy Scale be administered to junior high school students in other division as well.
2. Further validation can be made using the Filipino translated Community Safety Literacy Scale for improvement.
3. Other methodologies of reliability testing like test-re-test and factor analysis are being recommended by the researcher.
4. The instrument may be correlated to other community safety literacy scale in order to show more evidence on the part of convergent validity of the instrument.
5. The results should be verified by actual observations or interview with the students or community members.

6. The instrument may serve as a model in developing a better set of items to establish the community safety literacy of the students.
7. Future researcher can develop and validate the same instrument using different respondents in the barangay.
8. A study can be conducted to determine the factors that may affect the community safety literacy of the students.

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Appendix A

COMMUNITY SAFETY LITERACY SCALE (CSLS)

I. Profile of the Respondents:

Name (optional): _____ Age: _____

Name of School: _____

II. What is the purpose of this questionnaire?

This questionnaire is designed to obtain information about the community safety literacy of an individual. This can help for the improvement of social studies curriculum in enhancing safety education in our country. Try to be honest with all your answers. Please remember that the result of this questionnaire is for scientific purposes and absolutely confidential.

Part I. Direction

Indicate your degree of awareness or non-awareness of the statements by checking the appropriate box.

5- Extremely aware

4- Moderately aware

3- Somewhat aware

2- Slightly aware

1- Not at all aware

KNOWLEDGE	5	4	3	2	1
1. I know how our barangay budget is allocated and use.					
2. I know how our barangay government addresses the issue of corruption.					
3. I am aware of how our barangay officials provide information about their services, policies and community condition.					
4. I am aware when the barangay officials conduct reporting of finances including budget, expenses and income of our community.					
5. I know the procedures to follow if I would like to talk and ask help from barangay officials.					
6. I know how our barangay resolves misunderstanding and conflicts among community members.					
7. I know the different programs in our barangay against street crimes such as snatching, robbery and drug problems.					
8. I know the assigned evacuation area in our barangay during disaster.					
9. I know how our barangay organize neighborhood during disaster.					

10. I am familiar with the different barangay programs that address traffic problems in our community.					
11. I am familiar with the different environmental protection program in our barangay such as clean and green program, tapat ko linis ko, etc.					
12. I know the names of our barangay leaders.					
13. I understand how our barangay leaders give importance to our rights.					
14. I am aware of other government offices which our community leaders are always in coordination.					
15. I observe that our barangay leaders are working together for our community.					
16. I am aware of the different ways to save energy in our barangay.					
17. I am aware of the different ways on how to manage and conserve water resources in our barangay.					
18. I understand the solid waste management program of our barangay.					

19. I am familiar with typhoons, earthquakes and other natural calamities that may hit our barangay.					
20. I know my duties and responsibilities during emergencies and natural disaster situations.					
21. I have knowledge of the disaster-prone area in our barangay.					
22. Residents, business and leaders should work together for a safe community.					
23. I know the safety rules in public places like school, cinema, hospital and malls.					
24. I know how our barangay officials maintain safe buildings such as houses, hospitals and schools in our community.					
25. I have knowledge of the emergency numbers to contact during emergency situations.					
26. People in our community have the right to be safe always.					
27. I am aware of the different ways to help our barangay officials maintain a safe community.					
28. I know how our barangay leaders resolve complaints from people in our community.					

Part II.

Direction: Indicate the level by which the following skills reflect you by checking the appropriate box.

- 5- Very true of me
- 4- Somewhat true of me
- 3- Neutral
- 2- Somewhat untrue of me
- 1- Very untrue of me

SKILLS	5	4	3	2	1
29. I can take part in dialogues that resolve misunderstanding between my neighbors.					
30. I can demand for a financial report of income and expenses of our barangay.					
31. I can ask important information concerning our barangay services, new policies and conditions.					
32. I can help my friends and family about the rules and procedures in seeking the help and services of our barangay.					
33. I can identify the roles and functions of our barangay officials.					
34. I can get information about crime related issues in our barangay.					

35. I can share the emergency numbers in our barangay to my classmates and neighbors.					
36. I have the ability to influence and involve other people in taking care of the environment.					
37. I can discuss environmental problems and issues with my family and friends.					
38. I can determine the rights of workers being violated in our barangay.					
39. I can discuss the violation of worker's rights to my friends and family.					
40. I can read general safety rules and signs of a particular building in our community.					
41. I can identify traffic rules and signs in our barangay.					
42. I have the ability to recognize the designated areas for passengers and safe pedestrian lanes.					
43. I can prepare my own emergency bag.					

44. I can share information about being safe during the time of disaster to my neighbors.					
45. I can help people during emergency situations by giving first aid.					
46. I can report to the authority any illegal activities in our barangay.					
47. I can listen to my neighbors who receive unfair treatment and abuse from people in our community.					
48. I can solve peacefully any misunderstandings I have from any member of my community.					
49. I can follow and obey laws in our barangay.					
50. I am willing to join in any barangay activities that promote safety.					

Part III.

Directions: Indicate your frequency of doing the following tasks by checking the appropriate boxes.

- 5- Every time
- 4- Almost every time
- 3- Sometimes
- 2- Almost never
- 1- Never

ATTITUDES	5	4	3	2	1
51. I speak against/for decisions made for our neighborhood during community meetings and forum.					
52. I help our barangay leaders in planning and implementing business projects in our community.					
53. I suggest projects that increase the safety and well-being of our community.					
54. I propose ways on how to protect the environment to our barangay officials.					
55. I work with community groups and organizations that promote community safety.					
56. I discuss ways on how to avoid corruption in our barangay.					

57. I serve as mediator in solving misunderstanding and conflict among my neighbors.					
58. I write a letter about safety concern to our barangay officials.					
59. I am informing my neighbors about the barangay services, new policies and conditions.					
60. I do proper segregation of my waste such as biodegradable, non-biodegradable and recyclables in my house, school and public places.					
61. I use water wisely.					
62. I follow the laws that protect the environment.					
63. I practice 3r's-reduce, reuse and recycle. 47					
64. I conserve energy by turning off lights or appliances when not in use.					
65. I maintain good relationship with other members of the community.					
66. I shared information related to disaster preparedness to my friends and family.					

67. I influence my friends and family to prepare an emergency bag.					
68. I discuss to my friends and family the environmental problems in our barangay.					
69. I participate in training for disaster management education.					
70. I encourage my friends and family to adopt a simple lifestyle that is environment friendly.					
71. I am part of informing my neighbours before natural disaster occurs.					
72. I participate in campaigning for the preservation of the environment.					
73. I post the list of emergency numbers in a visible area of our house and classroom.					
74. I check on traffic lights before crossing the street					
75. I cross the street using pedestrian lanes or bridges					
76. I read safety rules whenever I am inside a building like schools, malls, cinema and others					

Appendix B

MANUAL FOR THE ADMINISTRATION, SCORING AND INTERPRETATION OF THE INSTRUMENT

I. Introduction

The researcher designed the cited questionnaire to obtain information about the community safety literacy of Grade 10 students. As discussed earlier, the concept of Community Safety Literacy refers to the process of developing the knowledge of the community, skills to take actions for safety, and the attitude to have a high degree of commitment and advocacy in the promotion of community safety. The said survey questionnaire can help the cited school above to improve the social studies curriculum in enhancing safety education in our country.

II. How it measures developed and validated?

The first step in instrument development process was to identify the major parts of the tests. This survey composed of three parts. For the first part, the researcher assesses the knowledge of the students in public safety, environmental protection, barangay effectiveness, community conditions, rights and responsibilities, and disaster management. Concerning the second part, it measures the possession of different skills significant in promoting safety in one's community such as management of potential hazards, speaking-up for the community, engaging people in the community, effective use of information about the community, and collaboration with community members. For the third and last part, it evaluates the attitude that demonstrates whether an individual possesses a certain degree of commitment in taking part in the safety promotion process in terms of environmental protection and hazard management, participation in the barangay governance, and disaster preparedness.

The developed instrument recognized that content validation by the experts seemed item-totally in ensuring a successful development process. The first draft of the items was submitted to the panel of practitioners in the field. The inter-judge consistency served as the basis in discarding and modifying items. The face validation was established based on the result of the first try-out.

The reliability of the instrument was established through internal consistency using Cronbach Alpha and inter-item total correlation to know the discriminating power of the instrument. In addition to that, factor analysis technique was employed in order to establish the construct validity of the instrument.

III. MANUAL OF INSTRUCTION FOR ADMINISTERING, SCORING AND INTERPRETING THE RESULTS OF THE COMMUNITY SAFETY LITERACY SCALE

A. Exam Administration

The Community Safety Literacy Scale can be administered to a group of Grade 10 Junior High School students. The administrator of the test should consider the room's physical condition, proper ventilation, good lightings, and organized seating arrangement. The test consisting of 77 items is usually takes (30) thirty minutes to finish.

B. Standard Procedure

Orientation of the Examinees

After the examinees are seated and all chairs are cleared, say:

Good morning/afternoon everybody. I am (state your name). These are some points you should remember to follow while taking the test. I shall read each one.

Read the following slowly and clearly:

- 1. You will answer all the test items.*
- 2. If possible, you are not allowed to leave the room once the test has started.*
- 3. Do not start answering until you are told to do so.*
- 4. If you have any problem such as missing pages or words that are not printed clearly, raise your hand so I can help you.*
- 5. Work quietly and mind only your own work. Do not use books, dictionaries and cell phones inside the testing room.*
- 6. You may change your answer by erasing it neatly.*
- 7. The total time for the test will be 40 minutes.*
- 8. Work fast enough so you will finish the test within a given time.*
- 9. I will announce when the given time to finish the test is up.*

Distributing the Survey Questionnaire

After you have read the guidelines, start distributing the survey questionnaire to the students. Ask the students to check the pages one by one and say;

Check the pages one by one. If you notice any misprint or a missing page, raise your hands and I will change it.

Test Proper

After distributing the test to the students, the researcher asked them to start answering the exams. Also, the researcher observed the test schedule from the beginning up until the end of the survey conduct. Avoid sitting down and attending to matters not related to proctoring. Go around and see to it that the examinees are answering the test properly. Approach the students who have questions. After forty minutes, the examiner says “stop” and collects the test booklets.

Scoring the Test

To score the test, rate of 1 is given to all option 1 responses. A rate of 2 is given to all option 2 responses. A rate of 3 is given to all option 3 responses. A rate of 4 is given to all option 4 responses and a rate of 5 is given to all option 5 responses. Record the scores on the side of each subtest.

Interpreting the Scores

After scoring the test, the researcher analyzed the test results by making a tally of all the responses per item.

Table 19

Table of Interpretation

	KNOWLEDGE	SKILLS	ATTITUDE
4.50-5.00	Extremely aware	Very true of me	Every time
3.50-4.49	Moderately aware	Somewhat true of me	Almost every time
2.50-3.49	Somewhat aware	Neutral	Sometimes
1.50-2.49	Slightly aware	somewhat untrue of me	Almost never
1.00-1.49	Not at all aware	Very untrue of me	Never

In getting the scores of each respondent in each subtest, the teacher examiner should divide the test scores in knowledge part with the total number of items which is 28:

$$\frac{\text{Test Scores}}{\text{Total-item score}} = \frac{\text{test score}}{140}$$

For the skills subtest, teacher examiner should divide the test score with the total number of items which is 22.

$$\frac{\text{Test Scores}}{\text{Total-item score}} = \frac{\text{test score}}{110}$$

Lastly, for the attitude subtest, teacher examiner should divide the test score with the total number of items which is 26.

$$\frac{\text{Test Scores}}{\text{Total-item score}} = \frac{\text{test score}}{135}$$

After completely getting the quotients, refer to the table of interpretation for determining the level of community safety in each subtest.

Appendix C

Verbal Interpretation of Score

KNOWLEDGE

Score	Interpretation
4.50-5.00	The student demonstrates full knowledge (more than required) of the community safety concepts. She/he is aware of the need to possess a high degree of commitment and advocacy to the community to further develop and promote community safety.
3.50-4.49	The student is moderately aware which means he/she understands 70% of the concept about the community and community safety in the scale. On this level, the student is not only aware of the community but also begins to mobilize an intention to contribute to the greater good and further develop a desire to promote community safety.
2.50-3.49	The student is sometimes aware which means he/she understands 50% of the concept about the community and community safety. On this level, student has the ability to step back and reflect upon thought and practices with regards to community safety. He/she becomes more aware how their actions affect those around them.
1.50-2.49	The student has very little understanding of community safety concepts and basic information about the community. They can have even less awareness of how their actions affect those around them.
1.00-1.49	The student has completely no knowledge and understanding of community safety concepts and basic information about the community. They are not aware of how their actions affect those around them.

SKILLS

Score	Interpretation
4.50-5.00	The student possesses skills and abilities needed for community safety in order to participate in co-creating solutions with others. She/he begins to recognize that solutions must be co-created with all involved, especially those who are part of the community.
3.50-4.49	The student possesses 70% of the skills and abilities needed for community safety. On this level, the students can use these abilities to take individual action to promote community safety.
2.50-3.49	The student possess skills neutrally which means that he/she has 50% of the skills and abilities needed for community safety. They can sense that these abilities and skills needed for community safety have an impact to the community.
1.50-2.49	The student has very little skills and abilities needed for the promotion of community safety. On this level, student has little capacity to influence others in the community.
1.00-1.49	The student has completely no skills and abilities needed for the promotion of community safety. They do not have the ability to promote community safety.

ATTITUDE

Score	Interpretation
4.50-5.00	The student consistently does the task on their everyday life. He/She is a model of safety in the community. The student is very much committed and motivated to promote safety in the community.
3.50-4.49	The student frequently does the task in about 70% of the chances when he/she could have. There is a commitment involve. However, a little reminder is needed to ensure a more committed individual to promote safety.
2.50-3.49	The student does the task sometimes which means 50% of the chances when he/she could have. The student is inconsistent in showing their commitment and motivation for safety.
1.50-2.49	The student does the task almost never which means that in less than 10% of the chances when he/she could have. If this is not improved, there is a big possibility that the student will choose not to participate in safety promotion since they lack commitment and motivation to do so.
1.00-1.49	The student never does the task at all. There is a greater need to raise his/her level of attitude and motivation with regards to the promotion of safety in the community because he/she has no commitment at all.

Appendix D-1



Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

Letter to the Schools Division Superintendent

Date

Mrs. Maria Magdalena M. Lim, CESO V
Schools Division Superintendent
DepEd- Division of Parañaque City

Sir/Madam:

Greetings of Peace!

I have the honor to request consent from your good office to conduct a study among selected junior high school students of Sun Valley National High School in relation to my Master's Thesis entitled **Development and Validation of Community Safety Literacy Scale**.

This research is being conducted under the supervision of my thesis adviser, Dr. Enrico B. Garcia. The conduct of this study will contribute to the improvement of public safety education in our country. It is hoped that the findings, insights and concerns related to community safety education would guide the teachers and other members of the academe to assess the levels of community safety among students in order to know where to start and what to teach. It can help the Social Studies Department to craft different programs that would raise the community safety literacy of the students based on the results.

Attached is a copy of my Thesis proposal for your immediate reference.

Thank you very much for giving this request your most favorable response.

Allan M. Bacieta
Researcher

Noted:

Dr. Enrico B. Garcia, Phd
Thesis Adviser

Appendix D-2



Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

Letter to Validator of Instrument

Date

Sir/Madam:

Greetings of Peace!

I am writing to seek your most generous assistance in the validation of the questionnaire which I will be using for the conduct of my Master's thesis at the Philippine Normal University entitled "**Development and Validation of Community Safety Literacy Scale.**"

The study aims to develop a community safety literacy scale that can contribute to the improvement of public safety education in our country. Community safety literacy concept is new and not even defined in the k-12 curriculum of the department of education. Thus, it is hoped that the findings, insights and concerns related to community safety education would guide the teachers and other members of the academe to assess the levels of community safety among students in order to know where to start and what to teach. It can help the Social Studies Department to craft different programs that would raise the community safety literacy of the people based on the results. This study is also an additional to the growing literature of community safety research.

Your most favorable response on this request shall be highly appreciated.

Thank you very much.

Allan M. Bacieta
Researcher

Noted:

Dr. Enrico Garcia, Phd
Thesis Adviser

Appendix D-3



Philippine Normal University
The National Center for Teacher
Taft Avenue, Manila

Letter to the School Principal

Date

Madam:

Greetings of Peace!

I respectfully request permission from your office for me to administer questionnaire to selected junior high school students of your institution. These data will be needed in the research I am undertaking entitled **Development and Validation of Community Safety Literacy Scale**.

This research is being conducted under the supervision of my thesis adviser, Dr. Enrico B. Garcia. The conduct of this study will contribute to the improvement of community safety education in our country.

The responses will be accorded with utmost confidentiality. Attached is a copy of my thesis proposal for your immediate reference.

Thank you very much for giving this request your most favorable response.

Allan M. Bacieta
Researcher

Noted:

Dr. Enrico Garcia, PhD
Thesis Adviser

Appendix E

INFORMED CONSENT FORM



Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

I, _____, the guardian of _____ of Grade 10-Section _____ hereby consent my child to answer the survey questionnaire about community safety literacy and participate in the study of Mr. Allan M. Bacietes entitled: **Development and Validation of Community Safety Literacy Scale** for the completion of Master of Arts in Education major in Social Science Teaching at Philippine Normal University. In participating in this study, rest assured that:

- The researcher communicates directly to the school administrators and teachers.
- No personal questions will be asked to the students.
- The participant is free to refuse to answer particular questions.
- Information and answer of the students will remain confidential.
- The answers of the students and the results of the survey are for scientific purposes only.

Participant's signature over Printed Name:
Date: _____

Guardian's signature over Printed Name
Date: _____

I certify that I have explained the purpose of the research to the school administrators and students. The administration of the survey to the school has the approval of the principal and endorsement from the division superintendent of Department of Education in Parañaque City.

Mr. Allan M. Bacietes
Researcher

Noted:

Dr. Enrico B. Garcia, Ph.D.
Thesis Adviser

Appendix F

List of Validator of Instrument



Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila

Mr. Rene Romero	Professor- Philippine Normal University
Hon. Juan Miguel Zubiri	Senator- Republic of the Philippines
Mr. Carlos B. De Sagun	Director-PNP-CES- Camp Crame, Philippines
Mr. Crisdel Falculan	Director- Rescue 177 Training Center- Valenzuela City
Mr. JB Chan Balicanta	Committee Chairman of Peace and Order- Brgy. Don Bosco, Parañaque City

Appendix G

Results of the experts' evaluation of the community safety concepts that may correspond to the community safety literacy of the students

Component 1 - Knowledge

Item Number	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Decision
1	✓	✓	✓	✓	✓	Accepted
2	✓	✗	✗	✓	✗	Rejected
3	✓	✓	✓	✓	✓	Accepted
4	✓	✓	✓	✓	✓	Accepted
5	✓	✓	✓	✓	✓	Accepted
6	✓	✗	✓	✓	✓	Accepted
7	✓	✓	✓	✓	✗	Revised
8	✓	✓	✓	✓	✓	Accepted
9	✓	✓	✓	✓	✓	Accepted
10	✓	✓	✓	✓	✓	Accepted
11	✓	✓	✓	✓	✓	Accepted
12	✓	✓	✓	✓	✓	Accepted
13	✓	✓	✓	✓	✓	Accepted
14	✓	✓	?	✓	✓	Accepted
15	✓	✓	✓	✓	✓	Accepted
16	✓	✓	✓	✓	✓	Accepted
17	✓	✓	✓	✓	✓	Accepted
18	✓	✓	✓	✓	✓	Accepted
19	✓	✓	✓	✓	✓	Accepted
20	✓	✓	✓	✓	✓	Accepted
21	✗	✗	✗	✓	✓	Rejected
22	✓	✓	✗	✗	✗	Rejected
23	✓	✓	✓	✓	✓	Accepted
24	✓	✓	✓	✓	✓	Accepted
25	✓	✓	?	✓	✓	Accepted
26	✓	✓	✓	✓	✓	Accepted
27	✓	✓	✓	✓	✓	Accepted
28	✓	✓	✓	✓	✓	Accepted
29	✓	✓	✓	✓	✓	Accepted
30	✓	✓	✓	✓	✓	Accepted
31	✓	✗	✓	✓	✓	Accepted
32	✓	✗	✓	✓	✓	Accepted

33	✓	✓	✓	✓	✓	Accepted
34	✓	✗	✓	✓	✓	Accepted
35	✓	✓	✓	✓	✓	Accepted
36	✓	✗	✓	✓	✓	Accepted
37	✓	✓	✓	✗	✓	Revised

Appendix G cont.

Component 2 - Skills

Item Number	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Decision
38	✓	✓	✓	✓	✓	Accepted
39	✓	✓	✓	✓	✓	Accepted
40	✓	✓	✓	✓	✓	Accepted
41	✓	✓	✓	✓	✓	Accepted
42	✓	✓	✓	✓	✓	Accepted
43	✓	✓	✓	✓	✓	Accepted
44	✓	✓	✓	✓	✓	Accepted
45	✓	✓	✓	?	✓	Accepted
46	✓	✓	✓	✓	✓	Accepted
47	✓	✓	✓	✓	✓	Accepted
48	✓	✓	✓	✓	✓	Accepted
49	✓	✓	✓	✓	✓	Accepted
50	✓	✗	✓	✗	✗	Rejected
51	✓	✗	✗	✓	✗	Rejected
52	✓	✓	✓	✓	✓	Accepted
53	✓	✓	✓	✓	✓	Accepted
54	✗	✓	✗	✓	✗	Rejected
55	✗	✗	✓	✗	✓	Rejected
56	✓	✓	✓	✓	✓	Accepted
57	✓	✓	✓	✓	✓	Accepted
58	✓	✗	✓	✓	✓	Accepted
59	✓	✗	✓	✓	✓	Accepted
60	✓	✓	✓	✓	✓	Accepted
61	✓	✓	✓	✓	✓	Accepted
62	✓	✓	✓	✓	✗	Revised
63	✓	✗	✓	✓	✗	Revised
64	✓	✓	✗	✓	✓	Revised

Component 3 – Attitude

Item Number	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Decision
65	✓	✓	✓	✓	✓	Accepted
66	✓	✓	✓	✓	✓	Accepted
67	✓	✓	✓	✓	✓	Accepted
68	✓	✓	✓	✓	✓	Accepted
69	✓	✓	?	✓	✓	Accepted
70	✓	✓	?	✓	✓	Accepted
71	✓	✓	✓	✓	✓	Accepted
72	✓	✓	✓	✓	✓	Accepted
73	✓	✓	✓	✓	✓	Accepted
74	✓	✓	✓	✓	✓	Accepted
75	✓	✓	✓	✓	✓	Accepted
76	✓	✓	✓	✓	✓	Accepted
77	✓	✓	✓	✓	✓	Accepted
78	✓	✓	✓	✓	✓	Accepted
79	✓	✓	✓	✓	✓	Accepted
80	✓	✓	✓	✓	✓	Accepted
81	✓	✓	✓	✓	✓	Accepted
82	✓	✓	✓	✓	✓	Revised
83	✓	✗	✓	✓	✓	Accepted
84	✓	✗	✓	✓	✓	Accepted
85	✗	✗	✓	✗	✓	Rejected
86	✗	✓	✗	✓	✗	Rejected
87	✓	✓	✓	✗	✓	Accepted
88	✓	✓	✓	✓	✓	Accepted
89	✓	✓	✓	✓	✓	Accepted
90	✓	✓	✓	✓	✗	Revised
91	✓	✓	✓	✓	✓	Accepted
92	✓	✓	✓	✓	✓	Accepted
93	✓	✓	✓	✓	✓	Accepted
94	✓	✓	✓	✓	✓	Accepted

Appendix H

Table of Specifications

Content/Indicators	Number of items	Item Placement	Percentage
Part I – Knowledge of the community in terms of the following			39%
a. Programs on Peace and Order	4	1, 2,33,3 5	5%
b. Environmental Protection	5	7,17,18,19,20	5%
c. Emergency and Natural disasters	6	4,5,6,8,9,10	6%
d. Policies on Public Safety	5	11,13,14,15,16	5%
e. Barangay services and procedures	7	12,21,22,29,30,31,32	7%
f. Barangay leaders	4	3,25,26,27	5%
g. Duties and Responsibilities as a member of the community	2	36,37	2%
h. Issues within the community	4	23,24,28,34	4%
Part II – Skills and abilities in promoting community safety such as:			29%
a. Suggesting ways about disaster preparedness and emergency situations	4	40,41,42,46	4%
b. Proposing possible solutions to address environmental problems	3	47,48,49	3%
c. Identify ways on participating in the barangay	4	50,54,59,61	4%
d. Helping neighbors	7	51,52,53,55,58,60,62	8%
e. Doing his/her share in promoting public safety	7	38,39,43,44,45,63,64	8%
f. Supporting leaders in safety promotion.	2	56,57	2%

Part III- Attitude and commitment to community safety by practicing the following:			32%
a. Participate in the barangay	4	68,83,87,89	4%
b. Influence others to promote community safety	2	69,82	2%
c. Maintaining good relationship to all neighbors	3	84,86,94	3%
d. Follows safety practices in the community	4	65,70,71,72,	4%
e. Campaigning for safety practices	4	66,67,73,93	4%
f. Help in the protection of the environment	8	74,75,76,77,78,79,	10%
g. Addressing the issues in the community	5	80,81, 85,88,90,91,92	5.%

Appendix I

Second Tryout Reliability and Item Total Statistics of the Whole Instrument (SPSS Output)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.969	.969	85

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
KNOWLEDGE_Q1	276.6067	2759.724	.496		.969
KNOWLEDGE_Q2	275.4100	2787.667	.336		.969
KNOWLEDGE_Q3	276.5567	2761.197	.411		.969
KNOWLEDGE_Q4	275.7067	2773.606	.395		.969
KNOWLEDGE_Q5	276.3967	2757.257	.508		.969
KNOWLEDGE_Q6	275.9933	2761.438	.479		.969
KNOWLEDGE_Q7	276.7133	2755.255	.533		.969
KNOWLEDGE_Q8	275.8433	2778.728	.361		.969
KNOWLEDGE_Q9	276.1433	2770.959	.416		.969
KNOWLEDGE_Q10	275.8267	2777.227	.376		.969
KNOWLEDGE_Q11	277.0067	2750.375	.485		.969
KNOWLEDGE_Q12	276.2367	2764.536	.466		.969
KNOWLEDGE_Q13	275.9400	2766.157	.422		.969
KNOWLEDGE_Q14	276.7067	2751.934	.565		.969
KNOWLEDGE_Q15	276.1167	2768.077	.425		.969
KNOWLEDGE_Q16	276.1467	2767.296	.450		.969
KNOWLEDGE_Q17	276.1767	2765.738	.471		.969
KNOWLEDGE_Q18	276.0333	2763.410	.494		.969
KNOWLEDGE_Q19	276.0767	2758.078	.509		.969
KNOWLEDGE_Q20	276.5933	2757.165	.522		.969
KNOWLEDGE_Q21	276.2967	2764.183	.463		.969
KNOWLEDGE_Q22	276.2000	2756.602	.503		.969
KNOWLEDGE_Q23	277.0467	2757.877	.459		.969
KNOWLEDGE_Q24	276.7167	2758.224	.531		.969

Appendix I cont.

KNOWLEDGE_Q25	276.1833	2756.645	.528		.969
KNOWLEDGE_Q26	276.6533	2741.960	.616		.969
KNOWLEDGE_Q27	276.4700	2746.089	.646		.969
KNOWLEDGE_Q28	276.9600	2737.196	.627		.969
KNOWLEDGE_Q29	276.7767	2743.411	.572		.969
KNOWLEDGE_Q30	276.6100	2750.078	.562		.969
KNOWLEDGE_Q31	276.8567	2745.816	.578		.969
KNOWLEDGE_Q32	276.6867	2748.350	.551		.969
KNOWLEDGE_Q33	276.4400	2747.679	.590		.969
KNOWLEDGE_Q34	275.6333	2780.052	.348		.969
SKILLS_Q35	276.6100	2754.834	.548		.969
SKILLS_Q36	276.3867	2755.924	.506		.969
SKILLS_Q37	276.1567	2757.638	.500		.969
SKILLS_Q38	275.9433	2776.709	.365		.969
SKILLS_Q39	276.2467	2759.758	.483		.969
SKILLS_Q40	275.9967	2769.441	.440		.969
SKILLS_Q41	275.9433	2768.696	.420		.969
SKILLS_Q42	275.8800	2769.845	.449		.969
SKILLS_Q43	276.3033	2755.516	.484		.969
SKILLS_Q44	275.9433	2759.044	.536		.969
SKILLS_Q45	276.1567	2758.908	.534		.969
SKILLS_Q46	275.6700	2775.854	.398		.969
SKILLS_Q47	276.3500	2758.723	.517		.969
SKILLS_Q48	276.3900	2752.613	.563		.969
SKILLS_Q49	276.4800	2749.361	.553		.969
SKILLS_Q50	276.5233	2744.752	.607		.969
SKILLS_Q51	275.8833	2765.047	.474		.969
SKILLS_Q52	276.9800	2756.240	.531		.969
SKILLS_Q53	276.2033	2746.189	.619		.969
SKILLS_Q54	276.3567	2744.110	.632		.969
SKILLS_Q55	276.7000	2747.147	.582		.969
SKILLS_Q56	276.1067	2767.788	.421		.969
SKILLS_Q57	276.3367	2748.465	.577		.969
ATTITUDE_Q58	277.4300	2757.430	.432		.969
ATTITUDE_Q59	276.3400	2745.931	.599		.969
ATTITUDE_Q60	276.7267	2742.226	.551		.969
ATTITUDE_Q61	276.8833	2741.120	.599		.969
ATTITUDE_Q62	276.4133	2745.822	.556		.969
ATTITUDE_Q63	275.6533	2784.555	.290		.969
ATTITUDE_Q64	275.4333	2786.320	.290		.969

Appendix I cont.

ATTITUDE_Q65	275.7767	2761.044	.484		.969
ATTITUDE_Q66	276.8700	2738.782	.571		.969
ATTITUDE_Q67	275.7000	2767.876	.427		.969
ATTITUDE_Q68	275.7233	2771.806	.452		.969
ATTITUDE_Q69	275.9567	2763.921	.486		.969
ATTITUDE_Q70	276.4433	2737.993	.622		.969
ATTITUDE_Q71	275.7833	2777.729	.369		.969
ATTITUDE_Q72	276.6867	2731.072	.632		.969
ATTITUDE_Q73	276.0567	2761.927	.477		.969
ATTITUDE_Q74	276.7633	2731.499	.653		.969
ATTITUDE_Q75	276.3000	2744.492	.575		.969
ATTITUDE_Q76	277.1167	2736.291	.605		.969
ATTITUDE_Q77	277.0267	2727.765	.645		.969
ATTITUDE_Q78	277.0233	2723.535	.667		.969
ATTITUDE_Q79	277.1467	2736.266	.588		.969
ATTITUDE_Q80	277.1367	2741.510	.586		.969
ATTITUDE_Q81	277.2600	2743.859	.543		.969
ATTITUDE_Q82	277.2567	2737.964	.588		.969
ATTITUDE_Q83	276.9767	2738.043	.585		.969
ATTITUDE_Q84	277.0233	2730.899	.654		.969
ATTITUDE_Q85	276.0667	2755.460	.498		.969

Appendix J

Second Try-out Reliability and Item Total Statistics per Component (SPSS Output)

Knowledge

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.935	.935	34

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
KNOWLEDGE_Q1	109.9567	464.062	.548	.435	.933
KNOWLEDGE_Q2	108.7600	477.340	.359	.266	.935
KNOWLEDGE_Q3	109.9067	465.035	.444	.425	.935
KNOWLEDGE_Q4	109.0567	471.024	.422	.369	.935
KNOWLEDGE_Q5	109.7467	464.431	.530	.424	.934
KNOWLEDGE_Q6	109.3433	464.741	.531	.364	.934
KNOWLEDGE_Q7	110.0633	461.605	.599	.482	.933
KNOWLEDGE_Q8	109.1933	474.143	.367	.346	.935
KNOWLEDGE_Q9	109.4933	473.000	.377	.326	.935
KNOWLEDGE_Q10	109.1767	473.959	.371	.360	.935
KNOWLEDGE_Q11	110.3567	460.518	.520	.383	.934
KNOWLEDGE_Q12	109.5867	463.427	.574	.452	.933
KNOWLEDGE_Q13	109.2900	470.153	.401	.301	.935
KNOWLEDGE_Q14	110.0567	460.957	.617	.492	.933
KNOWLEDGE_Q15	109.4667	467.641	.472	.407	.934
KNOWLEDGE_Q16	109.4967	468.331	.479	.389	.934
KNOWLEDGE_Q17	109.5267	469.989	.450	.371	.934
KNOWLEDGE_Q18	109.3833	466.351	.533	.548	.934
KNOWLEDGE_Q19	109.4267	464.072	.547	.567	.933
KNOWLEDGE_Q20	109.9433	460.114	.636	.488	.933
KNOWLEDGE_Q21	109.6467	464.992	.534	.434	.934
KNOWLEDGE_Q22	109.5500	460.496	.599	.531	.933
KNOWLEDGE_Q23	110.3967	464.695	.476	.442	.934

Appendix J cont.

KNOWLEDGE_Q24	110.0667	464.149	.571	.451	.933
KNOWLEDGE_Q25	109.5333	462.905	.579	.504	.933
KNOWLEDGE_Q26	110.0033	459.528	.612	.494	.933
KNOWLEDGE_Q27	109.8200	460.877	.651	.562	.932
KNOWLEDGE_Q28	110.3100	455.479	.664	.548	.932
KNOWLEDGE_Q29	110.1267	455.937	.646	.590	.932
KNOWLEDGE_Q30	109.9600	459.764	.620	.579	.933
KNOWLEDGE_Q31	110.2067	458.144	.631	.594	.933
KNOWLEDGE_Q32	110.0367	458.738	.612	.550	.933
KNOWLEDGE_Q33	109.7900	460.441	.616	.469	.933
KNOWLEDGE_Q34	108.9833	474.692	.352	.357	.935

Skills

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.920	.921	23

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SKILLS_Q35	75.8033	229.229	.545	.397	.917
SKILLS_Q36	75.5800	226.826	.578	.410	.917
SKILLS_Q37	75.3500	228.001	.553	.425	.917
SKILLS_Q38	75.1367	231.710	.475	.384	.919
SKILLS_Q39	75.4400	230.140	.492	.340	.918
SKILLS_Q40	75.1900	230.569	.526	.452	.918
SKILLS_Q41	75.1367	230.480	.494	.464	.918
SKILLS_Q42	75.0733	230.884	.531	.495	.918
SKILLS_Q43	75.4967	229.488	.474	.355	.919
SKILLS_Q44	75.1367	228.941	.581	.445	.917
SKILLS_Q45	75.3500	228.977	.577	.435	.917
SKILLS_Q46	74.8633	232.406	.487	.364	.918

Appendix J cont.

SKILLS_Q47	75.5433	227.266	.608	.541	.916
SKILLS_Q48	75.5833	226.063	.637	.560	.916
SKILLS_Q49	75.6733	227.431	.554	.477	.917
SKILLS_Q50	75.7167	225.615	.625	.515	.916
SKILLS_Q51	75.0767	228.459	.587	.412	.917
SKILLS_Q52	76.1733	231.268	.477	.427	.919
SKILLS_Q53	75.3967	226.026	.640	.492	.916
SKILLS_Q54	75.5500	225.479	.651	.546	.915
SKILLS_Q55	75.8933	227.012	.578	.528	.917
SKILLS_Q56	75.3000	229.455	.516	.384	.918
SKILLS_Q57	75.5300	227.220	.578	.424	.917

Attitude

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.937	.935	28

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ATTITUDE_Q58	85.5467	417.499	.502	.494	.935
ATTITUDE_Q59	84.4567	417.547	.591	.518	.934
ATTITUDE_Q60	84.8433	414.146	.578	.494	.934
ATTITUDE_Q61	85.0000	413.652	.632	.562	.934
ATTITUDE_Q62	84.5300	415.374	.589	.487	.934
ATTITUDE_Q63	83.7700	434.726	.235	.537	.938
ATTITUDE_Q64	83.5500	435.105	.240	.579	.938
ATTITUDE_Q65	83.8933	423.915	.465	.563	.935
ATTITUDE_Q66	84.9867	413.204	.590	.466	.934
ATTITUDE_Q67	83.8167	426.063	.418	.439	.936
ATTITUDE_Q68	83.8400	428.228	.430	.531	.936
ATTITUDE_Q69	84.0733	423.105	.511	.544	.935

Appendix J cont.

ATTITUDE_Q70	84.5600	412.615	.651	.509	.933
ATTITUDE_Q71	83.9000	429.709	.365	.355	.937
ATTITUDE_Q72	84.8033	408.025	.695	.575	.933
ATTITUDE_Q73	84.1733	423.147	.481	.500	.935
ATTITUDE_Q74	84.8800	408.862	.707	.626	.933
ATTITUDE_Q75	84.4167	413.822	.630	.548	.934
ATTITUDE_Q76	85.2333	408.935	.691	.701	.933
ATTITUDE_Q77	85.1433	406.096	.720	.714	.932
ATTITUDE_Q78	85.1400	406.328	.706	.605	.932
ATTITUDE_Q79	85.2633	409.552	.659	.697	.933
ATTITUDE_Q80	85.2533	411.855	.656	.616	.933
ATTITUDE_Q81	85.3767	411.761	.628	.691	.934
ATTITUDE_Q82	85.3733	411.860	.628	.617	.934
ATTITUDE_Q83	85.0933	412.045	.622	.665	.934
ATTITUDE_Q84	85.1400	409.800	.684	.665	.933
ATTITUDE_Q85	84.1833	422.311	.466	.339	.936

Appendix K
Community Safety Literacy Scale Alpha and Item Total Statistics after the deletion of
Items 63 and 64
(SPSS Output)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.970	.969	83

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
KNOWLEDGE_Q1	268.3533	2691.313	.498		.969
KNOWLEDGE_Q2	267.1567	2719.290	.335		.969
KNOWLEDGE_Q3	268.3033	2692.600	.414		.969
KNOWLEDGE_Q4	267.4533	2705.399	.394		.969
KNOWLEDGE_Q5	268.1433	2688.759	.510		.969
KNOWLEDGE_Q6	267.7400	2693.230	.479		.969
KNOWLEDGE_Q7	268.4600	2686.731	.536		.969
KNOWLEDGE_Q8	267.5900	2710.497	.360		.969
KNOWLEDGE_Q9	267.8900	2702.747	.415		.969
KNOWLEDGE_Q10	267.5733	2709.282	.371		.969
KNOWLEDGE_Q11	268.7533	2681.885	.488		.969
KNOWLEDGE_Q12	267.9833	2696.371	.465		.969
KNOWLEDGE_Q13	267.6867	2698.711	.416		.969
KNOWLEDGE_Q14	268.4533	2683.265	.570		.969
KNOWLEDGE_Q15	267.8633	2700.105	.422		.969
KNOWLEDGE_Q16	267.8933	2699.066	.450		.969
KNOWLEDGE_Q17	267.9233	2697.790	.468		.969
KNOWLEDGE_Q18	267.7800	2695.617	.490		.969
KNOWLEDGE_Q19	267.8233	2690.246	.507		.969
KNOWLEDGE_Q20	268.3400	2688.553	.526		.969
KNOWLEDGE_Q21	268.0433	2695.473	.467		.969
KNOWLEDGE_Q22	267.9467	2688.164	.506		.969
KNOWLEDGE_Q23	268.7933	2688.920	.465		.969
KNOWLEDGE_Q24	268.4633	2689.454	.536		.969

Appendix K cont.

KNOWLEDGE_Q25	267.9300	2688.400	.529		.969
KNOWLEDGE_Q26	268.4000	2673.278	.622		.969
KNOWLEDGE_Q27	268.2167	2677.769	.648		.969
KNOWLEDGE_Q28	268.7067	2668.656	.632		.969
KNOWLEDGE_Q29	268.5233	2673.976	.583		.969
KNOWLEDGE_Q30	268.3567	2681.615	.565		.969
KNOWLEDGE_Q31	268.6033	2676.849	.585		.969
KNOWLEDGE_Q32	268.4333	2679.878	.555		.969
KNOWLEDGE_Q33	268.1867	2679.423	.592		.969
KNOWLEDGE_Q34	267.3800	2712.611	.339		.969
SKILLS_Q35	268.3567	2686.826	.547		.969
SKILLS_Q36	268.1333	2688.089	.504		.969
SKILLS_Q37	267.9033	2690.369	.492		.969
SKILLS_Q38	267.6900	2709.606	.353		.969
SKILLS_Q39	267.9933	2691.960	.480		.969
SKILLS_Q40	267.7433	2702.319	.429		.969
SKILLS_Q41	267.6900	2701.245	.412		.969
SKILLS_Q42	267.6267	2702.562	.439		.969
SKILLS_Q43	268.0500	2687.613	.483		.969
SKILLS_Q44	267.6900	2691.198	.533		.969
SKILLS_Q45	267.9033	2691.225	.530		.969
SKILLS_Q46	267.4167	2708.672	.386		.969
SKILLS_Q47	268.0967	2690.502	.518		.969
SKILLS_Q48	268.1367	2684.593	.562		.969
SKILLS_Q49	268.2267	2681.132	.554		.969
SKILLS_Q50	268.2700	2676.512	.609		.969
SKILLS_Q51	267.6300	2697.511	.468		.969
SKILLS_Q52	268.7267	2687.229	.538		.969
SKILLS_Q53	267.9500	2678.416	.617		.969
SKILLS_Q54	268.1033	2675.959	.633		.969
SKILLS_Q55	268.4467	2678.623	.586		.969
SKILLS_Q56	267.8533	2700.607	.411		.969
SKILLS_Q57	268.0833	2680.665	.574		.969
ATTITUDE_Q58	269.1767	2688.099	.440		.969
ATTITUDE_Q59	268.0867	2678.494	.594		.969
ATTITUDE_Q60	268.4733	2674.304	.551		.969
ATTITUDE_Q61	268.6300	2672.662	.603		.969
ATTITUDE_Q62	268.1600	2678.202	.553		.969
ATTITUDE_Q65	267.5233	2694.859	.467		.969

Appendix K cont.

ATTITUDE_Q66	268.6167	2670.371	.574		.969
ATTITUDE_Q67	267.4467	2700.924	.416		.969
ATTITUDE_Q68	267.4700	2704.471	.442		.969
ATTITUDE_Q69	267.7033	2696.724	.477		.969
ATTITUDE_Q70	268.1900	2669.673	.625		.969
ATTITUDE_Q71	267.5300	2710.384	.359		.969
ATTITUDE_Q72	268.4333	2662.594	.637		.969
ATTITUDE_Q73	267.8033	2694.373	.471		.969
ATTITUDE_Q74	268.5100	2663.033	.658		.969
ATTITUDE_Q75	268.0467	2677.142	.569		.969
ATTITUDE_Q76	268.8633	2667.242	.614		.969
ATTITUDE_Q77	268.7733	2658.945	.652		.969
ATTITUDE_Q78	268.7700	2654.967	.673		.969
ATTITUDE_Q79	268.8933	2666.765	.600		.969
ATTITUDE_Q80	268.8833	2672.404	.594		.969
ATTITUDE_Q81	269.0067	2674.194	.556		.969
ATTITUDE_Q82	269.0033	2668.619	.598		.969
ATTITUDE_Q83	268.7233	2669.037	.593		.969
ATTITUDE_Q84	268.7700	2662.111	.662		.969
ATTITUDE_Q85	267.8133	2688.233	.491		.969

Appendix L
Attitude Component of Community Safety Literacy Scale Alpha and Item Total
Statistics after the deletion of Items 63 and 64
(SPSS Output)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.940	.938	26

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
ATTITUDE_Q58	77.2933	394.201	.524	.481	.939
ATTITUDE_Q59	76.2033	396.142	.575	.512	.938
ATTITUDE_Q60	76.5900	392.256	.574	.486	.938
ATTITUDE_Q61	76.7467	391.227	.640	.560	.937
ATTITUDE_Q62	76.2767	393.786	.578	.481	.938
ATTITUDE_Q65	75.6400	403.763	.416	.500	.940
ATTITUDE_Q66	76.7333	390.825	.596	.464	.938
ATTITUDE_Q67	75.5633	405.143	.386	.424	.940
ATTITUDE_Q68	75.5867	406.926	.401	.529	.940
ATTITUDE_Q69	75.8200	401.941	.485	.542	.939
ATTITUDE_Q70	76.3067	390.327	.657	.507	.937
ATTITUDE_Q71	75.6467	408.396	.338	.336	.940
ATTITUDE_Q72	76.5500	385.579	.706	.574	.936
ATTITUDE_Q73	75.9200	401.626	.464	.499	.939
ATTITUDE_Q74	76.6267	386.429	.718	.621	.936
ATTITUDE_Q75	76.1633	392.505	.615	.532	.937
ATTITUDE_Q76	76.9800	385.919	.714	.698	.936
ATTITUDE_Q77	76.8900	383.309	.739	.712	.936
ATTITUDE_Q78	76.8867	383.793	.719	.604	.936
ATTITUDE_Q79	77.0100	386.084	.689	.691	.936
ATTITUDE_Q80	77.0000	388.783	.679	.616	.936
ATTITUDE_Q81	77.1233	388.129	.661	.688	.937
ATTITUDE_Q82	77.1200	388.547	.654	.605	.937
ATTITUDE_Q83	76.8400	389.071	.642	.653	.937

Appendix L cont.

ATTITUDE_Q84	76.8867	387.044	.701	.663	.936
ATTITUDE_Q85	75.9300	401.115	.444	.327	.939

Appendix M
Reliability and Item Total Statistics of the developed
Community Safety Literacy Scale Instrument
(SPSS Output)

Whole Community Safety Literacy Scale Instrument

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.965	.964	83

Knowledge Literacy Scale Variable

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.936	.934	34

Skills Literacy Scale Variable

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.909	.908	23

Attitude Literacy Scale Variable

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.928	.925	26

Appendix N

Simple Linear Regression of Knowledge (X) and Skills (Y) Literacy Scale Variable of the developed Community Safety Literacy Scale Instrument (SPSS Output)

Correlations

		OVERALL_SCORE_CSLS_SKILLS	OVERALL_SCORE_CSLS_KNOWLEDGE
Pearson Correlation	OVERALL_SCORE_CSLS_SKILLS	1.000	.589
	OVERALL_SCORE_CSLS_KNOWLEDGE	.589	1.000
Sig. (1-tailed)	OVERALL_SCORE_CSLS_SKILLS	.	.000
	OVERALL_SCORE_CSLS_KNOWLEDGE	.000	.
N	OVERALL_SCORE_CSLS_SKILLS	200	200
	OVERALL_SCORE_CSLS_KNOWLEDGE	200	200

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.589 ^a	.347	.344	.53336	.347	105.136	1	198	.000

a. Predictors: (Constant), OVERALL_SCORE_CSLS_KNOWLEDGE

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.908	1	29.908	105.136	.000 ^b
	Residual	56.326	198	.284		
	Total	86.234	199			

a. Dependent Variable: OVERALL_SCORE_CSLS_SKILLS

b. Predictors: (Constant), OVERALL_SCORE_CSLS_KNOWLEDGE

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.823	.187		9.762	.000
	OVERALL_SCORE_CSLS_KNOWLEDGE	.571	.056	.589	10.254	.000

a. Dependent Variable: OVERALL_SCORE_CSLS_SKILLS

Appendix O

Simple Linear Regression of Knowledge (X) and Attitude (Y) Literacy Scale Variable of the developed Community Safety Literacy Scale Instrument (SPSS Output)

Correlations			
		OVERALL_SCORE_CSLS S_ATTITUDE	OVERALL_SCORE_CSLS _KNOWLEDGE
Pearson Correlation	OVERALL_SCORE_CSLS_ATT ITUDE	1.000	.716
	OVERALL_SCORE_CSLS_KN OWLEDGE	.716	1.000
Sig. (1-tailed)	OVERALL_SCORE_CSLS_ATT ITUDE	.	.000
	OVERALL_SCORE_CSLS_KN OWLEDGE	.000	.
N	OVERALL_SCORE_CSLS_ATT ITUDE	200	200
	OVERALL_SCORE_CSLS_KN OWLEDGE	200	200

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.716 ^a	.513	.511	.51615	.513	208.697	1	198	.000

a. Predictors: (Constant), OVERALL_SCORE_CSLS_KNOWLEDGE

ANOVA ^a					
Model		Sum of Squares	Df	Mean Square	Sig.
1	Regression	55.599	1	55.599	.000 ^b
	Residual	52.749	198	.266	
	Total	108.348	199		

a. Dependent Variable: OVERALL_SCORE_CSLS_ATTITUDE

b. Predictors: (Constant), OVERALL_SCORE_CSLS_KNOWLEDGE

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.444	.181		2.459	.015
OVERALL_SCORE_CSLS KNOWLEDGE	.778	.054	.716	14.446	.000

a. Dependent Variable: OVERALL_SCORE_CSLS_ATTITUDE

Appendix P

Simple Linear Regression of Skills (X) and Attitude (Y) Literacy Scale Variable of the developed Community Safety Literacy Scale Instrument (SPSS Output)

Correlations

		OVERALL_SCORE_CSLS_ATTITUDE	OVERALL_SCORE_CSLS_SKILLS
Pearson Correlation	OVERALL_SCORE_CSLS_ATTITUDE	1.000	.618
	OVERALL_SCORE_CSLS_SKILLS	.618	1.000
Sig. (1-tailed)	OVERALL_SCORE_CSLS_ATTITUDE	.	.000
	OVERALL_SCORE_CSLS_SKILLS	.000	.
N	OVERALL_SCORE_CSLS_ATTITUDE	200	200
	OVERALL_SCORE_CSLS_SKILLS	200	200

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.618 ^a	.381	.378	.58179	.381	122.102	1	198	.000

a. Predictors: (Constant), OVERALL_SCORE_CSLS_SKILLS

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	41.329	1	41.329	122.102	.000 ^b
	Residual	67.019	198	.338		
	Total	108.348	199			

a. Dependent Variable: OVERALL_SCORE_CSLS_ATTITUDE

b. Predictors: (Constant), OVERALL_SCORE_CSLS_SKILLS

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.441	.235		1.874	.062
OVERALL_SCORE_CSL S_SKILLS	.692	.063	.618	11.050	.000

a. Dependent Variable: OVERALL_SCORE_CSLS_ATTITUDE

Appendix Q

Reliability and Item Total Statistics of the developed Community Safety Literacy Scale Instrument (SPSS Output)

Whole Community Safety Literacy Scale Instrument

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.965	.964	83

Knowledge Literacy Scale Variable

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.936	.934	34

Skills Literacy Scale Variable

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.909	.908	23

Attitude Literacy Scale Variable

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.928	.925	26

Appendix R

Correlation of the Each Item with Knowledge, Skills, and Attitude Literacy Scale Variables (N=200) (SPSS Output)

Knowledge

	CSLS_KNO VLED GE_0 1	CSLS_KNO VLED GE_0 2	CSLS_KNO VLED GE_0 3	CSLS_KNO VLED GE_0 4	CSLS_KNO VLED GE_0 5	CSLS_KNO VLED GE_0 6	CSLS_KNO VLED GE_0 7	CSLS_KNO VLED GE_0 8	CSLS_KNO VLED GE_0 9	CSLS_KNO VLED GE_0 10	CSLS_KNO VLED GE_0 11	CSLS_KNO VLED GE_0 12	CSLS_KNO VLED GE_0 13	CSLS_KNO VLED GE_0 14	CSLS_KNO VLED GE_0 15	CSLS_KNO VLED GE_0 16	CSLS_KNO VLED GE_0 17	CSLS_KNO VLED GE_0 18	CSLS_KNO VLED GE_0 19	CSLS_KNO VLED GE_0 20	CSLS_KNO VLED GE_0 21	CSLS_KNO VLED GE_0 22	CSLS_KNO VLED GE_0 23	CSLS_KNO VLED GE_0 24	CSLS_KNO VLED GE_0 25	CSLS_KNO VLED GE_0 26	CSLS_KNO VLED GE_0 27	CSLS_KNO VLED GE_0 28	CSLS_KNO VLED GE_0 29	CSLS_KNO VLED GE_0 30	CSLS_KNO VLED GE_0 31	CSLS_KNO VLED GE_0 32	CSLS_KNO VLED GE_0 33	CSLS_KNO VLED GE_0 34	OVER ALL_S CORE CSLS KN VLED DGE
CSLS_KNOWLEDGE_01	1	-.020	.344	.127	.360	.307	.370	.042	.112	.049	.308	.225	.115	.516	.196	.173	.109	.213	.265	.407	.289	.325	.244	.358	.388	.370	.344	.410	.361	.354	.337	.385	.250	.227	.530
CSLS_KNOWLEDGE_02	-.020	1	.124	.122	.127	.014	.137	.099	.182	.130	.101	-.048	.133	-.001	.132	.134	.038	.263	.241	.128	.209	.094	.145	.098	.137	.143	.177	.115	.075	.080	.066	.046	.171	.146	.226
CSLS_KNOWLEDGE_03	.344	.124	1	.187	.300	.280	.483	.030	.136	.057	.250	.190	.057	.275	.236	.158	.116	.156	.187	.322	.187	.241	.288	.354	.249	.375	.315	.395	.338	.353	.347	.309	.221	.174	.487
CSLS_KNOWLEDGE_04	.127	.122	.187	1	.337	.263	.234	.218	.271	.182	.277	.245	.237	.133	.260	.170	.166	.294	.289	.217	.247	.134	.143	.215	.251	.226	.335	.124	.163	.161	.186	.183	.077	.217	.398
CSLS_KNOWLEDGE_05	.360	.127	.300	.337	1	.298	.308	.221	.276	.196	.344	.260	.191	.379	.222	.258	.195	.349	.297	.324	.342	.264	.308	.345	.322	.379	.386	.288	.281	.347	.332	.319	.178	.232	.555
CSLS_KNOWLEDGE_06	.307	.014	.280	.263	.298	1	.397	.240	.219	.302	.260	.226	.199	.339	.295	.368	.413	.265	.310	.321	.217	.268	.188	.309	.210	.344	.302	.186	.249	.256	.325	.242	.250	.150	.512
CSLS_KNOWLEDGE_07	.370	.137	.483	.234	.308	.397	1	.301	.273	.168	.362	.348	.192	.474	.322	.297	.387	.350	.364	.467	.350	.303	.287	.404	.328	.461	.408	.453	.454	.402	.471	.397	.355	.192	.680
CSLS_KNOWLEDGE_08	.042	.099	.030	.218	.221	.240	.301	1	.371	.321	.237	.150	.222	.178	.164	.268	.283	.345	.326	.195	.224	.121	.075	.140	.054	.233	.166	.125	.203	.108	.157	.034	.148	.262	.361
CSLS_KNOWLEDGE_09	.112	.182	.136	.271	.276	.219	.273	.371	1	.367	.339	.224	.159	.192	.040	.264	.259	.358	.337	.373	.241	.030	.090	.218	.112	.201	.182	.205	.225	.078	.178	.048	.157	.205	.401
CSLS_KNOWLEDGE_10	.049	.130	.057	.182	.196	.302	.168	.321	.367	1	.326	.317	.269	.113	.341	.297	.311	.285	.293	.176	.178	.145	.132	.179	.187	.163	.202	.119	.145	.142	.137	.151	.175	.205	.379
CSLS_KNOWLEDGE_11	.308	.101	.250	.277	.344	.260	.362	.237	.339	.326	1	.305	.186	.200	.213	.295	.345	.215	.219	.293	.227	.251	.259	.383	.347	.362	.370	.301	.299	.312	.366	.363	.243	.104	.539
CSLS_KNOWLEDGE_12	.225	-.048	.180	.245	.260	.226	.348	.150	.224	.317	.305	1	.441	.335	.296	.268	.335	.206	.182	.318	.253	.431	.220	.440	.380	.404	.378	.268	.281	.359	.343	.396	.301	.257	.549
CSLS_KNOWLEDGE_13	.115	.133	.057	.237	.191	.199	.192	.222	.159	.289	.186	.441	1	.282	.331	.154	.118	.198	.217	.216	.253	.219	.183	.280	.221	.225	.301	.160	.178	.284	.205	.195	.127	.250	.408
CSLS_KNOWLEDGE_14	.516	-.001	.275	.133	.379	.339	.474	.178	.192	.110	.200	.335	.282	1	.394	.276	.272	.282	.309	.487	.371	.396	.436	.438	.357	.424	.412	.411	.462	.430	.437	.410	.396	.225	.641
CSLS_KNOWLEDGE_15	.196	.132	.236	.260	.222	.295	.322	.164	.040	.341	.213	.296	.331	.394	1	.395	.217	.342	.277	.307	.324	.292	.267	.353	.190	.344	.353	.201	.245	.232	.224	.236	.287	.228	.501
CSLS_KNOWLEDGE_16	.173	.134	.158	.170	.258	.368	.297	.268	.264	.297	.295	.268	.154	.276	.395	1	.466	.255	.318	.391	.407	.269	.195	.233	.187	.281	.298	.188	.169	.190	.235	.237	.283	.268	.497
CSLS_KNOWLEDGE_17	.109	.038	.116	.168	.195	.413	.387	.283	.259	.311	.345	.335	.118	.272	.217	.466	1	.368	.388	.367	.227	.302	.218	.284	.299	.318	.295	.271	.276	.334	.345	.273	.311	.104	.521
CSLS_KNOWLEDGE_18	.213	.263	.156	.294	.349	.265	.350	.345	.358	.265	.215	.206	.198	.282	.342	.255	.368	1	.761	.332	.293	.182	.197	.289	.260	.303	.298	.230	.251	.248	.263	.211	.298	.381	.537
CSLS_KNOWLEDGE_19	.265	.241	.187	.289	.297	.310	.364	.326	.337	.293	.219	.162	.217	.309	.277	.318	.388	.761	1	.424	.351	.201	.250	.355	.274	.384	.339	.359	.364	.360	.329	.250	.312	.395	.594
CSLS_KNOWLEDGE_20	.407	.128	.322	.217	.324	.321	.467	.195	.373	.176	.293	.318	.216	.487	.307	.391	.367	.332	.424	1	.482	.431	.415	.459	.486	.471	.489	.545	.559	.415	.561	.376	.368	.165	.704
CSLS_KNOWLEDGE_21	.289	.209	.187	.247	.342	.217	.350	.224	.241	.178	.227	.253	.253	.371	.324	.407	.227	.293	.351	.482	1	.374	.273	.345	.431	.409	.473	.299	.280	.357	.308	.328	.409	.279	.590
CSLS_KNOWLEDGE_22	.325	.094	.241	.134	.264	.268	.303	.121	.030	.145	.251	.431	.219	.396	.292	.269	.302	.192	.201	.431	.374	1	.388	.439	.567	.428	.445	.382	.331	.384	.428	.487	.336	.080	.583
CSLS_KNOWLEDGE_23	.244	.145	.288	.143	.308	.188	.287	.075	.080	.132	.259	.220	.183	.436	.267	.195	.218	.197	.250	.415	.273	.388	1	.513	.347	.414	.441	.433	.431	.399	.459	.412	.361	.116	.563
CSLS_KNOWLEDGE_24	.358	.098	.354	.215	.345	.309	.404	.140	.218	.179	.383	.440	.280	.438	.353	.233	.284	.289	.355	.459	.345	.439	.513	1	.589	.565	.547	.434	.468	.510	.479	.505	.458	.258	.703
CSLS_KNOWLEDGE_25	.388	.137	.249	.251	.322	.210	.328	.054	.112	.107	.347	.380	.221	.357	.190	.187	.299	.260	.274	.486	.431	.567	.347	.589	1	.532	.603	.386	.415	.538	.503	.562	.470	.232	.856
CSLS_KNOWLEDGE_26	.370	.143	.375	.226	.379	.344	.461	.233	.201	.163	.362	.404	.225	.424	.344	.281	.318	.303	.384	.471	.409	.428	.414	.565	.532	1	.718	.525	.518	.522	.481	.495	.493	.248	.733
CSLS_KNOWLEDGE_27	.344	.177	.315	.335	.386	.302	.408	.166	.182	.202	.370	.378	.301	.412	.353	.298	.295	.298	.339	.489	.473	.445	.441	.547	.603	.718	1	.508	.555	.589	.525	.587	.518	.293	.750
CSLS_KNOWLEDGE_28	.410	.115	.395	.124	.288	.186	.453	.125	.205	.119	.301	.268	.160	.411	.201	.188	.271	.230	.359	.545	.299	.382	.433	.434	.386	.525	.508	1	.672	.528	.647	.524	.367	.137	.854
CSLS_KNOWLEDGE_29	.361	.075	.338	.163	.281	.249	.454	.203	.225	.145	.299	.281	.178	.462	.245	.169	.276	.251	.364	.559	.280	.331	.431	.468	.415	.518	.555	.672	1	.598	.741	.558	.413	.152	.680
CSLS_KNOWLEDGE_30	.354	.080	.353	.161	.347	.256	.402	.108	.078	.142	.312	.359	.284	.430	.232	.190	.334	.248	.360	.415	.357	.384	.399	.510	.538	.522	.589	.528	.598	1	.625	.676	.491	.334	.696
CSLS_KNOWLEDGE_31	.337	.066	.347	.186	.332	.325	.471	.157	.178	.137	.366	.343	.205	.437	.224	.235	.345	.263	.329	.561	.308	.428	.459	.479	.503	.481	.525	.647	.741	.625	1	.656	.413	.109	.707
CSLS_KNOWLEDGE_32	.385	.046	.309	.183	.319	.242	.397	.034	.048	.151	.363	.386	.195	.410	.236	.237	.273	.211	.250	.376	.328	.487	.412	.505	.562	.495	.587	.524	.558	.676	.656	1	.498	.229	.675
CSLS_KNOWLEDGE_33	.250	.171	.221	.077	.178	.250	.355	.148	.157	.175	.243	.301	.127	.396	.287	.283	.311	.298	.312	.368	.409	.336	.361	.458	.470	.493	.518	.367	.413	.491	.413	.498	1	.386	.610
CSLS_KNOWLEDGE_34	.227	.146	.174	.217	.232	.150	.192	.262	.205	.205	.104	.257	.250	.225	.228	.268	.104	.381	.395	.165	.279	.080	.116	.258	.232	.248	.293	.137	.152	.334	.109	.229	.386	1	.419
OVERALL_SCORE_CSLS_KNOWLEDGE	.530	.226	.487	.398	.555	.512	.660	.361	.401	.379	.539	.549	.408	.641	.507	.497	.521	.537	.594	.704	.590	.583	.563	.703	.656	.733	.750	.654	.680	.696	.707	.675	.610	.419	1

CSLS_KNOWLEDGE_01

CSLS_KNOWLEDGE_02

CSLS_KNOWLEDGE_03

CSLS_KNOWLEDGE_04

CSLS_KNOWLEDGE_05

CSLS_KNOWLEDGE_06

CSLS_KNOWLEDGE_07

CSLS_KNOWLEDGE_08

CSLS_KNOWLEDGE_09

CSLS_KNOWLEDGE_10

CSLS_KNOWLEDGE_11

CSLS_KNOWLEDGE_12

CSLS_KNOWLEDGE_13

CSLS_KNOWLEDGE_14

CSLS_KNOWLEDGE_15

CSLS_KNOWLEDGE_16

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CSLS_KNOWLEDGE_26

CSLS_KNOWLEDGE_27

CSLS_KNOWLEDGE_28

CSLS_KNOWLEDGE_29

CSLS_KNOWLEDGE_30

CSLS_KNOWLEDGE_31

CSLS_KNOWLEDGE_32

CSLS_KNOWLEDGE_33

CSLS_KNOWLEDGE_34

OVERALL_SCORE_CSLS_KNOWLEDGE

CSLS_KNOWLEDGE_01

CSLS_KNOWLEDGE_02

CSLS_KNOWLEDGE_03

CSLS_KNOWLEDGE_04

CSLS_KNOWLEDGE_05

CSLS_KNOWLEDGE_06

CSLS_KNOWLEDGE_07

CSLS_KNOWLEDGE_08

CSLS_KNOWLEDGE_09

CSLS_KNOWLEDGE_10

CSLS_KNOWLEDGE_11

CSLS_KNOWLEDGE_12

CSLS_KNOWLEDGE_13

CSLS_KNOWLEDGE_14

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CSLS_KNOWLEDGE_19

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CSLS_KNOWLEDGE_27

CSLS_KNOWLEDGE_28

CSLS_KNOWLEDGE_29

CSLS_KNOWLEDGE_30

CSLS_KNOWLEDGE_31

CSLS_KNOWLEDGE_32

CSLS_KNOWLEDGE_33

CSLS_KNOWLEDGE_34

OVERALL_SCORE_CSLS_KNOWLEDGE

CSLS_KNOWLEDGE_01

CSLS_KNOWLEDGE_02

CSLS_KNOWLEDGE_03

CSLS_KNOWLEDGE_04

CSLS_KNOWLEDGE_05

CSLS_KNOWLEDGE_06

CSLS_KNOWLEDGE_07

CS

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix R cont.

Skills

	CSLS_SKILLS_Q35	CSLS_SKILLS_Q36	CSLS_SKILLS_Q37	CSLS_SKILLS_Q38	CSLS_SKILLS_Q39	CSLS_SKILLS_Q40	CSLS_SKILLS_Q41	CSLS_SKILLS_Q42	CSLS_SKILLS_Q43	CSLS_SKILLS_Q44	CSLS_SKILLS_Q45	CSLS_SKILLS_Q46	CSLS_SKILLS_Q47	CSLS_SKILLS_Q48	CSLS_SKILLS_Q49	CSLS_SKILLS_Q50	CSLS_SKILLS_Q51	CSLS_SKILLS_Q52	CSLS_SKILLS_Q53	CSLS_SKILLS_Q54	CSLS_SKILLS_Q55	CSLS_SKILLS_Q56	CSLS_SKILLS_Q57	OVERALL_SCORE_CSLS_S
CSLS_SKILLS_Q35	1	.366**	.257**	.122	.251**	.226**	.191**	.216**	.246**	.182**	.172**	.046	.132	.276**	.205**	.276**	.261**	.250**	.281**	.295**	.288**	.054	.256**	.447**
CSLS_SKILLS_Q36	.366**	1	.342**	.288**	.209**	.358**	.318**	.343**	.428**	.308**	.339**	.112	.362**	.345**	.302**	.341**	.320**	.424**	.471**	.479**	.378**	.366**	.429**	.659**
CSLS_SKILLS_Q37	.257**	.342**	1	.228**	.250**	.365**	.226**	.232**	.205**	.318**	.286**	.088	.244**	.221**	.169**	.173**	.152**	.282**	.298**	.273**	.188**	.277**	.263**	.476**
CSLS_SKILLS_Q38	.122	.288**	.228**	1	.426**	.263**	.272**	.367**	.165**	.385**	.213**	.275**	.265**	.154**	.127	.203**	.281**	.156**	.126	.210**	.021	.338**	.227**	.441**
CSLS_SKILLS_Q39	.251**	.209**	.250**	.426**	1	.313**	.220**	.205**	.283**	.287**	.224**	.172**	.135	.201**	.144**	.220**	.166**	.183**	.191**	.216**	.131	.146**	.149**	.427**
CSLS_SKILLS_Q40	.226**	.358**	.365**	.263**	.313**	1	.532**	.392**	.177**	.293**	.276**	.284**	.284**	.309**	.233**	.295**	.285**	.203**	.294**	.316**	.234**	.239**	.348**	.548**
CSLS_SKILLS_Q41	.191**	.318**	.226**	.272**	.220**	.532**	1	.554**	.218**	.254**	.295**	.405**	.222**	.343**	.266**	.288**	.274**	.147**	.224**	.241**	.154**	.268**	.310**	.522**
CSLS_SKILLS_Q42	.216**	.343**	.232**	.367**	.205**	.392**	.554**	1	.207**	.317**	.334**	.286**	.276**	.318**	.352**	.228**	.239**	.182**	.233**	.350**	.090	.319**	.360**	.540**
CSLS_SKILLS_Q43	.246**	.428**	.205**	.165**	.283**	.177**	.218**	.207**	1	.263**	.208**	.180**	.274**	.269**	.342**	.401**	.225**	.460**	.489**	.418**	.430**	.270**	.307**	.586**
CSLS_SKILLS_Q44	.182**	.308**	.318**	.385**	.287**	.293**	.254**	.317**	.263**	1	.530**	.312**	.456**	.294**	.369**	.313**	.332**	.278**	.440**	.397**	.206**	.440**	.435**	.622**
CSLS_SKILLS_Q45	.172**	.339**	.286**	.213**	.224**	.276**	.295**	.334**	.208**	.530**	1	.246**	.471**	.451**	.388**	.278**	.309**	.293**	.386**	.403**	.273**	.289**	.393**	.599**
CSLS_SKILLS_Q46	.046	.112	.088	.275**	.172**	.284**	.405**	.286**	.180**	.312**	.246**	1	.379**	.323**	.181**	.188**	.259**	.105	.246**	.235**	.067	.234**	.065	.403**
CSLS_SKILLS_Q47	.132	.362**	.244**	.265**	.135	.284**	.222**	.276**	.274**	.456**	.471**	.379**	1	.599**	.456**	.436**	.267**	.413**	.376**	.418**	.369**	.288**	.328**	.633**
CSLS_SKILLS_Q48	.276**	.345**	.221**	.154**	.201**	.309**	.343**	.318**	.269**	.294**	.451**	.323**	.599**	1	.400**	.456**	.373**	.407**	.353**	.375**	.430**	.286**	.384**	.645**
CSLS_SKILLS_Q49	.205**	.302**	.169**	.127	.144**	.233**	.266**	.352**	.342**	.369**	.388**	.181**	.456**	.400**	1	.560**	.382**	.418**	.418**	.360**	.392**	.341**	.468**	.635**
CSLS_SKILLS_Q50	.276**	.341**	.173**	.203**	.220**	.295**	.288**	.228**	.401**	.313**	.276**	.188**	.436**	.456**	.560**	1	.397**	.433**	.488**	.340**	.433**	.318**	.418**	.654**
CSLS_SKILLS_Q51	.261**	.320**	.152**	.281**	.166**	.285**	.274**	.239**	.225**	.332**	.309**	.259**	.267**	.373**	.382**	.397**	1	.229**	.309**	.277**	.255**	.262**	.335**	.536**
CSLS_SKILLS_Q52	.250**	.424**	.282**	.156**	.183**	.203**	.147**	.182**	.460**	.278**	.293**	.105	.413**	.407**	.418**	.433**	.229**	1	.556**	.491**	.576**	.256**	.367**	.636**
CSLS_SKILLS_Q53	.281**	.471**	.298**	.126	.191**	.294**	.224**	.233**	.489**	.440**	.386**	.246**	.376**	.353**	.418**	.488**	.309**	.556**	1	.644**	.565**	.412**	.513**	.720**
CSLS_SKILLS_Q54	.295**	.479**	.273**	.210**	.216**	.316**	.241**	.350**	.418**	.397**	.403**	.235**	.418**	.375**	.360**	.340**	.277**	.491**	.644**	1	.458**	.413**	.441**	.691**
CSLS_SKILLS_Q55	.288**	.378**	.188**	.021	.131	.234**	.154**	.090	.430**	.206**	.273**	.067	.369**	.430**	.392**	.433**	.255**	.576**	.565**	.458**	1	.218**	.401**	.595**
CSLS_SKILLS_Q56	.054	.366**	.277**	.338**	.146**	.239**	.268**	.319**	.270**	.440**	.289**	.234**	.288**	.286**	.341**	.318**	.262**	.256**	.412**	.413**	.218**	1	.388**	.556**
CSLS_SKILLS_Q57	.256**	.429**	.263**	.227**	.149**	.348**	.310**	.360**	.307**	.435**	.393**	.065	.328**	.384**	.468**	.418**	.335**	.367**	.513**	.441**	.401**	.388**	1	.656**
OVERALL_SCORE_CSLS_S	.447**	.659**	.476**	.441**	.427**	.548**	.522**	.540**	.586**	.622**	.599**	.403**	.633**	.645**	.635**	.654**	.536**	.636**	.720**	.691**	.595**	.556**	.656**	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Appendix R cont.

Attitude

	CSLS_ATTITUDE_Q58	CSLS_ATTITUDE_Q59	CSLS_ATTITUDE_Q60	CSLS_ATTITUDE_Q61	CSLS_ATTITUDE_Q62	CSLS_ATTITUDE_Q63	CSLS_ATTITUDE_Q64	CSLS_ATTITUDE_Q65	CSLS_ATTITUDE_Q66	CSLS_ATTITUDE_Q67	CSLS_ATTITUDE_Q68	CSLS_ATTITUDE_Q69	CSLS_ATTITUDE_Q70	CSLS_ATTITUDE_Q71	CSLS_ATTITUDE_Q72	CSLS_ATTITUDE_Q73	CSLS_ATTITUDE_Q74	CSLS_ATTITUDE_Q75	CSLS_ATTITUDE_Q76	CSLS_ATTITUDE_Q77	CSLS_ATTITUDE_Q78	CSLS_ATTITUDE_Q79	CSLS_ATTITUDE_Q80	CSLS_ATTITUDE_Q81	CSLS_ATTITUDE_Q82	CSLS_ATTITUDE_Q83	OVERALL_SCORE_CSLS_ATTITUDE
CSLS_ATTITUDE_Q58	1	.243	.338	.464	.246	-.028	.390	-.014	.030	.051	.214	.008	.394	.041	.284	.188	.413	.463	.365	.453	.429	.476	.446	.486	.439	.240	.540
CSLS_ATTITUDE_Q59	.243	1	.308	.347	.366	.317	.155	.222	.247	.280	.433	.303	.187	.247	.270	.341	.263	.298	.193	.225	.119	.229	.185	.246	.207	.253	.473
CSLS_ATTITUDE_Q60	.338	.308	1	.420	.165	.169	.219	.058	.122	.143	.205	.113	.294	.132	.349	.256	.391	.395	.365	.325	.315	.356	.330	.364	.352	.250	.511
CSLS_ATTITUDE_Q61	.464	.347	.420	1	.415	.111	.474	.068	.160	.082	.372	.153	.456	.125	.447	.349	.574	.564	.536	.509	.490	.567	.528	.494	.603	.316	.707
CSLS_ATTITUDE_Q62	.246	.366	.165	.415	1	.184	.345	.298	.252	.201	.359	.210	.297	.253	.391	.446	.311	.290	.248	.293	.183	.278	.274	.262	.320	.299	.528
CSLS_ATTITUDE_Q63	-.028	.317	.169	.111	.184	1	.251	.241	.313	.428	.160	.286	.197	.280	.102	.320	.146	.136	.175	.082	.104	.095	.022	.015	.073	.252	.331
CSLS_ATTITUDE_Q64	.390	.155	.219	.474	.345	.251	1	.040	.147	.085	.402	.037	.403	.057	.393	.252	.487	.459	.367	.431	.375	.487	.461	.425	.417	.162	.585
CSLS_ATTITUDE_Q65	-.014	.222	.058	.068	.296	.241	.040	1	.537	.384	.198	.443	.023	.507	.153	.324	.017	.112	.110	.027	-.003	.044	-.007	.005	-.024	.318	.286
CSLS_ATTITUDE_Q66	.030	.247	.122	.160	.252	.313	.147	.537	1	.585	.349	.336	.183	.473	.292	.327	.182	.139	.185	.074	.033	.089	.101	.085	.069	.299	.385
CSLS_ATTITUDE_Q67	.051	.280	.143	.082	.201	.428	.085	.384	.585	1	.295	.411	.215	.482	.214	.344	.171	.173	.144	.129	.054	.117	.087	.054	.069	.225	.382
CSLS_ATTITUDE_Q68	.214	.433	.205	.372	.359	.160	.402	.198	.349	.295	1	.069	.387	.198	.485	.274	.368	.332	.225	.270	.280	.360	.239	.314	.280	.194	.534
CSLS_ATTITUDE_Q69	.008	.303	.113	.153	.210	.286	.037	.443	.336	.411	.069	1	.016	.491	.124	.369	.148	.230	.184	.159	.141	.120	.108	.082	.034	.385	.351
CSLS_ATTITUDE_Q70	.394	.187	.294	.456	.297	.197	.403	.023	.183	.215	.387	.019	1	.145	.581	.371	.874	.478	.497	.588	.620	.563	.578	.419	.536	.196	.690
CSLS_ATTITUDE_Q71	.041	.247	.132	.125	.253	.280	.057	.507	.473	.482	.196	.491	.145	1	.209	.497	.147	.223	.187	.178	.167	.169	.140	.114	.102	.321	.413
CSLS_ATTITUDE_Q72	.284	.270	.349	.447	.391	.102	.393	.153	.292	.214	.465	.124	.581	.209	1	.425	.593	.511	.562	.596	.499	.532	.503	.480	.483	.269	.710
CSLS_ATTITUDE_Q73	.186	.341	.256	.349	.446	.320	.252	.324	.327	.344	.274	.369	.371	.497	.425	1	.458	.403	.434	.399	.385	.359	.362	.302	.305	.369	.628
CSLS_ATTITUDE_Q74	.413	.263	.391	.574	.311	.146	.487	.017	.162	.171	.368	.146	.674	.147	.593	.458	1	.672	.716	.703	.694	.706	.726	.551	.620	.288	.803
CSLS_ATTITUDE_Q75	.463	.298	.395	.564	.290	.136	.459	.112	.139	.173	.332	.230	.478	.223	.511	.403	.672	1	.700	.673	.597	.622	.624	.556	.572	.259	.763
CSLS_ATTITUDE_Q76	.365	.193	.365	.536	.248	.175	.367	.110	.165	.144	.225	.184	.497	.187	.562	.434	.718	.700	1	.700	.641	.637	.666	.564	.604	.352	.754
CSLS_ATTITUDE_Q77	.453	.225	.325	.509	.293	.082	.431	.027	.074	.129	.270	.159	.586	.178	.596	.399	.703	.673	.700	1	.769	.713	.747	.591	.627	.255	.770
CSLS_ATTITUDE_Q78	.429	.119	.315	.490	.183	.104	.375	-.003	.033	.054	.280	.141	.620	.167	.499	.385	.694	.597	.641	.789	1	.720	.687	.521	.637	.250	.718
CSLS_ATTITUDE_Q79	.476	.229	.356	.567	.278	.095	.487	.044	.089	.117	.360	.120	.563	.189	.532	.359	.706	.622	.637	.713	.720	1	.738	.673	.696	.307	.780
CSLS_ATTITUDE_Q80	.446	.185	.330	.528	.274	.022	.461	-.007	.101	.097	.259	.108	.578	.140	.503	.362	.726	.624	.666	.747	.687	.738	1	.696	.655	.300	.754
CSLS_ATTITUDE_Q81	.486	.246	.364	.494	.262	.015	.425	.005	.065	.054	.314	.062	.419	.114	.480	.302	.551	.556	.564	.591	.521	.673	.696	1	.604	.267	.680
CSLS_ATTITUDE_Q82	.439	.207	.352	.603	.320	.073	.417	-.024	.069	.069	.280	.034	.536	.102	.483	.305	.620	.572	.604	.627	.637	.696	.655	.604	1	.292	.711
CSLS_ATTITUDE_Q83	.240	.253	.250	.316	.299	.252	.162	.318	.299	.225	.194	.385	.196	.321	.269	.369	.288	.259	.352	.255	.250	.307	.300	.267	.292	1	.499
OVERALL_SCORE_CSLS	.540	.473	.511	.707	.528	.331	.585	.286	.385	.382	.534	.351	.690	.413	.710	.628	.803	.763	.754	.770	.718	.780	.754	.680	.711	.499	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Appendix S

Safety Scale in the Community Instrument

I. Profile of the Respondents:

Name (optional): _____

Direction: Please put a check on the space before the item that best describe yourself.

A. Age Range

_____Below 30 years old

_____30-39 years old

_____40-49 years old

_____50-59 years old

_____Above 60 years old

B Sex

_____Male

_____Female

C. Highest Educational Attainment

_____Elementary

_____With MA units

_____Secondary

_____Masteral Degree

_____Vocational

_____W/doctorate units

_____Bachelor Degree

_____Doctorate degree

Part II. The extent of community safety in the barangay

Directions: The respondents is hereby requested to put a check mark in the given space which corresponds to your level of satisfaction following the given scale:

- | | |
|----|----------------------|
| 5- | Very satisfied |
| 4- | Satisfied |
| 3- | Moderately satisfied |
| 2- | Less satisfied |
| 1- | Unsatisfied |

Appendix S cont.

	5	4	3	2	1
I. Community Information					
1 Community Awareness					
1.1 Dialogue and pulong-pulong					
1.2 Awareness lecture about the community					
2. Conducting seminar in your barangay					
3. Distribution of flyers e.g. crime prevention tips, what you should know about drugs.					
4. Gathering of important information pertaining to barangay governance					
II. Police Institutional Information					
1. Conduct crime prevention/public safety tips in your barangay					
2. School visitation to conduct seminar					
III. Community safety					
1. Ensure the establishment of a community clinic with willing and cooperative hospital staff (doctors, nurses, dentist, etc...)					
2. Mobilize a group of people to conduct round the clock patrol at night.					
3. Establish security and emergency outpost/desk wherein residents could easily ask for proper assistance					
4. Conduct regular public awareness campaign on robberies, ii-effects of illegal drugs, etc...depending on the prevailing problem in the area					
IV. Conducting Information Drive					
1 Barangay visitation of police and other safety					

Officials					
2. Conduct disaster preparedness and response Activities					
3. Conducting yes to green program in your Barangay					
4. Conduct disaster preparedness and response awareness seminar					

Appendix T

Self-Measures for Self-Esteem Scale

Name: _____

Grade and Section : _____

This is a questionnaire designed to measure what you are thinking at this moment. There is of course, no right answer for any statement. The best answer is what you feel is true of yourself at the moment. Be sure to answer all of the items, even if you are not certain of the best answer.

Again, answer these questions as they are true for you **RIGHT NOW**.

1. I feel confident about my abilities.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

2. I am worried about whether I am regarded as a success or failure.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

3. I feel satisfied with the way my body looks right now.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

4. I feel frustrated or rattled about my performance .

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

5. I feel that I am having trouble understanding things that I read.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

6. I feel that others respect and admire me.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

7. I am dissatisfied with my weight.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

8. I feel self-conscious.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

Appendix T cont.

9. I feel as smart as others.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

10. I feel displeased with myself.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

11. I feel good about myself.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

12. I am pleased with my appearance right now.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

13. I am worried about what other people think of me.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

14. I feel confident that I understand things.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

15. I feel inferior to others at this moment.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

16. I feel unattractive.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

17. I feel concerned about the impression I am making.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

18. I feel that I have less scholastic ability right now than others.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

19. I feel like I'm not doing well.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

20. I am worried about looking foolish.

1	2	3	4	5
Not At All	A Little Bit	Somewhat	Very Much	Extremely

Appendix U
Means, Standard Deviations, Mean Differences, Degrees Of Freedom, T-Values, and P-Values per Literacy Scale Variable of the Two Groups
(SPSS Output)

Group Statistics

	Respondents_group	N	Mean	Std. Deviation	Std. Error Mean
OVERALL_SCORE_CSLS_KNOWLEDGE	Student	200	3.2847	.67920	.04803
	Police Officer	100	4.0236	.15261	.01526
OVERALL_SCORE_CSLS_SKILLS	Student	200	3.6974	.65828	.04655
	Police Officer	100	3.9753	.19422	.01942
OVERALL_SCORE_CSLS_ATTITUDE	Student	200	3.0006	.73788	.05218
	Police Officer	100	3.9876	.16817	.01682

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
OVERALL_SCORE_CSLS_KNOWLEDGE	Equal variances assumed	135.091	.000	-10.735	298	.000	-.73885	.06883	-.87430	-.60341
	Equal variances not assumed			-14.662	236.372	.000	-.73885	.05039	-.83813	-.63958
OVERALL_SCORE_CSLS_SKILLS	Equal variances assumed	96.498	.000	-4.129	298	.000	-.27787	.06729	-.41030	-.14544
	Equal variances not assumed			-5.509	258.571	.000	-.27787	.05044	-.37719	-.17855
OVERALL_SCORE_CSLS_ATTITUDE	Equal variances assumed	127.306	.000	-13.196	298	.000	-.98700	.07480	-1.13420	-.83980
	Equal variances not assumed			-18.005	237.345	.000	-.98700	.05482	-1.09500	-.87901

CURRICULUM VITAE

Name: **ALLAN MALASAGA BACIETES**

Date of Birth: January 15, 1991

Place of Birth: Manila



Educational Attainment

Tertiary **BACHELOR OF SECONDARY EDUCATION**
Major: Social Science
Philippine Normal University, 2011

Work Experiences

2019 – Present **SAN BEDA COLLEGE – ALABANG, Muntinlupa City**
Full - Time Instructor

2011 – 2019 **IMMACULATE HEART OF MARY COLLEGE - Parañaque**
High School and Grade School Department Faculty Member
Araling Panlipunan Subject Coordinator

Special Citations/Recognition

May 15, 2017 **Outstanding Secondary School Teacher in Parañaque**
Recognized on by Mayor Edwin Olivarez and Department of Labor and Employment (DOLE)

SY 2016-2017 **ECONVERGENCE 2017 National Debate Competition**
Debate Coach
Rank 2nd Place among 19 schools which includes Ateneo, La Salle, UP and other science schools.

SY 2014-2015 **Private School Association of Parañaque (PSAP)**
General Information Quiz Bee Coach

January 23, 2015 **2nd St. Paul Interschool Quiz Bee**
Coach - Champion

November 12, 2012 **Demonstration Teacher in Social Studies (AP)**
Immaculate Heart of Mary College-Parañaque City

October 28, 2011 **GENYO e-Teacher of the Month**
Integrating Technology in the Classroom
Immaculate Heart of Mary College-Parañaque City

September 2011 **Licensure Examination for Teachers (LET)**
Board Passer