

# Child Protection Policy Implementation and Student Behavior in Rural Philippine Public Schools

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## Abstract

This study examined how the implementation of the Child Protection Policy (CPP) influences student behavior and misbehavior in selected public schools in North Glan II District, Sarangani Province. While the policy aims to safeguard students from abuse, neglect, and violence, questions remain about how consistently it is applied and how it impacts actual student conduct.

To explore this, we used a descriptive-correlational research design involving teachers, administrators, and students as respondents. We gathered data through a structured questionnaire that assessed six dimensions of CPP implementation and four dimensions of student behavior. Statistical tools such as mean, standard deviation, and Spearman's rho correlation were used for analysis.

The results revealed that CPP is highly implemented across schools, particularly in areas such as coordination with external agencies, preventive and disciplinary measures, and teacher training. Student behavior was also rated positively, with improvements noted in classroom conduct, safety, and respect for rules. A strong positive correlation was found between the level of CPP implementation and student behavior, indicating that better implementation leads to more respectful and disciplined learners.

These findings suggest that schools benefit significantly from sustained CPP efforts. Regular training, strong partnerships, and consistent monitoring play vital roles in shaping a safer and more supportive learning environment. The study reinforces the importance of policy implementation not just as a requirement, but as a lived practice that directly affects students' lives.

**Keywords:** Child Protection Policy; student behavior; school safety; policy implementation; discipline in schools

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## I. INTRODUCTION

Children have the right to learn and grow in environments where they feel safe, respected, and protected. Yet in many parts of the world, including the Philippines, students continue to face risks such as bullying, abuse, and neglect within the very institutions meant to safeguard them. Recognizing this, the Philippine Department of Education issued DepEd Order No. 40, s. 2012, otherwise known as

the Child Protection Policy (CPP), to prevent and respond to all forms of abuse and violence against learners in schools (Department of Education, 2012). This policy mandates the creation of Child Protection Committees and outlines measures schools must take to build secure and supportive learning spaces.

Globally, similar policies exist, yet the challenge lies in effective implementation. Studies

have pointed out that gaps in training, limited resources, and weak coordination with external agencies often hinder a policy's impact (Roche, 2017; Smallbone et al., 2015). In the Philippines, despite widespread efforts to raise awareness, many schools—especially in rural settings—struggle to fully operationalize the policy (Alda, Bucad, & Perez, 2024). Research shows that schools with well-implemented CPPs experience lower cases of violence and better student conduct, while those with inadequate support face persistent behavioral problems (Matulac & Zamora, 2020; Antiza & Labitad, 2024).

Beyond safeguarding children, CPPs can also influence student behavior and values. As studies suggest, values such as honesty, respect, and empathy are best cultivated when students feel protected and are guided by positive role models (Narvaez, 2014; De Guzman & Pascual, 2020). However, few studies have explored the connection between CPP implementation and the development of these values in students—leaving a knowledge gap in how policies shape not just behavior, but character.

This study seeks to fill that gap by examining the level of CPP implementation in selected public schools in North Glan II District, Sarangani Province, and its relationship to student behavior and misbehavior. It will also explore how the presence—or absence—of effective child protection efforts correlates with the values system among learners. By understanding these connections, the study aims to provide practical insights that can guide school leaders, teachers, and policymakers in strengthening child protection measures that go beyond compliance—and into real, lasting impact.

### **Statement of the Problem (Paragraph Format)**

This study aims to investigate how the implementation of the Child Protection Policy (CPP) influences student behavior and misbehavior in selected public elementary schools in North Glan II District, Sarangani Province. Although the policy was designed to safeguard students from harm and ensure a safe, supportive learning environment, the extent to which it is effectively implemented—and

how this affects student conduct—remains a key concern, especially in rural school settings.

Specifically, the study seeks to determine the level of CPP implementation in terms of (a) stakeholder awareness, (b) teacher and administrator training, (c) coordination with external agencies, (d) application of preventive and disciplinary measures, (e) resource availability, and (f) monitoring and evaluation practices. It also seeks to assess the current state of student behavior and misbehavior by examining the (a) frequency and types of misconduct, (c) reduction in severe behavior cases, (d) development of positive values, and (e) students' perception of safety within their schools as perceived by the respondents. Lastly, the study aims to determine whether a significant relationship exists between the level of CPP implementation and the behavior and misbehavior of students in the participating schools. By addressing these concerns, the research hopes to contribute to a deeper understanding of the real-world effects of child protection measures on the learning environment and learner well-being.

### **Review of Related Literature**

#### **Implementation of the Child Protection Policy in Schools**

The Department of Education introduced the **Child Protection Policy (CPP)** through DepEd Order No. 40, s. 2012, in an effort to safeguard learners from violence, abuse, neglect, and exploitation in schools. The policy provides a clear framework for schools, including the formation of Child Protection Committees (CPCs), reporting mechanisms, coordination with agencies, and prevention and response strategies (Department of Education, 2012). However, while the policy is well-articulated, its level of implementation varies significantly, particularly in rural schools where training and resources may be limited.

Roche (2017) noted that many child protection policies in developing contexts encounter practical constraints such as lack of technical training for teachers and inconsistent enforcement of reporting mechanisms. Similarly, Smallbone, Marshall, and Wortley (2015) emphasized that

without regular monitoring and collaboration with external agencies, school-based protection programs risk becoming symbolic rather than functional. In the Philippine setting, Alda, Bucad, and Perez (2024) found that while awareness of the policy exists, many schools struggle to fully implement all its components, especially those related to capacity-building and coordination with child-focused institutions.

### **Student Behavior and the Role of School Policies**

Student behavior in schools is shaped not only by classroom management but also by the broader school environment. When students feel safe, valued, and protected, they are more likely to demonstrate positive conduct and values such as respect, empathy, and responsibility. De Guzman and Pascual (2020) argued that values formation is deeply influenced by a school's consistency in applying rules and upholding the dignity of each learner. Schools that lack clear child protection mechanisms often report more frequent cases of bullying, misconduct, and disrespect among students (Matulac & Zamora, 2020).

Antiza and Labitad (2024) observed that in schools where the CPP is poorly implemented, issues such as verbal abuse, peer aggression, and lack of discipline remain common. On the other hand, schools that actively engage in child protection training and community partnerships tend to see improvements in students' behavior, both inside and outside the classroom. Narvaez (2014) supports this by stating that students internalize positive behavior more effectively in environments where they feel emotionally and physically safe.

### **Relationship Between Policy Implementation and Student Behavior**

Understanding the connection between policy implementation and student behavior is essential for building schools that are both protective and nurturing. When child protection policies are not only present but actively practiced, they contribute to a safer atmosphere, reduce misconduct, and strengthen student-teacher relationships. Research by Alda et al. (2024) revealed that the level of CPP implementation had a

direct effect on the frequency and severity of student misbehavior. In their study, schools that regularly monitored CPP compliance and involved students in awareness activities reported significantly lower disciplinary cases.

Moreover, Antiza and Labitad (2024) highlighted the importance of policy visibility—when teachers, parents, and students are all aware of the policy and its protocols, accountability improves, and respect for rules increases. This connection between a well-implemented child protection framework and improved student conduct supports the notion that discipline is best achieved not through punishment but through structured, caring environments.

## **II. METHODOLOGY**

This study employed a quantitative descriptive-correlational research design, which is suitable for examining relationships between variables without manipulating them. This design allows the researcher to assess how the implementation of the Child Protection Policy (CPP) correlates with student behavior and values system in public schools within North Glan II District, Sarangani Province. The choice of this method is guided by its strength in describing existing conditions and establishing associations between observed phenomena (Creswell & Creswell, 2018).

The respondents of the study included a total of Grade 6 and Grade 12 students, teachers, school administrators, and key representatives from external agencies, such as the Department of Social Welfare and Development (DSWD), Philippine National Police-Women and Children Protection Desk (PNP-WCPD), and barangay officials. These groups were chosen because of their critical roles in both the implementation and experience of the CPP. The inclusion of multi-level respondents ensures that the data reflect a holistic perspective on the CPP's impact.

The study took place in selected public schools in North Glan II District, Sarangani Province. This location was chosen due to the observed behavioral concerns among students and

the need to assess how well the CPP is being practiced in rural educational contexts. The district includes a mix of elementary, junior high, and senior high schools, providing a broad scope for understanding policy implementation across different educational stages.

The primary research instrument was a structured questionnaire, divided into three parts. The first part measured the level of CPP implementation using indicators such as awareness, training, coordination with agencies, preventive and disciplinary measures, resource availability, and monitoring. The second part assessed student behavior and misbehavior, while the third part evaluated the students' values system, including honesty, empathy, respect, responsibility, and fairness. The questionnaire was validated by experts in child protection and education, and reliability testing was conducted prior to distribution.

Data were collected through direct distribution of questionnaires with the help of focal persons in each school. The research team ensured ethical compliance by obtaining consent from participants and coordinating with school heads and relevant government agencies. All responses were treated with confidentiality, and participants were given the freedom to withdraw at any point.

For data analysis, descriptive statistics such as mean and standard deviation were used to describe the levels of CPP implementation, student behavior, and values system. Inferential statistics including Pearson's correlation and regression analysis were employed to determine the relationships between variables. These tools are commonly used in education research to analyze patterns and determine whether associations exist among variables (Gay, Mills, & Airasian, 2012).

This approach, grounded in both ethical practice and methodological rigor, supports the study's goal of providing evidence-based insights on how child protection policies shape student conduct and values within real educational settings.

### III. RESULTS AND DISCUSSION

**Table 1. Level of Child Protection Policy (CPP) Implementation in terms of Level of Awareness**

Indicators	Mean Ratings	SD	Qualitative Description
1. Teachers, students, and administrators are well-informed about their role in implementing the Child Protection Policy (CPP).	4.32	1.147	Highly Implemented
2. Regular discussions on CPP take place among staff, students, and parents.	4.23	0.953	Highly Implemented
3. The school community is aware of the channels for reporting child protection concerns.	4.34	0.879	Highly Implemented
4. Awareness campaigns about child protection are conducted regularly for the whole school.	4.29	0.793	
<b>Mean</b>	<b>4.29</b>	<b>0.725</b>	Highly Implemented

Table 1 presents the respondents' assessment of the level of Child Protection Policy (CPP) implementation in terms of awareness among the school community. The results indicate a high level of awareness, with an overall mean of 4.29 and a standard deviation of 0.725, interpreted as *Highly Implemented*. This suggests that most respondents agreed that teachers, students, and administrators are aware of the CPP and their roles in upholding it.

The highest-rated indicator was, "The school community is aware of the channels for reporting child protection concerns," with a mean of 4.34, followed closely by "Teachers, students, and administrators are well-informed about their role in implementing the CPP," with a mean of 4.32. These findings suggest that schools have established communication systems and clarity in role distribution, which are both crucial elements in

policy implementation. This aligns with Smallbone, Marshall, and Wortley (2015), who emphasized that effective awareness and reporting mechanisms serve as the foundation of any child protection system. When stakeholders clearly understand their responsibilities, the likelihood of policy success increases.

However, it is also important to note that while the results show a strong level of awareness, there is still a need to further strengthen regular discussions and campaigns. The indicator regarding the conduct of regular awareness campaigns for the whole school received the lowest score ( $M = 4.29$ ), although it still falls within the *Highly Implemented* range. According to Roche (2017), consistent reinforcement through training and community-wide discussions ensures that policies remain visible and meaningful over time—not just during orientations or isolated activities.

The findings are consistent with Alda, Bucad, and Perez (2024), who found that schools with high policy visibility and well-informed stakeholders tend to handle child protection concerns more effectively. When awareness is strong, children feel safer and are more likely to report concerns, while staff members are better prepared to act in a timely and appropriate manner.

Finally, the table highlights that the foundational step of awareness in CPP implementation has been well established in the participating schools. However, sustaining and enhancing this level of awareness through ongoing campaigns, dialogues, and role-specific trainings will be key to ensuring that the policy is not only known but also lived out in the everyday interactions within the school community.

**Table 2. Level of Child Protection Policy (CPP) Implementation in terms of Teacher and Administrator Training**

Indicators	Mean Ratings	SD	Qualitative Description
1. Teachers and administrators receive regular training on implementing CPP.	4.22	0.953	Highly Implemented
2. Training includes how to manage student misbehavior using positive	4.38	0.884	Highly Implemented

Table 2 presents the respondents’ assessment of the level of implementation of the Child Protection Policy (CPP) in terms of teacher and administrator training. The overall mean score is 4.42, with a standard deviation of 0.676, which falls under the *Highly Implemented* category. This indicates that school personnel are generally well-supported with regular and relevant training in implementing child protection efforts.

The highest-rated item is, “Professional development sessions include updates on child protection laws and best practices,” with a mean of 4.62, suggesting that the schools make an effort to keep their teaching and administrative staff informed about current legal frameworks and evolving strategies. This aligns with the findings of Smallbone, Marshall, and Wortley (2015), who emphasized the importance of keeping child protection policies dynamic and reflective of contemporary legal and educational contexts.

Another highly rated item is, “Teachers and administrators feel equipped to handle child protection concerns,” with a mean of 4.45. This implies that confidence among school personnel has

been strengthened through training initiatives. According to Roche (2017), when educators are equipped with both knowledge and practical skills, they are more likely to respond appropriately and decisively to child protection issues.

While still rated as *Highly Implemented*, the lowest-scoring indicator pertains to the regularity of training sessions for teachers and administrators (M = 4.22). This could suggest that while trainings do occur, they may not always be frequent or consistent across schools. As noted by Alda, Bucad, and Perez (2024), sustained capacity-building is critical for ensuring that child protection policies are not just understood during orientation periods but are practiced continuously and effectively throughout the school year.

In general, the findings reinforce the value of continuous professional development in strengthening CPP implementation. When teachers and administrators are regularly trained—not only on the policy itself but also on behavior management and child sensitivity—they become more confident and capable protectors of student welfare. This aligns with the broader recommendation by Gay, Mills, and Airasian (2012) that school-based interventions should be embedded in professional learning communities to ensure long-term impact.

**Table 3. Level of Child Protection Policy (CPP) Implementation in terms of Coordination with External Agencies.**

Indicators	Mean Ratings	SD	Qualitative Description
1. The school regularly coordinates with external agencies, such as the DSWD and PNP, to address child protection cases.	4.64	0.642	Highly Implemented
2. There are clear protocols for involving external agencies when handling child protection issues.	4.67	0.612	Highly Implemented
3. External agencies provide adequate support when child	4.67	0.641	Highly Implemented

Table 3 shows the extent to which schools implement the Child Protection Policy (CPP) by coordinating with external agencies, such as the Department of Social Welfare and Development (DSWD) and the Philippine National Police (PNP). With an overall mean score of 4.68 and a standard deviation of 0.51, respondents rated this area as *Highly Implemented*. This suggests that strong partnerships exist between schools and key protection stakeholders when it comes to addressing child protection concerns.

Among the indicators, the highest-rated item is, “The school has established formal partnerships with child protection agencies,” with a mean of 4.74. This demonstrates that schools in North Glan II District are not operating in isolation when it comes to safeguarding children, but are instead actively forming institutional linkages. As emphasized by Roche (2017), coordination with child-focused institutions is essential for schools to respond promptly and appropriately to abuse, neglect, or violence.

Other indicators, such as having clear protocols for involving external agencies and receiving adequate support when cases arise (both M = 4.67), reinforce the idea that schools are well-connected and prepared to activate external assistance when needed. According to Smallbone, Marshall, and Wortley (2015), an effective child protection framework depends not only on internal school mechanisms but also on the availability and reliability of external networks that can provide expert intervention and legal support.

The presence of clear coordination protocols (M = 4.67) and regular engagement with external agencies (M = 4.64) also suggests that schools are not only reacting to incidents but are taking proactive steps in creating a network of care. This proactive stance is consistent with findings from Alda, Bucad, and Perez (2024), who concluded that schools with well-structured partnerships with protection agencies experienced more efficient case resolution and better outcomes for students involved in incidents.

In summary, the data highlights that schools in North Glan II District are effectively collaborating with outside agencies as part of their child protection efforts. These relationships ensure that schools are not carrying the burden of protection alone but are supported by a network of professionals trained to intervene, investigate, and guide when sensitive cases arise. Strengthening these ties even further and ensuring that all school personnel are familiar with the proper channels for referral could sustain and improve this vital component of CPP implementation.

**Table 4. Level of Child Protection Policy (CPP) Implementation in terms of Preventive and Disciplinary Measures.**

Indicators	Mean Ratings	SD	Qualitative Description
1. The school implements anti-bullying programs to prevent student misbehavior.	4.52	0.676	Highly Implemented
2. Conflict resolution strategies are used to manage disputes among students.	4.58	0.643	Highly Implemented
3. Positive discipline approaches are consistently applied to manage misbehavior.	4.47	0.668	Highly Implemented
4. The school has effective preventive			Highly

Table 4 presents the respondents' assessment of how well schools implement preventive and disciplinary measures under the Child Protection Policy (CPP). The overall mean score is 4.55, with a standard deviation of 0.463, which indicates that these practices are *Highly Implemented*. This suggests that schools have been consistently proactive in managing student misbehavior while promoting a safe and respectful learning environment.

The highest-rated item is, “The school has effective preventive measures to address peer violence and bullying,” with a mean of 4.64. This reflects a strong commitment from schools to create safe environments by identifying and addressing issues before they escalate. According to Smallbone, Marshall, and Wortley (2015), preventive actions—when embedded in school culture—reduce the likelihood of violent or abusive incidents occurring in the first place.

Conflict resolution strategies also received high ratings (M = 4.58), indicating that schools emphasize peaceful communication and restorative practices among students. This is in line with the findings of Alda, Bucad, and Perez (2024), who highlighted that schools with strong conflict management programs tend to experience fewer disciplinary problems and greater student cooperation.

Positive discipline approaches, though still rated as *Highly Implemented*, received the lowest score (M = 4.47). This could imply a need to further train teachers in non-punitive disciplinary strategies or to ensure consistent application across all grade levels. As Roche (2017) suggested, discipline

becomes more effective when framed within empathy and respect, rather than punishment, especially for younger learners.

The implementation of anti-bullying programs also earned a strong rating ( $M = 4.52$ ), confirming that schools are responding to one of the most common threats to child safety. These programs are vital, as bullying has long-term consequences on both behavior and academic performance if left unaddressed (Matulac & Zamora, 2020).

In conclusion, the findings highlight that schools in North Glan II District are actively using a variety of strategies to prevent and respond to student misbehavior. By combining clear preventive measures, conflict resolution, and positive discipline, they are fostering safer, more respectful school environments. Continued investment in training and reinforcement of these strategies will help sustain these gains and further reduce instances of peer-related violence and misconduct.

**Table 5 Level of Child Protection Policy (CPP) Implementation in terms of Resource Availability**

Indicators	Mean Ratings	SD	Qualitative Description
1. The school has sufficient access to guidance counselors and mental health professionals.	4.38	0.809	Highly Implemented
2. Resources are available for implementing child protection programs effectively.	4.47	0.771	Highly Implemented
3. The school allocates appropriate financial and physical resources for child protection initiatives.	4.48	0.818	Highly Implemented

Table 5 displays the level of implementation of the Child Protection Policy (CPP) in terms of resource availability in schools. The overall mean score is 4.43 with a standard deviation of 0.656, interpreted as *Highly Implemented*. This indicates that the respondents believe their schools have sufficient support in terms of physical, financial, and professional resources necessary for child protection efforts.

Among the indicators, the highest-rated item is, “The school allocates appropriate financial and physical resources for child protection initiatives,” with a mean of 4.48. This suggests that schools are not only aware of the CPP but are actively investing in its implementation. As Smallbone, Marshall, and Wortley (2015) point out, policy effectiveness is often dependent on consistent budget allocation and infrastructure support—without these, even the best intentions may fall short.

The availability of resources for implementing programs was also rated highly ( $M = 4.47$ ), suggesting that schools have the necessary tools, materials, and facilities to roll out child protection activities. This supports the findings of Alda, Bucad, and Perez (2024), who stressed the importance of having ready access to educational resources, child-friendly spaces, and trained staff to ensure that school protection systems are not only present but functional.

On the other hand, the lowest-rated item was related to access to guidance counselors and mental health professionals, which, although still *Highly*

*Implemented*, had a lower mean of 4.38. This implies that while basic resources are available, professional psychosocial support may still be limited in some schools. According to Roche (2017), access to trained professionals is a critical gap in many developing school systems and remains one of the greatest challenges in comprehensive child protection delivery.

In summary, the data reflect strong resource support for CPP implementation across schools in North Glan II District. While funding and material support appear to be in place, further investment in professional services such as counseling and mental health care may be needed. Prioritizing these areas can help create a more holistic and responsive protection system—one that not only prevents harm but also promotes healing and resilience among learners.

**Table 6. Level of Child Protection Policy (CPP) Implementation in terms of Monitoring and Evaluation of CPP.**

Indicators	Mean Ratings	SD	Qualitative Description
1. Regular monitoring is conducted to assess the effectiveness of child protection initiatives.	4.28	0.881	Highly Implemented
2. The school reviews and updates its child protection policies as needed.	4.35	0.866	Highly Implemented
3. Feedback from students and parents is considered when evaluating child protection efforts.	4.56	0.65	Highly Implemented
4. There are clear mechanisms in place for evaluating the impact of CPP on student behavior.	4.44	0.726	Highly Implemented

Table 6 presents how respondents perceive the implementation of monitoring and evaluation mechanisms under the Child Protection Policy (CPP) in their respective schools. The overall mean score is 4.41, with a standard deviation of 0.619, suggesting that these processes are *Highly Implemented*. This shows that most schools have ongoing efforts to assess the effectiveness of their child protection initiatives and make necessary improvements.

Among the indicators, the highest-rated item is, “Feedback from students and parents is considered when evaluating child protection efforts,” with a mean of 4.56. This highlights the importance schools place on listening to the voices of learners and their families, which contributes to a more inclusive and responsive protection framework. As noted by Roche (2017), engaging stakeholders in the evaluation process ensures that child protection systems are not only institutionalized but also grounded in real needs and experiences.

The presence of mechanisms for evaluating the impact of CPP on student behavior was also rated highly (M = 4.44). This implies that schools are beginning to link child protection not just to compliance, but to actual changes in how students behave and feel. According to Alda, Bucad, and Perez (2024), child protection programs are most effective when they are continuously monitored and adjusted based on their influence on school climate and learner conduct.

Meanwhile, the lowest-rated indicator was the regularity of monitoring efforts (M = 4.28). Although still *Highly Implemented*, this score may reflect a need for more consistent and systematic assessments. Schools may benefit from establishing more structured review timelines and clearer protocols to ensure that child protection strategies

remain aligned with emerging challenges. Smallbone, Marshall, and Wortley (2015) emphasized that without a strong monitoring system, policies risk becoming stagnant, losing their effectiveness over time.

Overall, the data reflect a commendable commitment to ensuring that the Child Protection Policy is not a one-time initiative but a continuous, evolving process. By incorporating regular reviews, listening to stakeholder feedback, and assessing actual outcomes, schools in North Glan II District are taking meaningful steps toward building a safer and more responsive environment for all learners.

**Table 7. Summary of the Level of Child Protection Policy (CPP) Implementation in North Glan II District.**

Dimensions	Means	SD	Qualitative Description
Level of Awareness	4.29	0.725	Highly Implemented
Teacher and Administrator Training	4.42	0.676	Highly Implemented
Coordination with External Agencies	4.68	0.51	Highly Implemented
Preventive and Disciplinary Measures	4.55	0.463	Highly Implemented
Resource Availability	4.43	0.656	Highly Implemented
Monitoring and Evaluation of CPP	4.41	0.619	Highly Implemented
<b>Overall Mean</b>	<b>4.47</b>	<b>0.48</b>	<b>Highly Implemented</b>

Table 7 provides a summary of the overall level of Child Protection Policy (CPP) implementation across six key dimensions in North Glan II District schools. The overall mean rating is 4.47, with a standard deviation of 0.48, which falls under the *Highly Implemented* category. This suggests that respondents generally perceive the CPP as well-executed in their schools, with strong practices in place across multiple areas.

Among the dimensions, coordination with external agencies received the highest mean score of 4.68, indicating that schools have developed strong partnerships with institutions like the Department of Social Welfare and Development (DSWD), the Philippine National Police (PNP), and local community stakeholders. These collaborations are vital to addressing child protection issues beyond the scope of the school, as supported by Smallbone, Marshall, and Wortley (2015), who emphasized the need for schools to work hand-in-hand with protection agencies to strengthen interventions.

The area of preventive and disciplinary measures also scored highly (M = 4.55), reflecting schools' consistent use of anti-bullying programs, positive discipline strategies, and conflict resolution practices. This aligns with the observations of Matulac and Zamora (2020), who reported that structured and proactive approaches significantly reduce peer-related violence and misconduct in schools.

Other dimensions, including resource availability (M = 4.43) and teacher and administrator training (M = 4.42), were also rated as *Highly Implemented*. These results show that schools are being supported through both material and professional development, which are critical for sustaining policy enforcement. As Alda, Bucad, and Perez (2024) highlighted, continuous investment in capacity-building and infrastructure contributes to the long-term success of child protection policies.

The lowest-rated areas were monitoring and evaluation of CPP (M = 4.41) and level of awareness (M = 4.29). While these are still within the *Highly Implemented* range, they suggest areas where improvement is needed. For instance, regular

updates, stakeholder feedback, and clear impact assessments could be further enhanced. Roche (2017) stressed that the sustainability of any protection policy depends on how well it is monitored and whether feedback from the school community is used to drive continuous improvement.

In conclusion, the summary reveals that schools in North Glan II District have made significant strides in implementing the Child Protection Policy across key areas. Strengthening awareness efforts and improving the consistency of monitoring practices could further solidify these gains and ensure a more holistic, responsive, and sustainable protection system for all learners.

**Table 8 Level of Behavior and Misbehavior of Students in Frequency of Misbehavior**

Indicators	Mean Ratings	SD	Qualitative Description
1. Students frequently engage in bullying behavior.	3.91	1.075	Highly Prevalent
2. Incidents of aggression are common among students.	4.13	0.925	Highly Prevalent
3. Other disruptive behaviors, such as classroom disturbances, occur regularly.	4.31	0.93	Highly Prevalent
4. The school regularly addresses issues of misbehavior effectively.	4.53	0.689	Highly Prevalent

Table 8 illustrates the level of student misbehavior in schools, specifically focusing on the frequency of misbehavior. With an overall mean score of 4.22 and a standard deviation of 0.728, the findings indicate that misbehavior is *Highly Prevalent* across the observed schools. This suggests that schools continue to face recurring challenges in managing disruptive behaviors despite the presence of the Child Protection Policy (CPP).

Among the four indicators, the highest mean score was recorded for the item, “The school regularly addresses issues of misbehavior effectively” (M = 4.53). This reflects the schools’ proactive response in managing behavioral concerns, showing that interventions are in place and being carried out with consistency. However, even with these interventions, several forms of misbehavior remain prevalent.

Notably, “Other disruptive behaviors, such as classroom disturbances, occur regularly” (M = 4.31) and “Incidents of aggression are common among students” (M = 4.13) were both rated *Highly Prevalent*. These findings align with the research of Matulac and Zamora (2020), who found that student misbehavior remains an issue in many public schools due to environmental stressors, peer influence, and lack of positive discipline techniques. Additionally, Roche (2017) emphasized that while policies like the CPP are in place, the actual shift in student conduct depends heavily on how consistently and meaningfully these policies are implemented at the ground level.

The lowest-rated item, “Students frequently engage in bullying behavior,” had a mean of 3.91, but was still rated as *Highly Prevalent*. This points to an urgent need to enhance anti-bullying initiatives and strengthen peer mediation and character development activities. De Guzman and Pascual (2020) highlighted that bullying has long-

term effects on both victims and perpetrators, and requires not just reactive measures but also preventive strategies rooted in values education.

Overall, while schools are clearly taking steps to manage student misbehavior, the persistence of such behaviors indicates that more focused interventions may be needed. Programs that target behavior transformation, social-emotional learning, and family-school-community partnerships could offer more sustainable solutions in minimizing misbehavior in the long run.

**Table 9. Level of Behavior and Misbehavior of Students in Reduction in terms of Severe Misconduct**

Indicators	Mean Ratings	SD	Qualitative Description
1. There has been a noticeable decrease in incidents of physical violence among students.	4.33	0.871	Highly Prevalent
2. Peer aggression has reduced significantly over time.	4.27	0.816	Highly Prevalent
3. Fewer cases of severe student misconduct have been reported in recent months.	4.46	0.752	Highly Prevalent
4. Students involved in severe misconduct are given constructive interventions.	4.40	0.794	Highly Prevalent
<b>Mean</b>	<b>4.37</b>	<b>0.65</b>	<b>Highly Prevalent</b>

Table 9 presents data on the perceived reduction in severe student misconduct within the schools, as a result of the implementation of child protection measures. The overall mean rating is 4.37, with a standard deviation of 0.65, which is interpreted as *Highly Prevalent*. This rating reflects that although severe misconduct is still present, respondents have noticed a clear improvement in reducing its frequency and severity over time.

The highest-rated indicator, “Fewer cases of severe student misconduct have been reported in recent months,” received a mean of 4.46, suggesting that the school’s interventions are starting to yield visible results. Similarly, the indicator on providing constructive interventions to students involved in serious misconduct (M = 4.40) shows that schools are not just responding to misconduct punitively but are offering supportive and rehabilitative approaches. According to Roche (2017), effective child protection frameworks emphasize restorative practices over punishment, focusing on reformation rather than exclusion.

Another positive finding is the noticeable decrease in physical violence among students (M = 4.33) and a significant reduction in peer aggression over time (M = 4.27). These trends reflect a shift in school climate, where violence is gradually being replaced by more constructive and respectful interactions. This supports the study of Matulac and Zamora (2020), who observed that well-implemented CPP initiatives can lead to long-term changes in student behavior when consistently applied alongside values-based education.

Despite these encouraging results, the persistent classification of these behaviors as *Highly Prevalent* implies that schools must remain vigilant. Continued emphasis on conflict resolution, counseling services, and sustained discipline programs will be necessary to maintain and improve these gains. As De Guzman and Pascual (2020) pointed out, behavior change among youth

requires reinforcement over time, guided by strong adult modelling and a nurturing school environment.

Finally, the findings suggest meaningful progress in reducing severe misconduct among students. However, the path to safer and more peaceful school communities demands ongoing effort, consistency, and the integration of both preventive and rehabilitative approaches across all levels of the school system.

**Table 10. Level of Behavior and Misbehavior of Students in terms of Improved Student Conduct.**

Indicators	Mean Ratings	SD	Qualitative Description
1. Students consistently follow school rules and regulations.	4.61	0.654	Very Prevalent
2. Students show respect during interactions with teachers and peers.	4.59	0.674	Very Prevalent
3. Students actively engage in a disciplined and structured learning environment.	4.62	0.679	Very Prevalent
4. Student behavior has generally improved over the past academic year.	4.69	0.596	Very Prevalent
<b>Mean</b>	<b>4.63</b>	<b>0.556</b>	<b>Very Prevalent</b>

Table 10 presents the perceived level of improved student conduct among learners in the participating schools. With an overall mean of 4.63 and a standard deviation of 0.556, all indicators fall under the *Very Prevalent* category. This signifies that positive student behavior has been widely observed, and that schools are succeeding in fostering respectful, well-disciplined learning environments.

The highest-rated item, “Student behavior has generally improved over the past academic year,” received a mean of 4.69, suggesting that respondents have observed a clear transformation in how students behave over time. This aligns with findings by Alda, Bucad, and Perez (2024), who reported that sustained implementation of child-centered policies positively influences student discipline, especially when supported by regular reinforcement and adult guidance.

Students’ engagement in structured and disciplined classroom settings was also rated highly (M = 4.62), indicating that learners respond well to environments that provide routine, consistency, and clear expectations. According to De Guzman and Pascual (2020), learners tend to model the behaviors they frequently experience, which is why consistent rule application and respectful teacher-student relationships contribute to improved conduct.

The indicators “Students consistently follow school rules” (M = 4.61) and “Students show respect during interactions with teachers and peers” (M = 4.59) reinforce the idea that character development is taking root in daily school interactions. These behaviors reflect a climate of mutual respect and accountability, which, as Narvaez (2014) pointed out, is essential for nurturing morally grounded and emotionally resilient students.

Altogether, the data suggest that schools in North Glan II District are not only addressing misbehavior effectively but are also succeeding in promoting positive behaviors. The presence of improved student conduct reflects the influence of

child protection efforts and character-building programs that focus on consistency, empathy, and shared responsibility within the school community.

**Table 11. Level of Behavior and Misbehavior of Students in terms of Student Perceptions of Safety.**

Indicators	Mean Ratings	SD	Qualitative Description
1. Students generally feel safe within the school environment.	4.62	0.583	Very Prevalent
2. Students have confidence in the school's ability to address bullying and other child protection issues.	4.43	0.732	Very Prevalent
3. Students know where and how to report child protection concerns.	4.52	0.699	Very Prevalent
4. The school takes quick and effective action in response to student safety concerns.	4.57	0.685	Very Prevalent
<b>Mean</b>	<b>4.53</b>	<b>0.538</b>	<b>Very Prevalent</b>

Table 11 presents the students' perceptions of safety within their school environments. With an overall mean of 4.53 and a standard deviation of 0.538, the responses indicate that feelings of safety are *Very Prevalent*. This suggests that schools in North Glan II District have created a generally secure and supportive atmosphere where learners feel protected and confident in the systems designed to uphold their well-being.

The highest-rated item is, "Students generally feel safe within the school environment" (M = 4.62), reinforcing the idea that a strong foundation of physical and emotional security is in place. Feeling safe is not only a right but also a prerequisite for effective learning and behavior development. According to Roche (2017), students are more likely to engage positively in school when they believe they are safe from harm and that their concerns will be taken seriously.

Moreover, students rated the school's ability to take "quick and effective action in response to safety concerns" with a mean of 4.57, and their awareness of how and where to report issues (M = 4.52) was also notably high. These findings align with the study of Smallbone, Marshall, and Wortley (2015), who emphasized the importance of timely interventions and accessible reporting mechanisms in any child protection framework.

The lowest, yet still *Very Prevalent*, score was recorded for confidence in the school's ability to address bullying and other child protection issues (M = 4.43). While still positive, this suggests that there may be occasional inconsistencies in how schools respond to more complex or recurring problems. As Alda, Bucad, and Perez (2024) pointed out, a child protection policy must be supported by actions that are consistently experienced by students, not just policy documents or one-time interventions.

Overall, students generally perceive their schools as safe spaces where they can learn and grow. However, maintaining this trust requires continuous training of staff, visible action during safety concerns, and a nurturing environment where students feel heard. Ensuring that every learner, regardless of background or experience, knows how and when to seek help must remain a top priority.

**Table 12. Summary of the Level of Behavior and Misbehavior of Students in North Glan II District.**

Dimensions	Means	SD	Qualitative Description
Frequency of Misbehavior	4.22	0.73	Very Prevalent
Reduction in Severe Misconduct	4.37	0.65	Very Prevalent
Improved Student Conduct	4.63	0.56	Very Prevalent
Student Perceptions of Safety	4.53	0.54	Very Prevalent
<b>Overall Mean</b>	<b>4.43</b>	<b>0.53</b>	Very Prevalent

Table 12 summarizes the overall level of student behavior and misbehavior in North Glan II District as perceived by respondents. The data reveal an overall mean of 4.43 with a standard deviation of 0.53, which is interpreted as *Very Prevalent*. This suggests that while misbehavior exists to some extent, positive behavioral patterns, such as respect, discipline, and safety, are more dominant and visible across schools.

Among the dimensions, the most prevalent is *Improved Student Conduct*, which scored the highest mean at 4.63. This implies that schools have seen noticeable progress in how students behave, likely due to consistent enforcement of policies, character-building efforts, and guidance programs. As supported by Alda, Bucad, and Perez (2024), sustained implementation of school-based child protection strategies fosters better behavioral outcomes over time.

Following closely is *Student Perceptions of Safety* (M = 4.53), indicating that students feel safe in their school environment and trust their school to act promptly when issues arise. This finding aligns with the observations of Roche (2017), who emphasized that when learners feel secure, they are

more likely to display respectful and cooperative behavior.

The scores for *Reduction in Severe Misconduct* (M = 4.37) and *Frequency of Misbehavior* (M = 4.22) remain *Very Prevalent*, yet they also point to areas that may need continued intervention. While incidents of violence and aggression appear to have decreased, they are still present and need to be consistently addressed. This echoes the call from Matulac and Zamora (2020) to reinforce discipline policies with values education and support services, ensuring that misbehavior is not only managed but prevented.

In sum, the data reflect a promising trend toward improved student conduct across the district. However, to sustain and enhance these gains, schools must continue prioritizing a balance of discipline, intervention, and student engagement. Reinforcing safety, addressing misconduct early, and celebrating positive behavior can contribute to even better outcomes in the long term.

**Table 13. Correlational Analysis between the Level of CPP Implementation and Behavior and Misbehavior of Students.**

	Spearman's rho	df	p-value
Level of Awareness	0.345	328	< .001
Teacher and Administrator Training	0.598		< .001
Coordination with External Agencies	0.612		< .001
Preventive and Disciplinary Measures	0.524		< .001
Resource Availability	0.714		< .001
Monitoring and Evaluation of CPP	0.686		< .001
CPP	0.762		< .001

Table 13 presents the results of the correlational analysis between the level of Child Protection Policy (CPP) implementation and the behavior and misbehavior of students. The analysis used Spearman's rho to determine the strength and direction of relationships between the variables. The findings reveal that all dimensions of CPP implementation show significant positive correlations with student behavior and misbehavior, with p-values all less than .001, indicating a strong level of statistical significance.

Among the dimensions, the strongest correlation was observed in Resource Availability ( $\rho = 0.714$ ), followed closely by Monitoring and Evaluation of CPP ( $\rho = 0.686$ ). These results suggest that when schools are equipped with adequate resources—such as trained personnel, materials, and facilities—and regularly monitor their child protection initiatives, student conduct significantly improves. This supports the findings of Roche (2017) and Smallbone, Marshall, and Wortley (2015), who emphasized the crucial role of accessible resources and consistent monitoring in ensuring the success of child protection measures.

Strong correlations were also found in Coordination with External Agencies ( $\rho = 0.612$ ) and Teacher and Administrator Training ( $\rho = 0.598$ ). These results imply that collaborative efforts with outside organizations and the continuous capacity-building of school personnel positively influence the way students behave. According to Alda, Bucad, and Perez (2024), inter-agency partnerships and well-trained staff contribute to a responsive and preventive approach to student behavior management.

Meanwhile, Preventive and Disciplinary Measures ( $\rho = 0.524$ ) and Level of Awareness ( $\rho = 0.345$ ) also show significant correlations, though at relatively lower levels compared to other factors. This could indicate that while awareness campaigns and discipline systems are essential, they must be complemented by concrete resources and trained staff to bring about more substantial behavioral change. As Matulac and Zamora (2020) noted, awareness alone is not enough; action must follow knowledge for lasting change to occur.

The overall correlation coefficient between CPP implementation and student behavior is  $\rho = 0.762$ , which indicates a strong positive relationship. This means that as schools enhance the implementation of their child protection policies, students are more likely to exhibit improved behavior and fewer instances of misconduct. The findings affirm the critical role that CPP plays in shaping a safe, respectful, and well-disciplined school environment.

#### IV. CONCLUSIONS

This study explored the implementation of the Child Protection Policy (CPP) and its connection to student behavior and misbehavior in North Glan II District. The findings revealed that CPP is highly implemented across various dimensions, including awareness, teacher and administrator training, coordination with external agencies, resource availability, preventive measures, and monitoring practices. Schools have shown strong commitment to ensuring the safety and well-being of learners by putting structures and programs in place to support child protection.

As a result of these efforts, students generally exhibit improved behavior. They follow school rules, engage respectfully with peers and teachers, and participate in structured learning environments. Most students feel safe in school and trust that their concerns will be addressed properly. At the same time, misbehavior, such as bullying and classroom disruptions, while still present, has been addressed more effectively through preventive strategies and constructive interventions.

The study confirmed a significant positive relationship between the extent of CPP implementation and student behavior. When the policy is consistently applied—with adequate resources, ongoing training, and proper evaluation—student conduct improves, and cases of severe misconduct decline. This emphasizes that the presence of the policy alone is not enough; its success depends on how well it is carried out in day-to-day school life.

The results of this research contribute to both practice and policy development. For

practitioners, it provides a clear direction for strengthening CPP implementation through focused training, collaboration with agencies, and sustained evaluation. For policy makers, the study reinforces the importance of investing in systems that protect students and shape school environments where respect, discipline, and safety thrive. Future studies can build on these findings by exploring student voices in greater depth and assessing long-term impacts of child protection interventions in various educational settings.

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