



EXTENT OF IMPLEMENTATION OF CHILD PROTECTION POLICY: A BASIS FOR PROGRAM ENHANCEMENT PLAN

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ABSTRACT

This study sought to answer the following questions: What is the profile of the school; What is the extent of the school's administrator and teachers' awareness of the child protection policy of public and private secondary schools; What is the extent of the school's administrator and teachers' awareness of the child protection policy of public and private secondary schools; Do the awareness of respondents on child protection policy have a significant difference when they are grouped in profile? Does the awareness of school heads and teachers in child protection policy have a significant relationship in its implementation?

The descriptive method is used in the study to determine the extent of implementation of child protection policy in selected public and private secondary schools in Division of Cabuyao as a basis for program enhancement plan. The primary respondents of the study are the teachers, and school heads in the selected public and private secondary schools in the Division of Cabuyao. The total population was 585, and 233 teachers along with their school heads served as the respondents of the study.

The extent of awareness among the school's administrators and teachers regarding the Child Protection Policy in terms of institutional policy, children's rights, and duties and responsibilities of stakeholders was High. The extent of implementation of child protection policy in terms of collaborative efforts of committees, core approaches, behavior change, and change in outcomes was High.

The study shows that respondent's awareness of child protection policy had no significant difference when grouped in profile. Thus, the hypothesis stating that "there is no significant difference in the respondents' awareness of the child protection policy when they are grouped according to profile" was accepted. On the other hand, the extent of awareness of child protection policy among school heads and teachers had a significant relationship with its implementation. Thus, the hypothesis "there is no significant relationship between the extent of awareness of child protection policy among school heads and teachers and its extent of implementation" was rejected.

It is therefore recommended that students, teachers, and parents should be surveyed on a regular basis by policy schools in order to get feedback on the policies and identify areas for improvement. They should also facilitate open communication channels for students to report concerns confidentially. The Child Protection Policy (CPP) committees should assess its effectiveness through data analysis and collaboration with external child protection experts. To improve child protection measures, future researchers should be involved in the policy creation process. They should also look at the difficulties in putting the CPP into practice in their individual districts or divisions.

KEYWORDS: Implementation; child protection policy; enhancement

1. INTRODUCTION

"Every child has the right to go to school and learn, free from fear." – UNICEF

According to World Vision's Child Protection Theory of Change, the goal of Child Protection is "to strengthen the protection of children from abuse, neglect, exploitation and other forms of violence." In recent years, the issue of child protection has gained significant attention globally. Ensuring the safety and well-being of children in educational institutions is a matter of utmost importance. Schools, as the nurturing grounds for future citizens, play a vital role in safeguarding children against various forms of abuse, neglect, and exploitation. The Child Protection Committee is given instructions and standards by the Child Protection Policy to establish a safe and secure learning environment. It is a tool that safeguards students and staff at schools by outlining the plans and procedures for child safety and by modeling dependable behavior in this regard, Matulac & Zamora (2020). In order to provide a safe and secure learning environment, the Child Protection Committee is given instructions and rules by the Child Protection Policy. By outlining the plans and procedures

for child safety and modeling a consistent approach to child safety, it serves as a tool that safeguards students and school staff. The significance of the school's role in CPP implementation cannot be overstated, as it involves compliance with established policies and a proactive commitment to fostering an atmosphere that prioritizes the well-being of every child.

Moreover, schools serve as the conduits for disseminating information about Child Protection Policies to all stakeholders, including teachers, students, parents, and support staff. The school needs to ensure that everyone is well-informed about the policy's provisions, procedures, and the collective responsibility in creating a protective environment. The school is responsible for organizing training sessions and workshops to build the capacity of educators and staff to recognize signs of abuse, understand reporting protocols, and implement preventive measures.

Furthermore, child protection is the role of every governmental and non-governmental organization, community, school, and



even church that agrees with the state policy provisions. Giving special protection and defending children's rights is one of the major concerns of the state. This advocacy nationally and internationally promoted and recognized to stop violence and promote peace, welfare, and harmony. Towards this advocacy, the Department of Education (DepEd) has adopted a program titled "DepEd Child Protection Policy" under DepEd Order 40, s. 2012, to ensure that children are protected and not neglected. On the other hand, as part of the child protection policy, concrete measures pertaining to anti-bullying were also promulgated under R.A 10627, section 7 (2013), the implementing rules and regulations which the DepEd issued in 2014 for the implementation of the law of child protection.

Hence, DepEd has recognized violence, abuse, and aggressors as present in society and schools and may arise due to the pressure and adversities confronted by the teachers and other officials as front liners within and outside the school. However, most students were subjected to this kind of scenario with a compelling responsibility to do well and avoid inappropriate conduct inside or outside the school. The problem of misbehavior is expected but can be prevented through a policy that reminds everyone of the responsibilities and prohibitions of bad actions and intentions that the department extensively discourages. For that reason, DepEd reiterated a zero-tolerance policy for any act of abuse, exploitation, violence, discrimination, bullying, and the like through the implementation of the Child Protection Policy.

Therefore, the protection of children within educational settings is a cornerstone of a society's commitment to nurturing a safe and conducive learning environment. In the Division of Cabuyao, the implementation of Child Protection Policies (CPP) in secondary schools plays a pivotal role in safeguarding the well-being of students.

This research aims to comprehensively examine the extent of the implementation of CPP within selected public and private secondary schools in the Division of Cabuyao. By assessing the current status of CPP practices, this study seeks to provide a nuanced understanding of the strengths and areas requiring improvement. The findings from this research will serve as a critical foundation for the development of a Program Enhancement Plan, ensuring that the child protection framework is not only present but also effective in addressing the unique challenges faced by students in Cabuyao. As the safety and development of students remain paramount, this investigation endeavors to contribute meaningful insights that can guide policy revisions, enhance existing programs, and fortify the commitment to creating a secure educational environment for the youth in Cabuyao.

1.1 Statement of the Problem

Specifically, this study seeks to answer the following questions:

1. What is the profile of the school in terms of:
 - 1.1 size of School;
 - 1.2 type of School; and,
 - 1.3 type of Respondent?

2. What is the level of the school's administrator & teachers' awareness of the child protection policy of public and private secondary schools in terms of:

- 2.1. institutional policy;
- 2.2. children's rights; and,
- 2.3 duties and responsibilities of stakeholders?

3. What is the extent of implementation of the Child Protection Policy in selected public and private secondary schools in the Division of Cabuyao in terms of:

- 3.1 collaborative efforts of committees;
- 3.2 core approaches;
- 3.3 change in behavior; and,
- 3.4 change in outcomes?

4. Is there a significant difference on the respondents' awareness of the child protection policy when they are grouped according to profile?

5. Is there a significant relationship between the extent of awareness of child protection policy among school heads and teachers and its extent of implementation?

2. METHODOLOGY

The researcher adopted Descriptive design under the Quantitative method of research. Nassaji (2015) also states that the goal of descriptive research is drawing and classifying the phenomenon. It is applied because it is an approach that is used in exploring and understanding the meaning of individuals or groups ascribed to a social or human problem (Creswell, 2014). This type of research design is often associated with Anthropology, Sociology, and Psychology, as well as, in the field of Education. The objective of this research is to determine the extent of implementation of child protection policy in selected public and private secondary schools in Division of Cabuyao as a basis of program enhancement plan.

3. RESULTS AND DISCUSSION

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions determined the extent of administrator's awareness and implementation of child protection policy.

Profile of the School

Profile of the school comprises size of school, type of school, and type of Respondents and was described by frequency and percentage.

The profile of the school in terms of size indicates that among the seven schools surveyed, 12.88% are categorized as small, 5.15% as medium, 48.07% as large, and 33.91% as very large. This distribution provides insight into the range of school sizes represented in the study sample, with a significant portion falling into the large and very large categories.

This data clarifies the range of school sizes in the research sample. One noteworthy discovery is that a significant percentage of the schools—48.07 percent and 33.91% of the

sample, respectively—fit into the large and very large categories.

This distribution, which shows a mix of smaller and larger educational institutions, highlights the range of school sizes considered in the study. Understanding the distribution of educational institutions and their characteristics within a particular setting or study location can be improved by such insights into school size profiles.

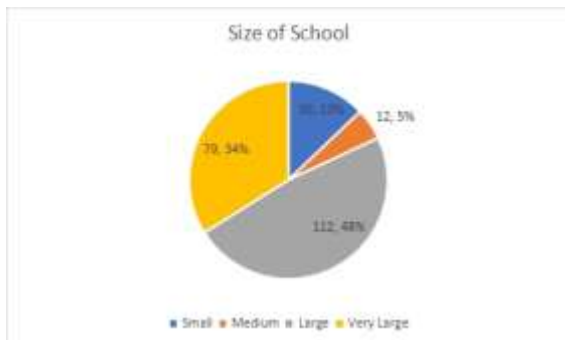


Figure 1. Profile of the School in Terms of Size of School

This shows moderate implementation of the policy, emphasizing the need for consistent enforcement of the child protection across all education institution.

Therefore, regardless of the size, schools must enforce child safety rules to keep ensure the safety and well-being of students in educational setting.

The profile of the school in terms of type of school indicates that among seven schools surveyed, 73.39% are categorized as public schools, and 26.61% as private. This distribution provides insight into the range of school types represented.

Figure 2 shows the school profile in terms of the type of school which is categorized as public and private.

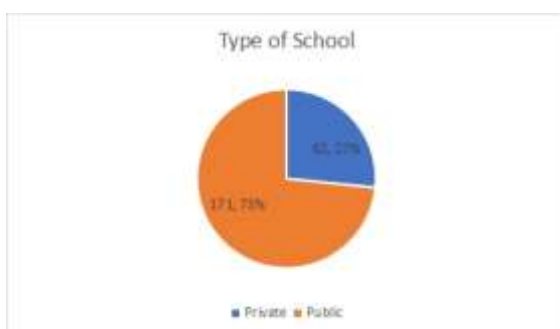


Figure 2. Profile of The School in Terms of Type of School

Such measures are essential for promoting a safe and supportive environment for students while ensuring that educators have the necessary resources and support to effectively implement child protection measures.

Thus, implementation of the policy is are essential for promoting safe and supportive environment for students in both public and private schools while ensuring that educators have the resources and assistance they need to effectively implement the policy.

Figure 3 shows the profile of the school in terms of type respondents which categorized as Teacher and School Head.

The profile of the school in terms of type of respondents indicates that among 233 respondents surveyed 4% of respondents are categorized as School Heads and 96% of respondents are categorized as Teachers.

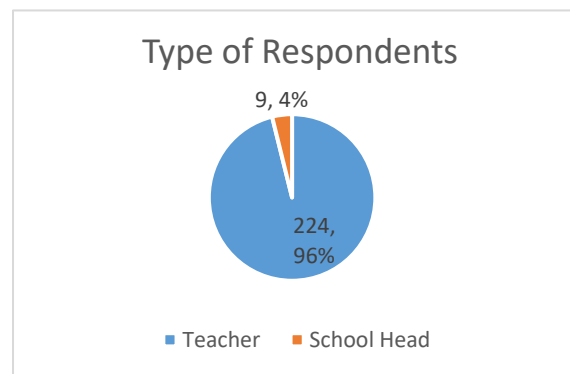


Figure 3. Profile of The School in Terms of Type of Respondents

Although the result shows that the majority of respondents are teachers, both are crucial for creating a safe and nurturing environment for students. Teachers who are informed can see abuse indicators, react appropriately, and help students who are in need. Meanwhile, school heads must be knowledgeable in order to supervise the application of policies, supply required resources, and cultivate a culture of safety within the school community.

Thus, cooperation between principals and teachers ensures the safety and well-being of all pupils by increasing the efficacy of child protection measures.

Extent Awareness of the Child Protection Policy

The extent of awareness of the school administrator and teachers on the child protection policy of public and private secondary schools includes institution policy, children's rights, duties, and responsibilities of stakeholders and was determined by mean and standard deviation.

In conclusion, the survey results highlight a clear distribution among respondents, with 4% being School Heads and the vast majority, 96%, being Teachers. This breakdown emphasizes the predominant role of teachers in the surveyed schools and suggests a focus on their perspectives and experiences when considering educational policies and practices.



Table 1. Extent of the School’s Administrator & Teachers’ Awareness of the Child Protection Policy in terms of Institutional Policy

Statements	Mean	SD	Remarks
1. I am aware of the protocols for reporting issues about child protection.	4.47	0.72	Strongly Agree
2. I've had enough professional development and training on child protection policies.	4.02	0.85	Agree
3. I feel confident in my understanding of the child protection policy.	4.17	0.78	Agree
4. I am knowledgeable about the main elements of the child protection policy, such as the training, confidentiality, and reporting processes.	4.11	0.80	Agree
5. I am aware that the information-dissemination mechanisms related to child protection policy in our school are clear and easily accessible.	4.19	0.76	Agree
<i>Overall Mean = 4.19 Standard Deviation = 0.80 Verbal Interpretation = High</i>			

Table 1 represents the extent of awareness among the school's administrators and teachers regarding the Child Protection Policy. The general mean was 4.19 with verbal interpretation as High and a standard deviation of 0.81 indicates the high level of schools’ administrators and teachers’ awareness and understanding on the child protection policy. Moreover, the indicator “*Teachers and administrators are aware of the protocols for reporting issues about child protection*” gleaned as the highest generated mean of 4.47 and interpreted as Strongly Agree. Meanwhile, indicator “*Educators and School Heads had enough professional development and training on child protection policies*” gained the least mean of 4.02 and interpreted as Agree. This implies that the respondents demonstrate understanding of the child protection policy. It means that the school’s administrators and teachers have keen understanding of the protection that every child needs inside and outside the school.

This means that the DepEd Child Protection Policy is essential for evaluating its effectiveness in safeguarding children's rights within schools. This involves regularly assessing how well schools are adhering to the policy guidelines, identifying any gaps or challenges in implementation, and taking corrective actions as necessary. It emphasizes the importance it is to put the DepEd Child Protection Policy into practice in order to address concerns about child protection in both public and private educational institutions. In order to protect children, it emphasizes the need of closely observing how the policy is being implemented in schools and assess the tools and assistance that teachers have at their discretion.

In conclusion, education authorities can ensure that child protection measures are consistently applied and that any issues are promptly addressed to prevent harm to students. Lastly, to support the welfare of the students, both public and private schools must ensure that their teachers receive adequate training in child protection policies as well as professional development.

Table 2. Extent of the School’s Administrator & Teachers’ Awareness of the Child Protection Policy in terms of Children’s Rights

Statements	Mean	SD	Remarks
6. I am aware of the rights of the child as stated in the child protection policy of the school.	4.44	0.65	Strongly Agree
7. I am aware of how the school actively implements and upholds the child's rights.	4.36	0.66	Strongly Agree
8. I understand the role of teachers and administrators in safeguarding and promoting the child's rights.	4.48	0.66	Strongly Agree
9. I am informed of the protocols for reporting abuses against minors.	4.33	0.70	Strongly Agree
10. I incorporate principles of child’s rights into my teaching practices	4.37	0.68	Strongly Agree
<i>Overall Mean = 4.40 Standard Deviation = 0.67 Verbal Interpretation = Very High</i>			

Table 2 indicates a high level of awareness among the school's administrators and teachers regarding the Child Protection Policy and Children's Rights.

Indicator “*Teachers and administrators understand the role of teachers and administrators in safeguarding and promoting the child's rights*” gleaned the highest mean of 4.48 and Standard Deviation of 0.66, and was interpreted as Strongly Agree. However, indicator “*Educators and School Heads are informed*



of the protocols for reporting abuses against minors” garnered the least mean of 4.33 and Standard Deviation of 0.70 and interpreted as Strongly Agree. Thus, the overall mean of 4.40 and a low standard deviation of 0.67 affirm a very high collective awareness and alignment within the school community. These findings suggest a solid foundation for the effective implementation of the policy and the promotion of children's rights within the school.

Thus, the provided result indicates that there is a basic level of awareness among educators and school heads regarding the protocols for reporting child abuse. However, this might not necessarily imply effective implementation or a thorough understanding of these protocols. To improve the situation, it is crucial to provide comprehensive training, regular updates, and support for educators and school heads to ensure they can efficiently identify, report, and address abuse cases involving minors. This will ultimately contribute to a safer and more protective environment for children in educational institutions.

Table 3. Extent of the School’s Administrator & Teachers’ Awareness of The Child Protection in terms of Duties and Responsibilities of Stakeholders

Statements	Mean	SD	Remarks
11. I am familiar with the specific duties and responsibilities of stakeholders outlined in the child protection policy.	4.29	0.74	Strongly Agree
12. I understand the collaborative efforts required among stakeholders to ensure the well-being of the students.	4.23	0.75	Strongly Agree
13. I have received training on my specific duties and responsibilities outlined in the child protection policy.	3.98	0.89	Agree
14. I am aware that the school provides adequate support and resources to help stakeholders fulfill their roles in child protection.	4.18	0.78	Agree
15. I am aware that the school fosters an environment that encourages open communication among stakeholders regarding child protection.	4.27	0.78	Strongly Agree
<i>Overall Mean = 4.19 Standard Deviation = 0.80 Verbal Interpretation = High</i>			

Table 3 indicates a high level of awareness among the school's administrators and teachers regarding the Child Protection Policy in terms of the duties and responsibilities of stakeholders. Indicator “*Teachers and administrators are familiar with the specific duties and responsibilities of stakeholders outlined in the child protection policy*” garnered the highest mean of 4.29 with a standard deviation of 0.74 and interpreted as Strongly Agree. On the other hand, the indicator, “*Respondents have received training on my specific duties and responsibilities outlined in the child protection policy*” gleaned the least mean of 3.98 with standard deviation of 0.89 with the interpretation of Agree. Hence, the overall mean of 4.19 and a standard deviation of 0.80 indicate a high collective awareness and alignment within the school community regarding the duties and responsibilities of stakeholders in child protection. The data suggests a positive foundation for the effective collaboration and implementation of the Child Protection Policy within the school. The given result indicates that the school's Child Protection Policy is showing promising signs of successful integration and teamwork among its stakeholders. This positive foundation implies that the policy is being

effectively executed, ensuring a safer environment for children, and fostering a strong sense of responsibility between stakeholders and school’s personnel.

In conclusion, the school not only exceeds the expectations of some stakeholders, but it also shows an excellent capacity to create and develop a setting that is full of aspects or components that actively support the intended objectives and results of the learning environment. In doing so, it establishes itself as a beacon of academic achievement and a model for fostering optimal learning environments. Therefore, through the implementation of child protection measures and a focus on student well-being, the school establishes a standard for excellence that goes beyond academic achievement.

Extent of Implementation of The Child Protection Policy

The Extent of implementation of the child protection policy in selected public and private secondary schools includes collaborative efforts of committees, core approaches, change in behavior, and change in outcomes and was determined by mean and standard deviation.

Table 4. Extent of Implementation of the Child Protection Policy in terms of Collaborative Efforts of Committees

Statements	Mean	SD	Remarks
1. The child protection policy is well-understood and communicated inside the school by our committee.	4.22	0.84	Strongly Agree
2. There is effective coordination and communication within my committee and with other committees involved in child protection	4.14	0.77	Agree



3. The committees collaborate effectively to address child protection issues comprehensively.	4.19	0.83	Agree
4. The school supports ongoing training to enhance our capabilities in ensuring child protection.	4.12	0.84	Agree
5. Our committee actively takes part in putting the policy's child protection measures into practice.	4.15	0.79	Agree
<i>Overall Mean = 4.17 Standard Deviation = 0.81 Verbal Interpretation = High</i>			

Table 4 depicts the extent of implementation of the Child Protection Policy in terms of collaborative efforts among committees within the school.

Indicator “The child protection policy is well-understood and communicated inside the school by our committee” gained the highest generated mean of 4.22 with a standard deviation of 0.84, which is interpreted as Strongly Agree. While indicator “The school supports ongoing training to enhance our capabilities in ensuring child protection” generates a weighted mean of 4.12 and a standard deviation of 0.84, which means Agree. Hence, the overall mean of 4.17 and the standard deviation of 0.81 indicate a high level of administrator and searchers on the implementation of child protection policy. This means that a proactive approach used by the committee members in translating policy guidelines into practical actions within the school ensure a holistic well-being of the students.

This denotes that the school's Child Protection Policy is effectively communicated by the committee, demonstrates a strong commitment to ensuring the well-being and safety of all students. By promoting understanding and awareness of the policy among staff and students, the committee plays a vital role in fostering a secure and nurturing learning environment, where everyone is empowered to address and report any concerns related to child protection. Therefore, the Committee's ability to effectively administer policies reflects their organizational competence and leadership skills. They demonstrate a keen understanding of the details involved in policy implementation, including communication, monitoring, and evaluation. This not only ensures that policies are properly enforced but also allows for adjustments and improvements based on feedback and evolving needs. The committee's proficiency in administering policies underscores their organizational prowess and adept leadership capabilities.

Table 5. Extent of Implementation of The Child Protection Policy in Terms of Core Approaches

Statements	Mean	SD	Remarks
1. There is a high level of awareness among students and staff regarding child protection issues.	4.16	0.83	Agree
2. Our school emphasizes proactive measures to prevent child protection issues	4.21	0.77	Strongly Agree
3. There are effective early intervention strategies in place for potential child protection concerns.	4.14	0.82	Agree
4. Our school actively involves parents in discussions and activities related to child protection.	4.18	0.83	Agree
5. There is a strong support system for students and staff who may be affected by child protection issues.	4.22	0.79	Strongly Agree
<i>Overall Mean = 4.18 Standard Deviation = 0.81 Verbal Interpretation = High</i>			

The data from Table 5 reveals a high level of implementation of the Child Protection Policy in terms of core approaches within the school.

Participants generally agreed that there is a high level of awareness among students and staff regarding child protection issues. Indicator “There is a strong support system for students and staff who may be affected by child protection issues” generated the highest mean of 4.22 with SD of 0.79 which was interpreted as Strongly Agree. Meanwhile, indicator “There are effective early intervention strategies in place for potential child protection concerns” gained the least weighted mean of 4.14 with SD of 0.83 with an interpretation of Agree. Hence, the overall mean of 4.18 and a SD of 0.81 suggest a high level of consensus and effectiveness in implementing core

approaches to child protection within the school. The results indicate that the school has established a comprehensive and proactive framework addressing awareness, prevention, early intervention, parental involvement, and support systems, contributing to a high overall rating in the Verbal Interpretation as High.

The analysis demonstrates a strong agreement among stakeholders regarding the school's effective implementation of core child protection strategies. The school has successfully developed a robust and forward-thinking approach, these comprehensive measures indicate the school's commitment to ensuring a safe and nurturing environment for its students.



Overall, the school's success in implementing core approaches to child protection can be attributed to its unwavering commitment to creating a safe and nurturing environment for its students. Through the consideration of multiple factors like awareness, prevention, early intervention, parental

participation, and support networks, the school exhibits a comprehensive approach to ensuring the safety and well-being of students. Students can flourish intellectually, socially, and emotionally as a result of feeling they are respected, safe, and supported by their school community.

Table 6. Extent of Implementation of The Child Protection Policy in Terms of Change in Behavior

Statements	Mean	SD	Remarks
1. There have been positive changes in student behavior since the implementation of child protection policies	4.06	0.95	Agree
2. Parents are actively involved in promoting positive behavior related to child protection at home.	4.01	0.92	Agree
3. The school has effectively engaged parents in discussions on child protection issues.	4.15	0.86	Agree
4. There is a noticeable shift in attitudes and behaviors in school culture that align with the principles of child protection.	4.06	0.86	Agree
5. The implementation of child protection policies has contributed to a positive and respectful school culture.	4.06	0.88	Agree
<i>Overall Mean = 4.07 Standard Deviation = 0.89 Verbal Interpretation = High</i>			

The data from Table 6 indicates a high level of implementation of the Child Protection Policy in terms of the change in behavior within the school community.

The results show that indicator “The school has effectively engaged parents in discussions on child protection issues” with generated the highest mean of 4.15 and interpreted as Agree. Meanwhile, indicator “Parents are actively involved in promoting positive behavior related to child protection at home” gained the lowest mean of 4.01 which is also interpreted as Agree. Therefore, the overall mean of 4.07 and a standard deviation of 0.89 suggest a high level of consensus and effectiveness in implementing child protection policies to bring about positive changes in behavior within the school. The Verbal Interpretation as “High” further supports the notion that the policies have contributed significantly to fostering a positive and respectful school culture while positively impacting both student and parental behavior.

When parents are actively participating in their children's education and fostering strong relationships with school staff, parents can significantly contribute to the success of child

protection policies and create a more supportive and collaborative school environment. Furthermore, this collaborative effort between parents and society ensures that children not only develop a solid awareness of child safety principles but also grow into resilient and well-rounded individuals capable of thriving in diverse environments. Thus, by prioritizing active participation in their children's upbringing, parents contribute significantly to the well-being and development of future generations

In conclusion, collaborative effort between parents and society ensures that children not only develop a solid awareness of child safety principles but also grow into resilient and well-rounded individuals capable of thriving in diverse environments. Thus, by prioritizing active participation in their children's upbringing, parents contribute significantly to the well-being and development of future generations. Lastly, by actively participating in their children's upbringing, parents contribute immensely to creating a nurturing environment where children can thrive and grow into well-rounded individuals capable of navigating diverse challenges.

Table 7. Extent of Implementation of The Child Protection Policy in Terms of Change in Outcomes

Statements	Mean	SD	Remarks
1. The school has effectively engaged parents in discussions on child protection issues.	4.10	0.88	Agree
2. There is a noticeable improvement in the overall collaboration between school stakeholders.	4.04	0.82	Agree
3. The child protection policies have enhanced the overall safety and security of students within the school premises.	4.18	0.81	Agree
4. There is a sense of security and trust among students, staff, and parents due to child protection measures.	4.14	0.86	Agree
5. The implementation of child protection policies has positively impacted communication and collaboration among teachers, students, and parents.	4.14	0.86	Agree
<i>Overall Mean = 4.12 Standard Deviation = 0.84 Verbal Interpretation = High</i>			



The data from Table 7 reveals a high level of implementation of the Child Protection Policy in terms of the change in outcomes within the school.

Indicator “*The child protection policies have enhanced the overall safety and security of students within the school premises*” generated the highest mean of 4.18 and SD of 0.81 interpreted as Agree. Meanwhile, “*There is a noticeable improvement in the overall collaboration between school stakeholders*” gained the least weighted mean of 4.04 with SD of 0.82 interpreted as Agree. The overall mean of 4.12 and a standard deviation of 0.84 suggest a high level of consensus and effectiveness in implementing child protection policies, resulting in positive outcomes within the school. The Verbal Interpretation as High further emphasizes that these policies have contributed significantly to improved collaboration, safety, and communication, fostering a sense of security and trust among the school community.

In line with these results, a report about the Status of Implementation of the Dep-Ed Child Protection Policy in Castillejos National High School, the study found that CNHS

adopted the Child Protection Plan (CPP) for student protection, with well-advocated committee and competent personnel. The school implemented the CPP through programs, projects, and activities, with financial support. The program's goals were achieved, and the school had a low incidence of child abuse. Henceforth, the implementation of child protection policies within the school has garnered a strong consensus, showcasing their effectiveness in promoting positive outcomes. These policies have not only enhanced collaboration, safety, and communication but also nurtured a secure and trusting environment for the entire school community. This further solidifies its significant impact on fostering a sense of well-being and trust among the school and its community.

To sum up, the effective execution of child safety procedures at the school has shown to be crucial in producing favorable results and gaining broad acceptance. These practices, which emphasized cooperation, communication, and safety, have made the school community as a whole feel safe and trusted. These regulations are having an effect, which emphasizes how important they are in fostering the trust and well-being necessary for a healthy learning environment.

Table 8. Significant Difference on The Respondents’ Awareness of the Child Protection Policy when grouped according to Profile

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	p
Size of School	Institutional policy	0.654	3.000	0.218	0.496	0.686
	Children's right	0.279	3.000	0.093	0.277	0.842
	Duties and responsibilities of stakeholders	0.195	3.000	0.065	0.148	0.931
Type of Schools	Institutional policy	0.214	1.000	0.214	0.489	0.485
	Children's right	0.012	1.000	0.012	0.036	0.851
	Duties and responsibilities of stakeholders	0.795	1.000	0.795	1.840	0.176
Type of Respondents	Institutional policy	2.309	1.000	2.309	5.387	0.021*
	Children's right	2.277	1.000	2.277	7.047	0.008*
	Duties and responsibilities of stakeholders	1.929	1.000	1.929	4.516	0.035*

Note: * $p < .05$.

Table 8 shows the significant difference of the respondents’ awareness of the child protection policy when grouped according to profile size of school, type of schools, and type of respondents. The results reveal a noteworthy distinction in the respondents' awareness of the child protection policy when categorized by profile, particularly regarding the type of respondents. Across all indicators of the child protection policy, namely institutional policy, children's rights, and duties and responsibilities of stakeholders, there is a significant difference ($p=0.021$, $p=0.008$, $p=0.035$, respectively). This signifies that

the type of respondents plays a pivotal role in shaping their awareness of these policy aspects.

Conversely, no significant differences were observed in other indicators ($p>0.05$), indicating that factors such as the size and type of schools do not significantly influence awareness levels regarding the child protection policy. This means that ongoing monitoring and evaluation of awareness levels regarding child protection policies, regular assessments can help track progress over time, enhance awareness and compliance with the policy.



They specifically advise keeping an eye on the system that schools have implemented and investigating the range of opportunities that teachers in both public and private educational settings have access to. Their focus on safeguarding an eye on educational systems and evaluating teachers' abilities in both public and private settings emphasizes the significance of an all-encompassing approach that takes systemic problems into account while also taking frontline teachers' resources into consideration. It emphasizes the critical need for ongoing evaluation and adaptation of child protection activities within educational environments, highlighting the importance of ensuring that instructors have the necessary tools and support to effectively implement safeguarding measures.

So, the focus on targeted approaches highlights the need of a careful strategy that takes into account the particular

requirements and environments of teachers and students in a variety of learning environments. This highlights how crucial it is to continuously evaluate and modify child protection programs in educational settings. It also highlights how important it is to give teachers the tools and support they need to successfully execute safeguarding measures. In conclusion, respondents significantly influence the understanding and adherence to the policy aspects. Regular assessments allow for continuous monitoring, evaluating awareness levels, and fostering progress over time, ultimately enhancing policy compliance.

Table 9. Significant Relationship between the extent of Awareness of Child protection policy among school heads and teachers and the extent of implementation

Awareness		Implementation			
		Collaborative efforts of committees	Core approaches	Change in behavior	Change in outcomes
Institutional policy	Pearson Correlation	.592**	.583**	.568**	.537**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	233	233	233	233
Children's rights	Pearson Correlation	.654**	.620**	.554**	.565**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	233	233	233	233
Duties and responsibilities of stakeholders	Pearson Correlation	.780**	.704**	.685**	.652**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	233	233	233	233
Scale		Strength			
0.80-1.00		Very Strong			
0.60-0.79		Strong			
0.40-0.59		Moderate			
0.20-0.39		Weak			
0.00-0.19		Very Weak			

Table 9 displays significant relationships between the extent of awareness of the child protection policy among school heads and teachers and its extent of implementation across various domains. For all aspects of the child protection policy institutional policy, children's rights, duties, and responsibilities of stakeholders. There are strong positive correlations with collaborative efforts of committees, core approaches, change in behavior, and change in outcomes which indicate the r- values that range from .537- .780, and all indicators indicate that (p<0.05).

It is evident that higher awareness levels significantly contribute to the successful attainment of set goals. Better decisions, more effective strategies, and maintaining focus on goals are all possible when people are aware of their surroundings and possess more information, which eventually produces better results.

4. CONCLUSION AND RECOMMENDATIONS

Based on the aforementioned findings of the study, the following conclusions have been derived:

The study reveals that school administrators and teachers have a strong understanding of child protection policies,



encompassing institutional policies, children's rights, and stakeholder responsibilities. They have used proactive methods like committee collaboration and core approaches to translate policy guidelines into practical actions, leading to positive outcomes for students. The type of respondents significantly influences their awareness of these policy aspects, emphasizing the importance of catering to diverse groups and clear communication for widespread policy acceptance. The extent of awareness among school heads and teachers is highly correlational, indicating that greater awareness leads to more effective implementation efforts.

Therefore, the results suggest that a Program Enhancement Plan is proposed to improve the implementation of the Child Protection Policy (CPP) in both public and private institutions in the City Schools Division of Cabuyao.

Based on the findings summarized and conclusions drawn, the following recommendations are hereby offered:

1. To improve child protection policies, schools may conduct regular surveys and focus group discussions with students, teachers, and parents to understand their perspectives and identify areas for improvement.
2. Encouraging open communication channels for students to report concerns or incidents is crucial for a supportive environment.
3. CPP committees may need to monitor and evaluate the policy's effectiveness through data analysis and assess its impact on students' well-being.

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