

## Research Article

# UNVEILING STUDENT SENTIMENTS TOWARDS CCTV SURVEILLANCE IN CMULHS: A WATCHFUL GUARDIAN OR UNWANTED OBSERVER

Rio Felicity Soria Calimbo, Aya Mae Ovalo Escuadro, Athena Ryah Mariel Perez Monteverde, Meckyla Nichole Asares Parian, \* Marbeth Aringay

Central Mindanao University, Musuan, Maramag, Bukidnon, Philippines.

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### ABSTRACT

This study explores the perspective of Central Mindanao University Laboratory High School (CMULHS) students towards the implementation of CCTV cameras on campus grounds. It aims to identify the Grade 10 and Senior High School students' perspectives on the impact of CCTV cameras in reducing school policy violations, increased security because of its installation, its effect on the students' privacy, and how CCTV placement affects their perspective. Five (5) grade 10 students, five (5) grade 11 students, and five (5) grade 12 students were selected with a purposive sampling method. A semi-structured interview containing open-ended questions were adapted from the study of Birnhack and Perry-Hazan (2020). It makes use of the Deontology Theory as a foundation for its results. Through the study's results, it is concluded that the use of CCTV cameras is an effective way to reduce school policy violation, as it exerts a significant influence on individuals' behaviors. However, there is much reluctance on the side of the students as it invades their privacy. CCTV placements, inside and outside classrooms, also plays a crucial role that affects their perspectives. Most participants prefer outdoor placements as opposed to indoors as it also raises privacy concerns. Hence, CCTV implementation is an advisable deterrent for school policy violation, if CCTV placements are taken into consideration and conscientiousness is being prioritized.

**Keywords:** CCTV surveillance, school policy, violation, security, privacy.

### INTRODUCTION

Schools, being institutions for teaching and learning, frequently share a dilemma of school violations among students (Payne, 2010). A heightened level of fear of crime and victimization on campus inevitably impairs people's health as well as their quality of life. Because it is associated with changes in normal functioning, victims may often experience cognitive changes after victimization, followed by a range of psychological and cognitive impairments that ultimately disrupt people's lives. As a result, they prevent students from regularly solving and coping with different issues and relationships, both of which are fundamental skills needed to be successful later in life (Zheng, 2022).

Moreover, from the study of Duru and Balkis (2018) revealed that adolescents who are exposed to violence at school suffer from depression, anxiety, and somatization; the results of SEM analyses also showed that higher levels of exposure to violence were associated with lower levels of general social support and mental health. Concerns about rampant misbehavior and disciplinary problems at Central Mindanao University Laboratory High School have prompted discussions during a parent-teacher conference. These issues fall within the spectrum of school violations, encompassing behaviors such as vandalism, theft, drug use, sexual assault, gang activity, and bullying (Cook *et al.*, 2010). In response, the school is considering implementing closed-circuit television (CCTV) on campus as a potential solution to address these concerns and enhance security measures. Subsequently, CCTV cameras are primarily used to monitor and record images of what takes place in specific locations in real-time (Moyo, 2019), and it's one of the first

surveillance technologies introduced in schools, now followed by biometric identification, radio frequency identification tags, and metal detectors (Deakin *et al.*, 2018). Also, these are excellent deterrents against incidents occurring during school hours, whether it is bullying, unauthorized access, or criminal activity such as vandalism (Fisher *et al.*, 2019). However, the implementation of closed-circuit television (CCTV) cameras in schools has been a topic of intense debate, with students expressing a range of sentiments.

Some students, particularly those who have witnessed the positive impact of surveillance in communal spaces such as hallways and cafeterias, see CCTV as a valuable tool for safety and behavior management, viewing cameras as deterrents to misconduct, theft, vandalism, and cheating, while also recognizing their role in providing evidence in incidents (Ghimire & Rana, 2022). On the other hand, there are also a significant number of students who view the presence of cameras in classrooms as an invasion of privacy (Taylor, 2015). They argue that constant surveillance may create feelings of alienation and mistrust, fostering a negative view of the school environment, and expressing concern about who has access to the footage and how it might be used (Birnhack & Perry-Hazan, 2020).

According to Persson and Eleyan (2019) discovered that negative opinions became more widespread as the subject was investigated and discussed in greater depth. As discovered, students highlighted multiple aspects of surveillance, including feelings of discomfort, fear, increased suspicion, feeling distrust, invasion of privacy, and discomfort. Several students also expressed concern that people in charge of surveillance have too much power, which could lead to abuse. However, in another study based on the same data, Taylor (2011) highlighted that students' initial fears had quickly gone as the cameras became integrated into school life.

Similarly, in Bracy's (2010) study, students felt that many of the school's security methods were insignificant, but these strategies had

\*Corresponding Author: Marbeth Aringay,  
Central Mindanao University, Musuan, Maramag, Bukidnon, Philippines.

become a routine part of the school's environment, thus the students did not dispute them. In the study of Gitonga (2020), it was discovered that CCTV surveillance cameras were evaluated positively by many students and were associated with keeping the school safe when focusing on the influence of CCTV surveillance on school safety in secondary schools in Meru County, Kenya. Despite the positive reactions, a few challenges to implementing CCTV surveillance for school safety included cameras breaking down, the CCTV system being expensive to operate, and insufficient personnel to effectively man CCTV cameras in schools.

But while opinions are split, implementations of surveillance are rapidly spreading throughout society (Hope, 2015). In essence, this study generally aimed to explore the perspective of Central Mindanao University Laboratory High School (CMULHS) students towards the implementation of CCTV cameras on campus grounds.

Specifically, it sought to answer the following questions:

1. What are the students' perspectives on the impact of CCTV cameras in their efficacy in reducing the violations of school policy on campus?
2. How do students perceive increased security because of the installation of CCTV cameras on campus, both inside and outside classrooms?
3. How does the presence of CCTV cameras impact the student's privacy?
4. How do students assess the placement of CCTV cameras both indoors and outdoors on campus grounds?

## METHODOLOGY

### Research Design

A qualitative descriptive research design was utilized to meet the study's objectives. The descriptive study aimed to examine the people's perceptions of a particular phenomenon. In this study, the researchers aimed to explore the perception of students regarding the implementation of CCTVs on campus.

### Locale of the Study

The study was conducted at Central Mindanao University Laboratory High School. It is a secondary science laboratory school of the College of Education located at Musuan, Maramag, Bukidnon, Philippines.

### Participants of the Study

The participants of the study are Grade 10 and Senior High School students only. Specifically, five (5) grade 10 students, five (5) grade 11 students, and five (5) grade 12 students. They were selected by the researchers themselves with a purposive sampling method, wherein the students were selected randomly and each one of them was interviewed to develop an in-depth understanding of their perspectives.

### Research Instruments

The researchers conducted a semi-structured interview allowing the participants to express their opinions freely without being influenced by the researchers. The questions included the perspectives of the participants on the implementation of CCTVs concerning their opinions on how effective surveillance cameras are in reducing the violations of school policy on campus, their security, privacy, and their preferred CCTV placements on campus grounds. The semi-structured interview contained open-ended questions adapted from

the study of Birnhack and PerryHazan (2020), and Moyo (2019) was modified and validated by experts from the College of Arts and Sciences in Central Mindanao University. The statements of the participants discussed by the researchers in the study were also confirmed by the participants themselves.

### Data Gathering Procedure and Ethical considerations

To guarantee credibility and ethical standards of the research, official permissions were actively pursued from the CMULHS Principal and the Science Research adviser, securing authorization to carry out the study on the school premises. Afterwards, the researchers gathered data by conducting semi-structured interviews. The researchers selected students who were suitable for the study and provided them with a letter containing an overview of the study and the process, along with an assent and informed consent forms that includes ethical considerations, the confidentiality of their identities, and an audio recording of the interview.

With the participants to participate in the study, an interview was scheduled. After the interview, the collected data were then transcribed and compiled so that the researchers made their interpretation of the collected data. The data was kept confidential and used for academic purposes only. The identities of the participants were kept anonymous to ensure their comfort and to allow them to freely express their thoughts regarding the topic being addressed. They were allotted sufficient time for interviews without any interruptions from the researchers. Each participant was given the opportunity to identify the purpose of the study.

### Data Analysis

The data was transcribed through the utilization of coding and thematic analysis to analyze the interview data. Their perspectives on the use of CCTV regarding their opinion on the decrease in violations of school, as well as their security and privacy, were analyzed as such, to identify and organize the recurring themes and patterns of the participants' answers.

## RESULTS AND DISCUSSION

### Perspective of Students on the Impact of CCTV Cameras in Their Efficacy in Reducing the Violations of School Policy on Campus

As shown in Table 1, the study assessed three (3) main themes from the responses of 15 participants regarding their perceptions of the impact of CCTV cameras on school policy violation reduction. These themes are security and improvement enhancement, ethical concerns, and contextual relevance. Their responses provided valuable perspectives on how CCTV cameras could be effectively integrated into existing school policies and procedures to address policy violations while respecting ethical considerations.

**Table 1. Students' perspective on the impact of CCTV cameras in their efficacy in reducing the violations of school policy on campus.**

Themes	Codes
Security and Improvement Enhancement	Monitor
	Use as Evidence
	Assurance
	Risk Assessment
	Limited Movement
	Improvement in Compliance

	School Policy Violation
	Reduction
	School Improvement
Ethical Implications	Privacy Concern
	Emotional Discomfort Mistrust
Contextual Relevance	Attitude Dependent

## Security and Improvement Enhancement

The study showed that the implementation of CCTV cameras would give a positive impact to the school regarding the reduction of school policy violation. This theme holds most of the participants' responses, regarding CCTV as highly beneficial.

The responses of the participants conveyed their sense of reassurance regarding the implementation of CCTV surveillance. They acknowledge the prevalence of crimes in various environments, which instills fear in many individuals, as highlighted by Safel and Piza *et al.*, (2018). They further discussed that the presence of CCTV cameras allows for the continuous monitoring of activities within school premises, offering a sense of security by ensuring that potential risks or incidents are immediately identified and addressed. It effectively identifies policy violations and those responsible, serving as valuable evidence.

Participants statements imply that the presence of CCTVs is beneficial for the school as it ensures evidence availability during violations. Moreover, the comparison to being watched by parents implies a sense of constant supervision, like what parents provide, serving as a protective measure to keep students safe and enhance their sense of security. This was further supported by the study of Cuevas & Corachea (2017) which claims that CCTV cameras provide public reassurance and therefore reduces fear of crime that occurs anywhere.

The responses of the participants also indicated that CCTV cameras can improve the overall performance of the school by encouraging adherence to school policies and regulations, as individuals are aware that their actions are being monitored. Through the monitoring capabilities of CCTV, instances of school policy violations are more likely to be detected and addressed, resulting in a gradual decrease in such incidents over time. In fact, research by Agustina and Clavell (2011) emphasizes that rational offenders are aware of being under surveillance, making them less inclined to engage in criminal or deviant activities.

Furthermore, Piza (2018) highlights the deterrent effect of CCTV cameras, as offenders meticulously assess the risk and opportunity associated with committing a crime, and the presence of cameras monitoring them dissuades them from proceeding. Should they choose to proceed nonetheless, they are aware that their actions may be captured on camera, furnishing concrete evidence that can support prosecution.

The participants acknowledged the awareness of being observed which can lead to a more regulated and disciplined environment, as individuals are mindful of the potential repercussions of their actions. This fear of consequences acts as a deterrent, discouraging undesirable behavior recklessly, as they know their actions are still being monitored.

Due to their awareness of being observed through CCTV, they are more inclined to follow the school policies. This awareness reduces the chances for potential violators to engage in illegal activities, as the presence of CCTV cameras instills a sense of hesitation among them.

The knowledge that their actions are being recorded serves as a deterrent, leading to improved compliance and a decrease in instances of violating school policies (Aballe *et al.*, 2022).

Overall, CCTV surveillance acts as a proactive measure to maintain order and safety within the school environment by encouraging responsible behavior and discouraging misconduct. These changes contribute to overall improvement within the school environment.

## Ethical Implications

Participants showed their skepticism regarding the implementation of CCTV cameras in campus and concerns about the potential crossing of ethical boundaries which reflects a broader sense of mistrust towards authorities or entities responsible for surveillance.

Within this theme, participant 13 discourages the implementation of CCTV as it potentially invades privacy, they acknowledge the positive impact of monitoring individuals to prevent incidents. However, the statement also raises valid concerns about the invasion of personal space. It acknowledges that constant surveillance can encroach upon the privacy of students and teachers, thus showing reluctance towards the implementation of CCTV regardless of its benefits.

Every individual, including students and staff, possesses a fundamental right to privacy. Therefore, the implementation of CCTV systems should not compromise these rights, and steps must be taken to ensure the protection and preservation of privacy within the school environment (Ramos, 2019). Respecting the privacy of students is crucial for fostering a conducive learning environment. It helps prevent feelings of intrusion or distrust and minimizes resistance or evasion of surveillance measures (Birnhack & Perry-Hazan, 2020). Creating a balance between security needs and privacy rights is essential in promoting a safe and supportive environment where individuals feel respected and valued.

Thus, while CCTV may serve as a valuable tool for enhancing security, its implementation should be accompanied by privacy protections to uphold the dignity and rights of all members of the school community (Surveillance Ethics | Internet Encyclopedia of Philosophy, n.d.). The concerns of privacy also bring attention to the emotional state of the students. Some participants might feel uneasy or anxious because of the constant surveillance. The dread of being watched can have a profound emotional impact, increasing tension and anxiety among individuals who feel their privacy is being invaded.

This increased self-awareness and fear can make the school environment tense and uncomfortable, which can affect students' general emotional states. According to Fordham (2021), building trust is crucial to having a healthy learning environment. Thus, to foster trust among students, staff, and parents, there should be transparent communication regarding the purpose and scope of CCTV implementation.

## Contextual Relevance

This theme refers to the participants whose responses do not strongly favor either the positive or negative impacts of CCTV implementation. Their responses are dependent on the context individuals are situated in, specifically their attitudes. Their response emphasizes the importance of individual attitudes and motivations in determining behavior. This aligns with the study of Ariel *et al.*, (2016), which found that the impact of CCTV on crime prevention is influenced by individual perceptions of risk and deterrence. Similarly, the study of Welsh and Farrington (2009) highlights the variability in the

effectiveness of CCTV surveillance across different contexts, suggesting that individual attitudes play a crucial role in determining behavioral responses to surveillance measures.

Despite the presence of CCTV or teacher supervision, some students may still choose to violate school policies if they are determined to do so. This suggests that the effectiveness of CCTV surveillance depends on the attitudes and intentions of the students themselves. This further highlights the importance of considering individual attitudes and thought processes in understanding the impact of CCTV implementation.

### Perspective of Students on Increased Security as a Result of the Installation of CCTV Cameras on Campus, Both Inside and Outside Classrooms

As shown in Table 2, the study assessed two (2) main themes from the responses of 15 participants regarding their perceptions of enhanced security on campus. These themes are assertive and passive. Assertive participants expressed biased stances, while passive ones show nonchalance to the presence of CCTV as a security measure on campus. These insights help understand campus safety dynamics and inform security policies.

**Table 2. Students' perspective on increased security because of the installation of CCTV cameras on campus, both inside and outside classrooms.**

Themes	Codes
Assertive	Constrained
	Risk Assessment
	Use as Evidence
	Suspect Identification
	Student Supervision
	Adaptability
	Assurance
Passive	Security Priority
	Attitude Dependent Neutral

#### Assertive

Participants showed an assertive stance regarding the enhanced security on campus. The findings denote that the participants directly expressed a positive attitude towards the implementation of CCTVs on campus. The responses of the participants indicated that the use of CCTV would exert loco motor control over the students. This suggests that surveillance will directly constrain their movements, as they assess the consequences of getting caught violating school policies, which promotes cautious and controlled actions due to risk assessment.

It implies that the presence of CCTVs will regulate student behavior, leading to a decrease in school policy violations and determent of criminal activity due to mindful behavior and constricted movements.

The study of McLean *et al.*, (2013) shows that CCTV cameras are good at stopping violations, affecting both crime and disorder consistently. They also found that when cameras are visible, they have a bigger impact on reducing crime and disorder. Moreover, as stated by Latané (1981) the real or imagined presence of others can be regarded as a social force, affecting emotions, impressions, values and ultimately, behavior. This could mean that the presence of CCTV cameras promotes people's awareness of their surroundings, leading to increased vigilance and caution in public areas; this increased awareness may prevent criminal action.

Furthermore, the feeling of being observed can strongly influence how people behave, leading them to censor themselves and adjust their actions to match what they think others want. Lastly, the study of Jansen *et al.*, (2018) suggests that CCTV surveillance are great deterrents of violations, that cameras have had effects on crime, even more consistent effects on disorder, and that the visibility of cameras is associated with its impact on crime and disorder.

In conclusion, CCTV systems effectively enforce discipline and reduce violations through constant monitoring, deterrent effect, and providing evidence for investigations. It indicated that CCTV footage can be used as invaluable evidence due to its ability to verify and provide a clear, objective, and real-time visual record of events. As participants articulated its beneficent value as evidence, it implies a positive outlook towards enhanced security on campus.

Results suggest that CCTV, as surveillance tools, facilitate the capture of incidents through video footage, enabling the identification of individuals involved and serving as evidence, thereby generally aiding in a smoother investigation process. CCTV systems in schools, as emphasized by Piza *et al.*, (2019), serve various purposes. They assist in monitoring and deterring misconducts, offering concrete evidence when necessary.

Additionally, beyond security measures, they contribute to evaluating staff performance and overseeing interactions between students and teachers or peers, ensuring adherence to school regulations even in the absence of authority figures. Moreover, according to Birnhack and PerryHazan's (2020) study, there was a strong consensus among students, faculty, and staff regarding the efficacy of CCTV in enhancing safety and security on campus, as well as its practicality in monitoring activities and performance. Aballe *et al.*, (2022) also emphasized the effectiveness of CCTV cameras in preventing crime by frequent monitoring, aiding in solving reported crimes.

Moreover, CCTV cameras serve as valuable evidence, discouraging violations and promoting adherence to laws. To continue, CCTV surveillance not only helps record incidents but is also crucial in identifying individuals involved in suspicious activities, offering visual evidence, facial recognition, physical descriptions, and timeline establishment to aid authorities.

It was observed that the implementation of CCTV systems could result in a higher number of reported crimes (Circo *et al.*, 2020). This is because CCTV technology has the capability to identify offenses that might have otherwise remained unnoticed or unreported by authorities. As stated by Morgan *et al.*, (2019), the police use CCTV camera footage in a criminal investigation as it aids the authorities in detecting and arresting suspected criminals. In other words, the presence of surveillance cameras increases the likelihood of detecting incidents that would have otherwise gone unobserved, leading to a rise in reported crime rates. Furthermore, according to the concept of Ashby (2017), CCTV cameras offer valuable evidence of criminal activity by recording footage that aids investigations, thereby increasing the likelihood of detecting offenders. In relation, the findings of Pande *et al.*, (2016) affirm that CCTV cameras heighten the likelihood of detecting criminal behavior. They facilitate the identification of individuals involved in a crime, as viewers may recognize suspects in the footage. Finally, CCTV is useful for detecting crime and suspects by providing verification and evidence for investigations, while also serving as surveillance for students, enhancing safety and security on school premises.

Participants displayed a preference for CCTV implementation primarily for increased security. Their feedback indicates a prioritization of safety over personal discomfort, overlooking privacy concerns as they convey trust in authority and school management. Additionally, they believed students can adapt to surveillance over

time. Overall, participants expressed a sense of relief due to increased security measures.

In addition, the participants voiced that as time passes, students will subconsciously forget about the presence of the CCTV, and as such get used to surveillance. Adaptability means the ability to be flexible and adjust to changing factors, conditions or environments. Moreover, when faced with change or uncertainty, adaptable individuals are more likely to find coping mechanisms and adjust their outlook and approach, reducing anxiety and increasing resilience (Choy, 2024). Bhatnagar (2022) also mentioned that adaptability is the capacity to adjust one's thoughts and behaviors to effectively respond to uncertainty, new information, or changed circumstances. The participants also implied the preference of security over comfort, as they expressed feelings of security and safety from CCTV surveillance.

In the study of Zurawski (2009), CCTV is mostly said to increase the feeling of safety in one space where the CCTV is present. This implies that people tend to feel more secure and protected when they know they are being monitored by CCTV cameras in that space. Accordingly, Zurawski and Czerwinski (2002) discovered that respondents mentioned the enhancement of feelings of safety as one of the aims of CCTV. While a narrow majority affirmed that their feelings improved through cameras. Furthermore, the results of the study of Kula (2015) indicate that CCTV and effectiveness of surveillance have a positive impact on reducing fear of crime among citizens.

Thus, suggesting the increase of feelings of safety amongst the citizens. CCTV monitoring and recording help people to feel safer even though rigorous monitoring and assessment are required for reaching the exact conclusion in this regard (Uddin *et al.*, 2020). In conclusion, students who prioritize security over comfort can find assurance in the presence of CCTVs, knowing that their safety is being monitored and protected. While some individuals may initially show reluctance towards increased surveillance, over time, they are likely to adapt as they recognize the benefits of enhanced security measures and become accustomed to their presence.

### Passive

Participants showed a passive stance regarding the enhanced security on campus. The findings denote that the participants are either neutral or attitude-dependent towards the implementation of CCTVs on campus. The participants either display no concerns or reluctance towards the use of CCTV indoors or outdoors for surveillance purposes, or their viewpoints vary based on the placement of the cameras. Their statements imply that the participants' attitudes towards CCTV usage on campus range from indifference or acceptance to hesitation, with some participants' opinions influenced by where the cameras are positioned.

The participants may show signs of slight hesitation with the idea of surveillance yet remain generally unconcerned about its implementation. Conversely, some express skepticism or conditional acceptance, influenced by factors such as camera placement and visibility range.

Overall, students may not feel reluctance or privacy concerns towards CCTV surveillance in school due to factors such as perceived safety, familiarity with technology, trust in authorities, and previous experiences with security incidents. The presence of surveillance cameras is often seen as a tool to enhance safety and deter potential threats, leading to a normalization of surveillance in public spaces like schools.

### Viewpoint of Students on Privacy as a Result of the Installation of CCTV Cameras on Campus, Both Inside and Outside Classrooms

Based on the results regarding the participant's perspective of the CCTV's impact on their privacy, as shown in the table, three (3) themes were constructed from the initial codes. The constructed themes were Tacit Benefit, Contextual Applicability, and Ethical Concerns.

**Table 3. Students' perspective on privacy because of the installation of CCTV cameras on campus, both inside and outside classrooms.**

Themes	Codes
Tacit Benefit	Good Impact
Contextual Applicability	Location Dependent Attitude Dependent Neutral
Ethical Concerns	Mental and Emotional Discomfort Footage Malpractice Reluctance to Indoor Placements Privacy Concerns Non-conscientious

#### Tacit Benefit

The implementation of CCTV and the outcome that arises with it holds an implicit benefit that may not be explicitly acknowledged by everyone but is understood or inferred. This is to refer to the state in which an individual's privacy remains secure, confidential, and undisturbed. This means that any responses that fall under this theme must view CCTV as something that doesn't invade their privacy.

In fact, installing CCTV holds many benefits, as cited by Ashby (2017) who mentioned that CCTV has several potential applications for public safety and has been deployed to detect offenses and reduce public fear of crime. However, despite these technical benefits not many people prioritize this information. This can be seen from the participants' responses who made mention of the good impact of implementing CCTV.

It highlights how the benefits of CCTV implementation outweigh the cons. This means that although CCTVs may feel invasive at times, the advantages they give in terms of decreasing violations and making disciplinary actions more effective hold precedence. Nevertheless, acknowledging the benefits and uses of CCTV does not erase its downsides, and this participant's answer testifies to the existence of that downside.

According to Judith Thomson, as cited in Internet Encyclopedia of Philosophy, Surveillance Ethics, the right to privacy consists of a cluster of rights that overlap with both property rights and rights of the person. This means that a violation of someone's right to privacy only occurs when one of these other rights has also been violated in a relevant manner. From her statement, it can be concluded that if an action does not violate a person's right to his life or property, then a violation of one's privacy does not exist.

This pertains that an action is morally right if it's done with good intentions. As dictated by Limone and Toto (2022), moral sense is found to be innate in humans and can even be observed among children and young infants. This makes an action done for the benefit of others, such as CCTV implementation, be more inclined to be morally right.

It further highlights the importance of its benefits. However, to ensure that no protests would arise if CCTV were to be implemented, just as Caldersecurity (2021) mentioned, it is important to keep the use of CCTV cameras as transparent as possible and to inform everyone in the school, including the parents, about why the systems have been put in place and what the footage will be used for. This ensures that the involved individuals who will be subjected to surveillance have given their consent and are thus aware that they are being monitored.

Another statement by Birnhack and Perry-Hazan (2020), expressed that surveillance should be viewed holistically, considering all contextual aspects. This entails that the interconnections of CCTV benefits and students' perception of it, should be used in promoting a students' well-being, self-esteem, school engagement, and learning. This implies that the necessity of CCTVs should be carefully considered, while simultaneously limiting its usage to ensure the satisfaction of both sides.

### Contextual Applicability

This theme emphasizes the importance of understanding the context in which something occurs before making any concrete judgment. This refers to the participants whose answers don't necessarily align or lean to either the good or bad outcome of CCTV implementation. They are those whose views depend on the situation, which implies their perspective should be treated as a case-by-case scenario. As it turns out, according to the results, quite a number of people actually prefer staying neutral regarding this topic. This can be seen from the participants' responses that fall under this theme.

This indicates that the participants' view of CCTV is majorly influenced by their placements. Most of them have mentioned that they prefer outdoor placement as opposed to indoor placement. This is another side of privacy that tackles one's perspective of personal space and challenges their trust towards the involved personnel that has direct access to the CCTVs. A study of Birnhack and Perry-Hazan (2020), mentioned that most students claimed CCTV has affected their privacy and viewed surveillance as an expression of mistrust. This indicates that their perspective is deeply affected by how they think the school trusts them. As such, if CCTV is placed indoors or somewhere that the students view as their personal space, this becomes an indication of how the institution questions the activities that go in that space.

In fact, Johnson *et al.*, (2018) found that greater use of security cameras inside the school is related to lower perceptions of safety, equity, and support, which aligns with the previous statement. Moreover, the Internet Encyclopedia of Philosophy, Surveillance Ethics, mentioned how surveillance is an ethically neutral concept. What determines this ethical nature is a justified cause, the means employed, and questions of proportionality. This brings back the idea of how a good-intentioned act majorly defines the direction an act would take.

The ultimate effect of CCTV implementation, such as a decrease in school policy violations, cannot be solely correlated to the presence of CCTV, since some individuals will continue to act according to their own set of morals and values. As such, an individual who frequently makes violations would most likely continue these acts regardless of the presence of CCTVs.

### Ethical Concerns

This refers to the issues or dilemmas that arise when considering whether certain actions align with ethical principles. It pertains to the participants who feel that certain ethical boundaries are crossed or will be crossed concerning the implementation of CCTV. This point to

a situation where personal information or data that is meant to be private or confidential becomes accessible to unauthorized individuals or entities. This entails that one's privacy is breached or an individual feels invaded. When tackling the subject of surveillance cameras, the most common perspective is the ethical concerns it brings to the table, and this is apparent from the participants' responses. What's more, is that all fifteen (15) participants have answers that fall under this theme.

It can be seen that part of the issues the participants worry about is footage malpractice. Once more this brings back the issue of trust. The Internet Encyclopedia of Philosophy, Surveillance Ethics, has mentioned that the discovery of increased surveillance, especially when the surveilled party is innocent, may also lead to decreased levels of trust. Hence, once trust is diminished questions or suspicion of malpractice arises.

However, Relias Media (2022) found that it is unusual for surveillance footage to be used in malpractice litigation due to several requirements that ensures it to be kept only for a short period before it's deleted.

The concerns of footage malpractice also bring to attention the issues of CCTV implementation without consent. It entails the assertive stance of the participants to defend their rights and protect their own space. It shows their reluctance towards the idea of CCTV regardless of its obvious technical benefits as such surveillance becomes antithetical to trust (Badri, 2024). Additionally, this showcases the realization that greater use of security cameras inside the school is related to lower perceptions of safety, equity, and support (Johnson *et al.*, 2018). These issues are a commonly addressed concern, especially with the use of surveillance cameras. Deontologists typically regard surveillance as less acceptable when it violates certain rights of individuals such as the right to privacy, hence asking for consent and keeping the use of CCTV cameras as transparent as possible becomes immensely important to ensure an ethical implementation of CCTV (Caldersecurity, 2021).

### Assessment of Students on the Placement of CCTV Cameras, Both Indoors and Outdoors on Campus Grounds

As shown in Table 4, the study formed two (2) main themes from the responses of 15 participants regarding the assessment of students on the placement of CCTV cameras on campus grounds. The themes that were formed were indoors and outdoors. The first main theme is indoors with the codes; non-lavatory, and indoor focused. Meanwhile, outdoors with indoor reluctance and outdoor preference.

**Table 4. Students' assessment on the placement of CCTV cameras, both indoors and outdoors on campus grounds.**

Themes	Codes
Indoors	non-lavatory Indoor Focused
Outdoors	Indoor Reluctance Outdoor Preference

#### Indoors

Indoors pertains to the areas within the buildings or structures located on the school grounds. These indoor spaces provide designated areas for educational activities, student gatherings, administrative functions, and various school-related events. It implies to the interior spaces where teaching, learning, and other school-related activities take place. Based on the study's findings, participants who agreed

with the indoor CCTV placement are most likely to approve of the implementation but with certain conditions.

It appears that the participants would approve of CCTVs being placed indoors however, they would not approve of it being placed inside the comfort room due to privacy concerns. It is conveyed from the participants' responses that they prefer when the CCTVs are not placed on the area inside the classroom where they change their clothes. According to Green (2008), when setting up the camera indoors, it's important to consider the general environment where it will be placed, as well as identifying the preferred point for installation. Cameras should not be placed in areas where people would reasonably expect privacy, such as bathrooms, changing rooms, and private offices.

Moreover, based on the study of Kweon and Lee (2016), identifying the preferred placement for the installation of CCTV is necessary and requires careful consideration since installing CCTV cameras demands expertise, and their optimal placement is pivotal for the system's effectiveness.

### Outdoors

Outdoors refers to the open-air areas and grounds that surround and are part of the school facilities. These outdoor spaces provide areas for recreational activities, physical education classes, sports events, outdoor learning experiences, assemblies, and social interactions.

Results showed that some participants do not prefer CCTVs being placed inside the classrooms since it makes them uneasy and uncomfortable when their movements are constantly being monitored. According to Olamide *et al.*, (2017), monitoring the classroom is essential for ensuring high-quality learning results. Surveillance involves systematically observing or overseeing the behaviors and interactions of individuals within a specific location. Implementing security surveillance systems could contribute to decreasing crime rates in our society.

In addition, based on the study of Taylor (2012), it emerged as a method for maintaining discipline and exerting control to deter deviant and delinquent conduct among students, particularly when implemented within classroom settings. Although, according to Green (2005), the use of cameras inside the classrooms is still debated by teachers who prefer cameras for security purposes and teachers who think otherwise. Hence, it is prudent to employ cameras in classrooms only when teachers are provided with the choice and advance notification regarding their usage.

It is evident that the responses gathered from the participants showed that they have no problem with agreeing to CCTVs being placed anywhere outdoors. They preferred when CCTVs are placed in entry entrance spaces, in public areas such as hallways, multi-purpose hall, and field. In relation to the study of Fantony (2020), participants expressed a strong preference for installing CCTV cameras at key locations within the school campus, notably at entrances and exits, corridors, as well as the cashier and registrar's office, noting it to be the four (4) topmost location preferences in the school campus, as opposed to comfort rooms with the least.

Based on the study of Aballe *et al.*, (2022), with CCTV surveillance, scenes are captured with precise timestamps, durations, and locations. Its constant monitoring capability ensures that evidence is readily available for any incident that occurs within its range, facilitating prompt and appropriate actions.

According to Green (2008), student violence commonly happens as they traverse areas adjacent to schools, empty lots, derelict buildings, and parking facilities. These locations, along with others, collectively contribute to 40.2% of incidents involving violence against students. The author also added that hallways, parking lots, front offices, where students, employees, and parents come and go, gymnasium, cafeterias, and supply rooms are acceptable CCTV placements.

Thus, it is imperative to strategically position CCTVs to maximize their efficacy in monitoring school premises. Additionally, careful consideration of camera placement and thorough analysis of footage are vital components in maintaining security measures. Ensuring the optimal placement of CCTVs is essential to enhance surveillance capabilities and uphold safety standards within educational environments.

## CONCLUSION AND RECOMMENDATION

### Conclusion

Perceptions towards implementation CCTVs are generally positive and agreeing, although concerns of privacy are also evident. CCTVs are used to identify policy violations and perpetrators, offering valuable evidence through real-time visual records, ultimately fostering adherence to school regulations and enhancing overall performance. Hence, with its monitoring capabilities, school policy violations are more likely to be detected and addressed promptly, leading to a decrease in such incidents over time.

Accordingly, the study found out that one of the factors that may lead to deterrence of policy violations is that surveillance exerts a significant influence on individuals' behaviors, encouraging cautious and controlled actions through heightened risk assessment. Notably, results show that the visibility of CCTV cameras enhances their effectiveness in reducing crime and disorder, further emphasizing the importance of strategic placement. Moreover, given the assurance that comes with knowing their safety is being watched over and safeguarded, some students place a higher priority on security than comfort. Although increased surveillance may cause some people to object at first, as they come to understand the advantages of stronger security and grow used to it, they most likely adapt to the changes. However, despite the numerous technical advantages associated with the implementation of CCTVs, a significant portion of the participants still perceive them as invasive. This perception stems from a fundamental lack of trust of the participants as well as a guarded stance towards their own space. Nevertheless, the lens of deontological ethics suggests that ethical issues surrounding CCTV can be effectively addressed through the implementation of appropriate measures. By adhering to principles such as obtaining consent and ensuring transparency in the use of CCTV, ethical concerns can be mitigated.

Equally significant, the placement of CCTV cameras plays a crucial role in addressing privacy concerns, in which results indicated that participants are more comfortable with outdoor CCTV placements, suggesting that careful consideration of CCTV placement can alleviate privacy apprehensions. Hence, it is concluded that outdoor placement being more comfortable and practical for most participants holds to be true, while indoor placements require many variables to be considered.

In essence, the successful implementation of CCTV systems hinges on conscientious consideration of various factors. By integrating measures such as consent, transparency, and strategic placement, the potential benefits of CCTV can be realized while minimizing the associated ethical and privacy dilemmas, making it an effective tool

for surveillance and security without compromising individual rights and values. Thus, reflecting the study's results, it can be concluded that if an action does not violate a person's right to his life or property, then a violation of one's privacy does not exist.

This can be correlated with the Deontology Theory, where this study is founded. The theory states that the actions' innate morality or intention behind them takes precedence. So, if the act of implementing CCTV on campus is done with good intentions, such as protecting the students' well-being, then no right would have been violated, and thus the act itself would be morally right.

## Recommendation

The following recommendations are drawn from the results of the study:

Implementing CCTV surveillance cameras is recommended as they effectively reduce policy violations by acting as deterrents and monitoring tools, encouraging adherence to policies and creating a safer environment. Consistent evaluation and modification of camera positioning is also necessary to accommodate changing security demands. If budgetary constraints exist for the school, prioritizing critical areas and employing fewer high-quality cameras could be a more economical choice than implementing widespread camera installation. The implementation of CCTV should prioritize student welfare, ensuring transparency and informing all parties, including parents, about the purpose and usage of surveillance to obtain consent and ensure awareness among students.

The researchers advise that prior to installing CCTVs, the school should consider various factors to optimize surveillance and security, emphasizing placing cameras in high-risk areas prone to policy violations to enhance effectiveness.

Future researchers should broaden the range of participant by including various grade levels beyond those examined in this study, potentially across different school environments. Also, considering participants' diverse backgrounds, including socioeconomic status and cultural experiences, alongside faculty and staff perspectives, particularly security personnel, can offer valuable insights into the practical challenges and effectiveness of CCTV implementation, enriching understanding of safety and security perceptions in educational settings. Future researchers may also use a quantitative approach to explore the holistic perception of the constituents of an academic institution with surveys as a research instrument.

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