

IMPLEMENTATION OF THE CHILD PROTECTION POLICY IN FABINHS: A QUANTITATIVE COMPARATIVE ANALYSIS ACROSS PARENTS, TEACHERS, AND STUDENTS

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ABSTRACT

This study investigated the implementation of the Child Protection Policy (CPP) in Fernando Air Base INHS (FABINHS), concentrating on the perceptions of parents, teachers, and students. Utilizing a quantitative comparative design, the study evaluated respondents' awareness and understanding of CPP objectives, rights and responsibilities, reporting mechanisms, and school-based programs. Results revealed significant differences across stakeholder groups: teachers demonstrated higher awareness and compliance, while parents and students showed weaker engagement. Strengths included established reporting systems and school-based initiatives, whereas weaknesses included limited training in positive discipline and uneven stakeholder involvement. The findings underscore that CPP effectiveness depends not only on compliance with legal mandates but also on inclusive collaboration, sustained awareness-building, and strengthened institutional support. A responsive management plan tailored to FABINHS is recommended to enhance reporting mechanisms, foster stakeholder participation, and ensure a safer, more supportive learning environment for all learners.

Keywords: *Child Protection Policy, stakeholder awareness, school-based programs, reporting mechanisms, FABINHS, policy implementation*

Introduction

Ensuring child safety is one of the foremost responsibilities of every educational institution, as it plays a vital role in providing an environment that is secure, safe, and supportive of learners' needs in both personal and academic aspects. Schools serve as the second home of each learner, where they are expected to be protected from various forms of violence against sexual orientation, age, and interests. However, despite all the efforts of educational institutions to protect the learners, reports reveal that bullying from peers, discrimination according to background, and other forms of school-related violence persist.

Article XV, Section 3 (2) of the 1987 Constitution of the Philippines stipulates that the state has the responsibility to ensure the right of children to assistance and special protection from all forms of neglect, abuse, cruelty, exploitation, and other conditions prejudicial to their development. Hence, in response to this constitutional provision, the Department of Education, through DepEd Order 40, series 2012, has mandated the implementation of the Child Protection Policy in schools to ensure that learners are safeguarded from abuse, discrimination, bullying, and other forms of harm. The CPP provides mechanisms for preventing and responding to all forms of child abuse and bullying that happen in schools. Schools are required to adopt local child protection committees, maintain confidential reporting systems, and promote students' rights to dignity, safety, and participation.

While the implementation of the Child Protection Policy consistently aims to provide a safe space and a protective learning environment for learners, its effectiveness largely depends on how administrators understand, implement, and sustain it at the school level. Even though clear guidelines and mechanisms exist, their implementation still becomes a challenge due to varying levels of awareness, compliance, and participation from stakeholders. The parents' and teachers' perspectives are particularly crucial in determining the extent to which the policy is implemented within the school environment, as they are directly involved in supervising and protecting the learners.

The implementation of the Child Protection Policy in the Department of Education was institutionalized through DepEd Order No. 40, s. 2012. This policy provided a comprehensive framework to ensure that learners are safeguarded from abuse, violence, exploitation, discrimination, and bullying inside the school. This policy is anchored in the 1987 Constitution of the Philippines and

is supported by Republic Act 7610, otherwise known as the Special Protection of Children Against Abuse, Exploitation and Discrimination Act, and Republic Act 10627, the Anti-Bullying Act of 2013. Thus, the policy affirms that children are rights-holders and schools are duty-bearers responsible for ensuring their safety and well-being.

Considering the legal views, the implementation of CPP mandates that DepEd schools form Child Protection Committees, whose role is to ensure the implementation of preventive programs and enforcement, reporting, and intervention mechanisms. Thus, teachers and other school personnel are mandatory reporters, making them legally liable for responding to suspected violations of this policy. Hence, failure to comply with these duties may result in administrative, civil, or criminal cases. It is therefore important to note that CPP not only guides school practices but also strengthens schools' legal obligation to uphold and protect the welfare of learners.

It is notable that schools and other institutions worldwide demonstrate changing approaches to securing learners. Hence, safeguarding the learning environment and the learners has become a requirement for international schools. Institutions focus on staff training, digital safety, and reporting mechanisms. These global efforts underscore the progress and gaps in the implementation of child protection, offering valuable insights to strengthen CPP in the Philippine setting. In Africa, formal school policies are often supplemented by community-based child protection initiatives. Hence, South Africa has established legal protections strong enough to protect the students. However, schools in rural areas frequently lack officers trained to safeguard learners.

In Asian countries, implementation is more uneven. UNESCO (2021) noted in various articles that East Asian countries such as Japan and South Korea have advanced antibullying and mental health initiatives in schools. Meanwhile, according to UNESCO (2022) and UNICEF (2023), countries in South and Southeast Asia, such as India and the Philippines, still struggle to enforce the CPP due to rural and resource-constrained settings. These discrepancies underscore the importance of contextual adaptation as the effectiveness of the policy is often mediated by the socio-economic conditions, cultural norms and capacity of the institution.

Despite global reports on varied approaches to protecting children in schools, there is limited research examining how stakeholders, particularly parents and students, interpret, implement, and sustain child protection policies at the school level. Thus, the challenge lies not in the absence of policy but in the uneven interpretation and implementation of existing policies, raising questions about the level of awareness, compliance, and participation among stakeholders. Existing studies tend to focus more on policy frameworks and outcomes rather than on stakeholder perspectives that influence actual practice. This gap highlights the need to explore how awareness, participation, and compliance among stakeholders shape the effectiveness of the policy in specific school contexts.

In Fernando Air Base Integrated National High School, the CPP implementation reflects both compliance with national mandates and the certainties of a dynamic school environment. The school has clear mechanisms for reporting incidents. It has a series of school-based programs aimed at fulfilling the mandate of CPP. However, the challenge remains for stakeholders, teachers, and students regarding awareness, participation, and adherence to established procedures. The level of awareness and engagement among parents, teachers, and students varies, which affects how the policy is practiced and sustained in the school.

Thus, these conditions highlight the need to examine the current state of CPP implementation in FABINHS, particularly from key stakeholders' perspectives, to identify gaps and develop a more responsive, contextualized management plan. This study therefore aims to explore the awareness and participation of the parents and teachers in the implementation of the Child Protection Policy in Fernando Air Base Integrated National High School.

Statement of the Problem

This study aims to investigate the implementation of the Child Protection Policy in FABINHS as viewed by the parents, teachers, and students.

Specifically, it answers the following questions:

1. How can the implementation of CPP in FABINHS be described as perceived by the respondents in terms of:

1.1 Parents

- 1.2 Teachers
- 1.3 Students
2. What is the level of awareness and understanding of the respondents on the Child Protection Policy in terms of:
 - 2.1 Objectives and provisions of the CPP
 - 2.2 Rights and responsibilities of learners, parents, and teachers
 - 2.3 Forms of child abuse, bullying, and discrimination covered by the policy
 - 2.4 Reporting and referral mechanisms
 - 2.5 School-based child protection programs and procedures
3. What is the level of perception of parents, teachers, and students on the strengths and weaknesses of the implementation of the Child Protection Policy (CPP) in FABINHS in terms of:
 - 3.1 Strengths of CPP implementation
 - 3.2 Areas needing improvement?
4. Is there a significant difference in the assessment made by the 3 groups of respondents?
5. What management plan can be suggested to address the gap found in the study?

Scope and Delimitations

This study focuses on the analysis of the implementation of the Child Protection Policy at Fernando Air Base Integrated National High School. The study aimed to assess the perceptions of three groups of respondents regarding the extent to which the CPP is implemented within the institution. The scope includes the views and the comparison of assessments to determine whether there is a significant difference in the population's responses. This also identifies the strengths, weaknesses, and challenges as observed by the respondents. Hence, based on these findings, the study further aims to propose a management plan to address the gaps and enhance the implementation of the CPP to ensure that learners are safeguarded.

The study is delimited to FABINHS only and does not extend to other schools in the Schools Division of Lipa City or beyond. Respondents are limited to parents, teachers, and students enrolled in or employed by FABINHS. This study excludes external stakeholders, such as community leaders, non-governmental organizations, and Department of Education officials. The proposed management plan is confined to the context of FABINHS and is not intended to serve as a universal framework for all institutions.

Review of Related Literatures

Legal and Policy Foundations of Child Protection. Ensuring the safety and welfare of children is an important responsibility of the state in the Philippines through national policies and educational systems. The formation of legal and institutional frameworks guiding the protection of children highlights the commitment of the country to ensure that children are safeguarded from all forms of abuse, exploitation, and discrimination, especially in school settings where they are expected to be free from all forms of harm.

The 1987 Constitution of the Philippines under Article XV, Section 3 orders the state to defend the right of all children to aid, including proper care and protection from all forms of violence, abuse, and other conditions that may negatively affect their development. This provision of the constitution serves as the foundation for the formulation of all policies on child protection in the Philippines. Hence, policies shall focus on the welfare of children as it is a national priority. It then underscores the role of schools in ensuring that the learners are nurtured in a safe and supportive environment.

Through this constitutional mandate, the Philippines has enacted the Republic Act No. 7610, otherwise known as the Special Protection of Children Against Abuse, Exploitation and Discrimination Act. This law provides a comprehensive framework for protecting children from all forms of harm. RA 7610 highlights the importance of implementing preventive measures to ensure child safety. Hence, encouraging all institutions to actively take part in child safety initiatives.

Moreover, schools in the Philippines named bullying as a significant concern affecting the learners' well-being and academic performance. To address this, Republic Act No. 10627, otherwise known as the Anti-Bullying Act of 2013, mandated that all elementary and secondary schools adopt

policies to prevent and address all forms of bullying within the school. This law required schools to implement effective intervention programs, establish clear reporting mechanisms, and promptly and appropriately handle reported cases of bullying. RA 10627 emphasizes the role of schools in protecting the learners not only from physical harm but also from psychosocial and emotional distress that affects their academic standings.

Thus, the Department of Education, through the above-stated laws, institutionalized the Child Protection Policy through DepEd Order No. 40, s. 2012. This mandate provides a comprehensive framework that provides guidance to schools in ensuring a child-friendly learning environment and addressing cases of bullying, exploitation, and abuse. It outlines the roles and responsibilities of school personnel, the formation of the Child Protection Committee, and suggested procedures for safely reporting, checking, and responding to child protection concerns. The policy also emphasizes preventive education, capacity-building, and collaboration with stakeholders, including parents and the community.

Implementation of Child Protection Policies in Schools. Andaya et. Al (2025) reveals a diverse range of implementation efforts across schools, local governments, hospitals, and community-based programs. Promising strategies of best practices include multidisciplinary approaches, community engagement, and strong leadership from Local Government Units. However, persistent challenges still include resource constraints, capacity gaps, coordination issues, and socio-cultural barriers.

In line with this, Bacuya (2020) noted in her study that most teachers are aware of the Child Protection Policy, but its implementation in schools is not particularly rigid. She therefore recommended consistent monitoring and a more comprehensive information drive to implement the Child Protection Policy. Training modules should include positive and non-violent discipline in classroom management, anger, and stress management. Moreover, seminars should include gender sensitivity topics. Likewise, Cervancia et al. (2019) recommend, in a study, dwelling on implementing the DepEd Child Protection Policy, focusing on monitoring the system adopted by schools and probing the capacity of activities afforded to teachers in both public and private educational settings.

Castaneda and Manalang (2025) aimed to determine the extent of teachers' implementation of the child protection policy. Her study revealed that implementation in areas on child exploitation, violence against children, bullying, corporal punishment, and positive nonviolent discipline is extensively implemented with the highest ratings in preventing child exploitation and bullying. However, the lowest implementation was observed in Positive and Nonviolent discipline, which may require more targeted training and support. Meanwhile, Antiza and Labitad (2024) found that most respondents had received training on child protection policy at the school level. This indicates a strong foundation for child protection in our schools. The policies have significantly contributed to safeguarding children's interests, with schools demonstrating high awareness and responsiveness in disciplinary actions. There is a relationship between awareness of child protection policy and schools' responsiveness.

Rabor (2025) revealed that public secondary schools are compliant with the legal bases and requirements for child protection policies. There are a few younger individuals in leadership roles, indicating that experience is important for career growth and emphasizing the need for more training and professional development for both school heads and teachers. Schools have a high level of responsiveness to child protection policy relative to duties and responsibilities, preventive measures, protective and remedial measures, and management of related cases. On the other hand, Alida et. Al (2018) revealed that the policy was implemented to a moderate extent, yet issues such as child abuse, discrimination, and bullying still occurred.

In 2012, the Department of Education (DepEd) released the Child Protection Policy (CPP), which aims to ensure the safety and well-being of learners, particularly those who are vulnerable to conditions that may negatively affect their development and learning in school. Officially known as the "DepEd Child Protection Policy," or the "Policy and Guidelines on Protecting Children in School from Abuse, Violence, Exploitation, Discrimination, Bullying, and Other Forms of Abuse," it highlights the critical role of school personnel in safeguarding children. Teachers and school staff are expected to take an active part in this effort by directly assisting learners who may have experienced violence, coordinating with parents, and collaborating with relevant authorities such as law enforcement agencies.

In the international context, child protection is anchored in agreements such as the United Nations Convention on the Rights of the Child (UNCRC), which emphasizes the rights of every child to be free from all forms of physical or mental violence, abuse, neglect, and exploitation. Organizations such as UNESCO and UNICEF have consistently highlighted the role of schools as critical institutions in safeguarding children. UNESCO (2019) mentioned that effective child protection systems require not only strong policies but also proper implementation, monitoring mechanisms, and stakeholder engagement within schools. Similarly, UNICEF (2020) on child protection in Asia emphasizes that despite the presence of policies, challenges persist in terms of awareness, reporting mechanisms, and institutional capacity, particularly in developing countries.

Relative perspectives from various countries around the world further show how child protection policies are implemented in different contexts. In South Africa, for example, CPP is embedded in a rights-based framework that integrates school safety policies with broader social welfare processes. According to the Department of Basic Education, South Africa (2015), while policies comprehensively discuss child protection, challenges such as resource constraints and limited educator training result in low policy effectiveness. This, therefore, highlights a common issue in many developing countries, such as the Philippines.

On the other hand, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) (2018) stated that Japan's approach to child protection emphasizes preventive education and strong collaboration between and among the institutions of the country. Thus, Japanese ways integrate moral education and community involvement as a key component in preventing abuse and bullying. This holistic approach proves the importance of cultural and community-based strategies in strengthening child protection mechanisms.

The same goes with South Korea. The Korean Ministry of Education (2019) stated that it has implemented school-based policies to address bullying and child abuse by establishing clear, structured reporting systems and strict enforcement measures. The state has established clear protocols and accountability systems within schools. These contributed to improving reporting and response to child protection cases. However, several studies indicated that social stigma and underreporting of incidents remain challenges, suggesting that legal frameworks alone are insufficient without addressing cultural factors.

Stakeholder participation. Zamora (2021) recommended that school heads enjoin stakeholders to participate in policy decision-making and implementation, build relationships with parents, and launch school initiatives aligned with the law, the CPP program, and the DepEd vision, mission, and core values. Moreover, Barangas (2019) noted that the Child Protection Policy (CPP) is implemented in schools to promote a child-friendly environment that ensures safety, respect, and a conducive learning environment. It supports interactive teaching and learning processes while encouraging positive discipline that enhances learner motivation. However, the results of her study reveal significant differences in the perceptions of various stakeholders, such as teachers, SPG officers, PTA members, parents, and classroom officers, regarding its implementation, suggesting that their views are not the same, which may be influenced by differences in their demographic profiles, roles, and level of awareness or understanding of the CPP.

Arcuino and Oclarina (2025) noted that the existence of child protection policies in schools has yielded both positive and negative experiences for stakeholders. While there are negative experiences, positive ones, such as teamwork, rapport, and satisfaction, may help mitigate adverse ones. Therefore, with the diverse experiences of stakeholders regarding the implementation of Child Protection Policies in schools, appropriate dissemination of child protection policy information is a must.

The study of Miranda et. Al (2025) revealed high awareness among stakeholders, with the domains of composition and proper procedure, engagement, attitudes towards CPP, and awareness of the establishment of CPP rated highly. The school's responsiveness to CPP was also rated highly, with the domains of objectives, managing feedback, duties and responsibilities, conducting activities, planning and preparation, monitoring and evaluation, and delegating human resources all receiving high ratings. Moreover, there was a significant difference in the awareness and schools' responsiveness to CPP across respondent groups. Awareness and perceptions of the schools' responsiveness to the CPP are higher among teachers and CPC members than among learners and parents, highlighting a gap in stakeholder engagement.

In a study, Villanueva (2022) found that teachers are knowledgeable about the Child Protection Policy and that schools are compliant with its implementation as mandated. Similarly, the findings revealed a significant relationship between teachers' level of awareness and implementation in schools. Moreover, Recibe (2024) found that teachers are highly aware of the policy and implement it effectively, though challenges persist. The study recommends enhanced teacher training, regular monitoring by school leaders, and increased parental involvement to improve policy enforcement and ensure a safer school environment for students.

Casanding and Rufino (2025) indicated that stakeholders in private schools had higher awareness levels than those in public schools. Private schools also demonstrated stronger implementation, especially in service delivery, accountability, and policy formalization. Public schools showed lower performance across these domains, with notable challenges in referral systems, coordination with external agencies, and capacity-building activities. The study underscored the need for increased awareness building, resource allocation, and stakeholder engagement, particularly in public schools.

Strengths and Weaknesses of CPP Implementation. Zamora (2021) revealed that school heads faced challenges, including inadequate financial and human resources and students' negative dispositions. In addressing such challenges, it was noted that school heads strictly enforced the policy's provisions, sought assistance from various stakeholders, and conducted robust communication efforts. It was then learned that an effective CPP implementation might only occur if school heads employ child-centered, policy-based decision-making, establish positive relationships with stakeholders, and strengthen the school's communication mechanisms.

Han-Awon (2025) found significant variability in teachers' awareness and school responsiveness. Although there is an increased awareness of child protection policies, their practical implementation remains inconsistent. Factors influencing implementation include the adequacy of teacher training, resource availability, and the effectiveness of policy communication. The review identified a need for improved training programs and more robust monitoring mechanisms to ensure the effective enforcement of child protection policies.

Despite the Department of Education's hard work in strengthening the DepEd Child Protection Policy, research on child protection reforms in Israel shows that children played a minimal role in these reforms, leading to lower levels of cooperation and engagement (Alfandri, 2017). Munger and Markstrom (2019) found that educators often lack awareness about domestic violence, including child abuse. A study by Devaney and McGregor (2016) emphasized the importance of understanding the intricate relationship between child safety and family support for both practitioners and students.

A study by Alfandri (2017) highlighted that the limited participation of children in national child protection reforms in Israel reduced the effectiveness of these initiatives. Moreover, Heiman and Gupta (2020) provided a foundational discussion on child protection practices and policies, linking essential theories to standard procedures. Similarly, Munger and Markstrom (2019) found that educators often lack awareness regarding domestic violence. Devaney and McGregor (2016) emphasized the importance for both practitioners and students to understand the complex relationship between child safety and family support.

Burr and Fay (2019) argued that measures intended to safeguard children in schools are often not fully realized or may produce unintended outcomes. Similarly, Armfield et al. (2020) emphasized that improving the timing and type of engagement with the child protection system could help reduce student absenteeism. In the local context, studies present differing findings regarding the implementation of the Child Protection Policy. Segundo and Guia (2019) reported only moderate levels of implementation in public high schools. Meanwhile, Estremera (2020) observed that members of child protection committees possess adequate knowledge in identifying bullying, discrimination, abuse, and exploitation, and Bayuca (2020) noted that teachers are generally aware of the Department of Education's child protection policy and its implementation. Furthermore, Roche (2017) reviewed existing literature on child protection and abuse in the Philippines, recommending further studies that examine the legal framework alongside structural, social, and cultural influences.

Theoretical Framework

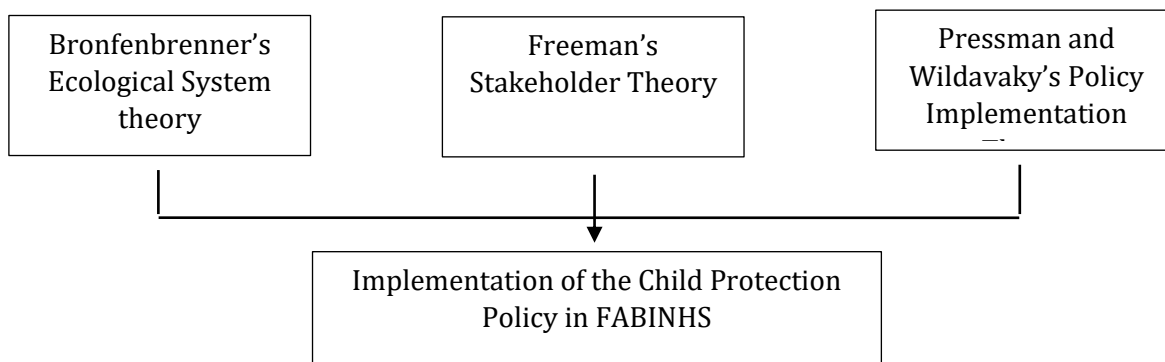
This study is anchored in a combination of Bronfenbrenner's Ecological Systems Theory, Stakeholder Theory and Policy Implementation Theory. These theories collectively explain how the Child Protection Policy is experienced, interpreted, and enacted within the school context. Rufon and Baldera (2024) highlighted that Strong alignment with legal and curricular mandates was observed, though challenges related to resource constraints and rapid policy changes were noted. The appropriateness of objectives, activities, and assessment tools was evident, with clear linkages to the school vision.

Bronfenbrenner's Ecological System theory emphasizes that the development of the child is nurtured by various environmental system that interacts with one another. One of these systems includes the microsystem, which, in the context of this study, refers to FABINHS. This is where direct interactions among the teachers, parents, and learners happen. Another is the mesosystem, where relationships happen. In this study, the mesosystem refers to the connections among various microsystems, such as how parents communicate with teachers about the child's status, which is crucial for strengthening or weakening the implementation of the Child Protection Policy. This theory supports the idea that differences in respondents' perceptions may lead to varying positions and interactions within the systems involved.

Supplementing this idea, Freeman's Stakeholder Theory, first proposed in 1983, posited stakeholders as the groups and individuals who can affect and be affected by the organization. Hence, it is essential to provide support not only to shareholders but also to stakeholders. These supports help the institution to exist and thrive. In the context of CPP, the key stakeholders include the parents, teachers, and students. Their perceptions and ideas can provide important insights into the effectiveness, strengths, and gaps in implementation. This theory can justify a comparative analysis across these groups while recognizing that each group has its own unique expectations and experiences regarding the policy's implementation.

In addition, Pressman and Wildavsky's Policy Implementation Theory in 1973 emphasized the relevance of communication, resources, stakeholder engagement, and institutional support to the success of policy implementation. It means that success does not only rely on the design and execution of the policy, but also on the interaction of the existing communities within the institution. Wide variations among respondents may indicate inconsistencies in implementation or highlight gaps between policy intent and actual practice.

Through these theories, they may assume that the implementation of the Child Protection policy is not a single process but a multidimensional one. This implies that environmental interactions, stakeholders' perspectives and institutional practices influence the effectiveness of the CPP. Analyzing responses from teachers, parents, and students is crucial for identifying convergences and divergences in perceptions that may inform evidence-based improvement in the institution's CPP implementation.



Conceptual Framework

This study used the Input-Output-Process Model to examine the implementation of the Child Protection Policy in FABINHS, employing a quantitative comparative design. This framework is applicable because it provides a structured, visual framework essential for analyzing complex systems, defining boundaries, and clearly outlining the relationships between variables.

The input process includes the respondents' profiles – sex and role in the community. Moreover, it includes the respondents' views on the implementation. The input also included respondents' views on the implementation of the CPP. It also includes the dimensions of CPP implementation such as the level of respondent awareness of the existing policy and its strengths and weaknesses. These inputs serve as the foundational data for determining how the policy is experienced by respondents.

The process involves the collection, analysis, and interpretation of data using appropriate statistical methods. This includes measuring respondents' perceptions of the implementation of the CPP by each group. The process also included a comparative analysis of the data to determine whether there is a significant difference in the responses across groups.

The output of the study is a proposed management plan, strengthened by a research-based recommendation to enhance implementation of the Child Protection Policy within the institution.

Input	Process	Output
a. Profile of the Respondents - Sex - Role in the Community b. level of awareness and understanding of CPP - Objectives and provisions of the CPP - Rights and responsibilities of learners, parents, and teachers - Forms of child abuse, bullying, and discrimination covered by the policy - Reporting and referral mechanisms - School-based child protection programs and procedures c. Respondents Perception - Strengths - Weaknesses	a. Collection of Data -Survey Questionnaire b. Statistical Treatment C. Data Analysis and Interpretation	Proposed Management Plan for Child Protection Policy Implementation in FABINHS

Conceptual Framework of the Study

METHODOLOGY

Research Design

This study will be conducted using a quantitative method, focusing on numerical data gathered from respondents. Bhandari (2020) stated that it is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

Instrument

The research will make use of survey questionnaires. The researcher will prepare a set of survey questionnaires to be answered by the sample population determined through Slovin's Formula.

Questionnaire

The questionnaire will be entitled “Questionnaire on the Implementation of the Child Protection Policy in FABINHHS”. The instrument was divided into three parts. The first part focused on the respondents' demographic profile. The second part focused on respondents' views on the implementation of the Child Protection Policy. The third part focused on the respondents' level of awareness and understanding of CPP, while the last part focused on the strengths and weaknesses of the implementation.

Construction

To create a good set of survey questionnaires, the researcher conducted extensive online research and identified relevant references for the study. After that, the researcher prepared the initial draft, which was enhanced to ensure the clarity of each item. Lastly, the researcher presented the questionnaire to the adviser. After validating the questionnaire, suggestions were incorporated to ensure high-quality results.

Validation

The researcher had the questionnaire validated by a research expert from the institution as well as the guidance coordinator of the school. Due to time constraints, the researcher allotted two days to review and validate the instrument. Upon the instrument's validation and the incorporation of suggestions, the adviser approved it for administration.

Administration

The researcher wrote a letter to the School Principal of Fernando Air Base Integrated National High School requesting permission to conduct a survey at the institution. The survey was then distributed online via Google Forms. In compliance with the Data Privacy Act of 2012, the researcher informed the respondents that their information would be kept and treated with utmost confidentiality.

Scoring of Responses

After the questionnaires are retrieved, the data must be subjected to statistical tools to translate them into more meaningful information. Thus, the data were collected and tabulated. The questionnaire used a 4-point Likert scale, with 4 as the highest value and 1 as the lowest. The following options, scales, and verbal interpretations were used to rate items in specific parts of the questionnaire.

Data Gathering Procedure

The researcher first sought authorization from the school principal before administering the validated questionnaire. After permission was granted, coordination was made with the grade-level coordinators, head teachers, and class advisers to ensure proper distribution and retrieval of the instrument. The questionnaire, which served as the primary data-gathering tool, was distributed via Google Forms to parents, teachers, and students. Each form included a cover letter requesting cooperation, clear directions for answering, and a Data Privacy Statement to guarantee that all responses were treated with strict confidentiality.

Study Limitations and Ethical Considerations

The study is limited to the students, parents, and teachers of Fernando Air Base Integrated National High School. This study focuses on the aforementioned research questions and variables, including participants' responses to the prepared questionnaires. The respondents were fully informed of what would be asked of them, how the data would be used, and the consequences. They were provided with clear consent to participate in the study voluntarily, including the understanding of their right to access their information and the option to discontinue the survey at any time if they feel uncomfortable. They were also informed that their responses and identities would be treated with the utmost confidentiality and used only for academic purposes. Throughout the entire research, their identity were kept confidential.

Moreover, the use of AI in this study is guided by ethical principles including academic integrity, transparency, data privacy, and responsible use. AI tools were any used to improve and refine language and organization. Meanwhile, all analyses, interpretations, conclusions, and recommendations were the sole responsibility of the researcher.

Results and Discussion

SOP 1. Assess the level of implementation of the Child Protection Policy (CPP) in FABINHS as perceived by the respondents in terms of parents, teachers, and students.

The overall mean of 3.51 indicates that the respondents perceive that the Child Protection Policy is highly implemented in FABINHS. The teachers, attaining the highest level of perception, suggest that this group of respondents has strong confidence in the policy's execution. It can also be noted that the learners gave the lowest rating, which suggests that the policy may not be fully experienced or understood at their level.

Table 1 Level of CPP Implementation as Perceived by Parents, Teachers and Parents

Indicators	Parents Mean	Teachers Mean	Learners Mean	Overall Mean	SD	Interpretation
1. Active Child Protection Committee (CPC)	3.67	3.33	3.00	3.33	0.34	Highly Implemented
2. CPC effectively coordinates child protection concerns	3.50	3.67	2.33	3.17	0.68	Implemented
3. Rules against bullying, abuse, and discrimination strictly enforced	3.33	3.67	2.67	3.22	0.41	Implemented
4. School policies on child protection consistently followed	3.33	3.33	3.00	3.22	0.17	Implemented
5. Child protection concerns addressed immediately and properly	3.17	3.33	2.67	3.06	0.34	Implemented
6. School provides intervention for learners affected by abuse or bullying	3.33	3.67	2.67	3.22	0.41	Implemented
7. School conducts orientation and information campaigns on CPP	3.50	3.67	2.67	3.28	0.50	Highly Implemented
8. Teachers, parents, and students informed about child protection policies	3.33	3.67	3.00	3.33	0.17	Highly Implemented
9. Stakeholders understand their roles in ensuring child safety	3.67	3.67	3.00	3.44	0.34	Highly Implemented
10. School monitors implementation of CPP	3.33	3.67	2.67	3.22	0.41	Implemented
11. Child protection cases properly documented and reported	3.67	3.67	3.33	3.56	0.17	Highly Implemented
12. School evaluates and improves child protection programs regularly	3.67	3.67	3.00	3.44	0.34	Highly Implemented
OVERALL	3.46	3.59	2.83	3.29	0.357	Highly Implemented

SOP 2. Assess the level of awareness and Understanding of the Child Protection Policy

2.1 Objectives and Provisions of CPP

The overall mean of 3.42, with a verbal interpretation of "very much aware," indicates a high level of awareness across all respondent groups. It can be noted from the table that the teachers with the highest mean score of 3.50, interpreted as very much aware, indicate the highest level of awareness of the objectives and provisions of the Child Protection Policy. Meanwhile, the group of learner respondents attained the lowest mean score of 3.29, indicating that the learners have the lowest level of awareness of the objectives and provisions of CPP.

**Table 2.1 Levels of Awareness of the Parents, Teachers and Learners on th
Objectives and Provisions of CPP**

Indicators	Parents Mean	Teachers Mean	Learners Mean	Overall Mean	SD	Interpretation
1. Awareness of CPP objectives	3.50	3.83	3.56	3.63	0.17	Very Much Aware
2. Awareness of CPP provisions	3.50	3.67	3.44	3.54	0.12	Very Much Aware
3. CPP objectives clearly communicated	3.33	3.50	3.33	3.39	0.09	Very Much Aware
4. CPP provisions accessible to stakeholders	3.50	3.50	3.22	3.41	0.14	Very Much Aware
5. CPP objectives align with child protection needs	3.50	3.50	3.33	3.44	0.09	Very Much Aware
6. CPP provisions are comprehensive	3.67	3.50	3.33	3.50	0.17	Very Much Aware
7. CPP objectives realistic and achievable	3.33	3.50	3.22	3.35	0.12	Very Much Aware
8. CPP provisions regularly updated	3.33	3.33	3.00	3.22	0.17	Aware
9. CPP objectives understood by parents, teachers, and students	3.50	3.33	3.22	3.35	0.14	Very Much Aware
10. CPP provisions applied in school practices	3.50	3.33	3.22	3.35	0.14	Very Much Aware
OVERALL	3.47	3.50	3.29	3.42	0.14	Very Much Aware

2.2 Rights and Responsibilities According to CPP

The overall mean score of 3.52, with a verbal interpretation of "very much aware," indicates that the three groups of respondents show a high level of awareness and understanding of their rights and responsibilities under the Child Protection Policy. It can be noted that the group of teachers has the highest level of awareness, as reflected by an average mean score of 3.72, with a verbal interpretation of "very much aware". This indicates that this level of awareness positioned teachers as the key enablers in sustaining the CPP, as they bridge policy to the daily experiences of their learners. On the other hand, the group of learners has attained the lowest mean score among the three groups of respondents. With a mean score of 3.41, a verbal interpretation of "very much aware" indicates the need

for more frequent awareness campaigns, a learner-centered orientation, and activities that directly engage students in CPP.

Table 2.2 Levels of Awareness of the Parents, Teachers and Learners on the Rights and Responsibilities According to CPP

Indicators	Parents Mean	Teachers Mean	Learners Mean	Overall Mean	SD	Interpretation
1. Awareness of learner rights under CPP	3.50	3.83	3.56	3.63	0.17	Very Much Aware
2. Understanding responsibilities of parents under CPP	3.33	3.67	3.44	3.48	0.17	Aware to Very Much Aware
3. Understanding responsibilities of teachers under CPP	3.67	3.83	3.56	3.69	0.14	Very Much Aware
4. Rights of learners are respected	3.50	3.67	3.44	3.54	0.12	Very Much Aware
5. Rights and responsibilities communicated effectively	3.33	3.67	3.33	3.44	0.17	Very Much Aware
6. Rights and responsibilities enforced fairly	3.33	3.67	3.22	3.41	0.22	Very Much Aware
7. Rights and responsibilities understood by all stakeholders	3.50	3.67	3.33	3.50	0.17	Very Much Aware
Overall	3.45	3.72	3.41	3.52	0.17	Very Much Aware

2.3 Forms of Abuse, Bullying, Discrimination

The overall mean score of 3.46 and a verbal interpretation of "very much aware" indicate that all three groups of respondents agree that they have a high level of awareness regarding the forms of abuse, bullying, and discrimination under the Child Protection Policy. Having the highest mean score of 3.70, very much aware, indicates that the teachers among the groups of respondents have the highest level of confidence in the CPPs' clarity and preventive measures. Whereas the learners, with a mean score of 3.26, also report being very much aware, indicating a high level of awareness of abuse, bullying, and discrimination. This suggests that both groups are oriented toward the preventive measures of CPP.

Table 2.3 Levels of Awareness of the Parents, Teachers, and Learners on the Forms of Abuse, Bullying and Discrimination According to CPP

Indicators	Parents Mean	Teachers Mean	Learners Mean	Overall Mean	SD	Interpretation
1. Awareness of child abuse forms covered by CPP	3.50	3.83	3.44	3.59	0.17	Very Much Aware
2. Awareness of bullying forms covered by CPP	3.33	3.67	3.22	3.41	0.22	Very Much Aware
3. Awareness of discrimination forms covered by CPP	3.33	3.67	3.11	3.37	0.28	Very Much Aware
4. CPP defines abuse, bullying, and discrimination clearly	3.33	3.67	3.22	3.41	0.22	Very Much Aware
5. CPP addresses abuse, bullying, and discrimination effectively	3.50	3.67	3.22	3.46	0.23	Very Much Aware
6. CPP provides preventive measures against abuse, bullying, and discrimination	3.50	3.67	3.33	3.50	0.17	Very Much Aware
OVERALL	3.42	3.70	3.26	3.46	0.22	Very Much Aware

2.4 Reporting and Referral Mechanisms

The table presents respondents' level of awareness of the reporting and referral mechanisms of CPP. It can be noted that the teachers attained the highest mean score of 3.59, interpreted as very much aware, indicating strong confidence in the reporting and referral mechanisms of CPP. On the other hand, though still interpreted as aware, a mean score of 3.22 reflects gaps in accessibility and confidentiality. The overall mean of 3.39 then suggests that even when these mechanisms are recognized by the groups of respondents, there should be a reinforcement since it is essential to ensure that all groups of the respondents have the same level of confidence.

Table 2.4 Levels of Awareness of the Parents, Teachers and Learners on the Reporting and Referral Mechanisms of CPP

Indicators	Parents Mean	Teachers Mean	Learners Mean	Overall Mean	SD	Interpretation
1. Awareness of reporting procedures	3.50	3.67	3.33	3.50	0.17	Very Much Aware
2. Awareness of referral mechanisms	3.33	3.50	3.11	3.31	0.20	Very Much Aware
3. Reporting procedures are clear, accessible, and effective	3.33	3.50	3.22	3.35	0.14	Very Much Aware
4. Referral mechanisms are clear, accessible, and effective	3.33	3.50	3.22	3.35	0.14	Very Much Aware

5. Reporting procedures are confidential	3.33	3.67	3.22	3.41	0.23	Very Much Aware
6. Referral mechanisms are confidential	3.33	3.67	3.22	3.41	0.23	Very Much Aware
OVERALL	3.36	3.59	3.22	3.39	0.19	Very Much Aware

2.5 School-Based Programs and Procedures

The overall mean score of 3.42 indicates that, while the CPP programs and procedures are generally recognized by the three groups of respondents, there is still a need to increase learner and parent awareness to achieve the same level of confidence exhibited by the teachers. As presented in the table, the teacher attained the highest mean score of 3.62, interpreted as "very much aware," indicating strong confidence in the school-based Child Protection programs and procedures. The learners' mean score of 3.26, though still interpreted as very much aware, reveals that there is a gap in their confidence in the implementation of school-based programs and procedures.

Table 2.5 Levels of Awareness of the Parents, Teachers and Learners on the Schools-Based Programs and Procedures of CPP

Indicators	Parents Mean	Teachers Mean	Learners Mean	Overall Mean	SD	Interpretation
1. Awareness of school-based child protection programs	3.50	3.83	3.44	3.59	0.17	Very Much Aware
2. Awareness of school-based procedures	3.33	3.67	3.22	3.41	0.22	Very Much Aware
3. Programs are clearly communicated	3.33	3.67	3.22	3.41	0.22	Very Much Aware
4. Procedures are clearly communicated	3.33	3.67	3.22	3.41	0.22	Very Much Aware
5. Programs are accessible to learners	3.33	3.50	3.22	3.35	0.14	Very Much Aware
6. Procedures are accessible to stakeholders	3.33	3.50	3.22	3.35	0.14	Very Much Aware
7. Programs are effective in promoting child protection	3.50	3.67	3.33	3.50	0.17	Very Much Aware
8. Procedures are effective in safeguarding learners	3.50	3.67	3.33	3.50	0.17	Very Much Aware
9. Programs are regularly evaluated	3.33	3.50	3.22	3.35	0.14	Very Much Aware
10. Procedures are regularly evaluated	3.33	3.50	3.22	3.35	0.14	Very Much Aware
OVERALL	3.38	3.62	3.26	3.42	0.17	Very Much Aware

3. Strengths and weaknesses of Policy Implementation

3.1 Strengths of CPP Implementation

The table shows that the teachers' responses have attained the highest mean score of 3.37, interpreted as highly evident. This positions them so that the group is confident in their role as reinforcers of the CPP Practices. However, the learners, with an average mean score of 3.33, also suggest the need for more learner-centered communication and engagement to ensure that protective measures are not just known but also experienced by them. Hence, the overall mean of 3.49 with a verbal interpretation of highly evident confirmed that CPP is functioning and is implemented at FABINHS; however, there is a need for further reinforcements to align the perceptions of the respondents

Table 3.1 Perspective of the Respondents on the Strengths of CPP Implementation

Indicators	Parents Mean	Teachers Mean	Learners Mean	Overall Mean	SD	Interpretation
1. The school provides a safe and secure environment for learners	3.50	3.83	3.44	3.59	0.17	Highly Evident
2. The Child Protection Committee (CPC) functions effectively in the school	3.33	3.67	3.33	3.44	0.17	Highly Evident
3. Teachers actively implement child protection practices in the classroom	3.50	3.83	3.44	3.59	0.17	Highly Evident
4. The school enforces policies against bullying and abuse effectively	3.33	3.67	3.22	3.41	0.22	Highly Evident
5. Reporting mechanisms for child protection concerns are clear and functional	3.33	3.67	3.22	3.41	0.22	Highly Evident
6. The school responds promptly to child protection incidents	3.33	3.67	3.22	3.41	0.22	Highly Evident
7. Awareness programs on child protection are regularly conducted	3.50	3.67	3.33	3.50	0.17	Highly Evident
8. Stakeholders actively participate in child protection initiatives	3.33	3.67	3.22	3.41	0.22	Highly Evident
9. The school promotes respect, safety, and non-discrimination among learners	3.50	3.83	3.44	3.59	0.17	Highly Evident
10. Overall, the CPP is effectively implemented in FABINHS	3.50	3.83	3.44	3.59	0.17	Highly Evident
OVERALL	3.42	3.73	3.33	3.49	0.19	Highly Evident

3.2 Weaknesses of CPP Implementation

The over all mean score of 3.23 indicates that while CPP implementation is effective and highly recognized by the respondents, there is still a consistent gap between accessibility, responsiveness and coordination that requires a strict and strategic approach to reinforcement. It can be noted from the table below that the mean score of 3.38 interpreted as evident shows that there is a strong acknowledgement of the areas needing improvement in the CPP implementation. In contrast to this, the parents lowest mean score of 3.10, though still evident in interpretation suggests that there is a limited engagement in identifying weaknesses.

Table 3.1 Perspective of the Respondents on the Weaknesses of CPP Implementation

Indicators	Parents Mean	Teachers Mean	Learners Mean	Overall Mean	SD	Interpretation
1. Some stakeholders still lack full awareness of CPP procedures	3.00	3.33	3.11	3.15	0.17	Evident
2. Reporting mechanisms need further improvement in accessibility	3.00	3.33	3.22	3.18	0.17	Evident
3. Some child protection concerns are not addressed immediately	3.00	3.33	3.22	3.18	0.17	Evident
4. Continuous training on CPP for stakeholders is limited	3.00	3.33	3.11	3.15	0.17	Evident
5. Monitoring of CPP implementation needs strengthening	3.33	3.50	3.22	3.35	0.14	Evident
6. Some learners are still vulnerable to bullying or discrimination	3.33	3.50	3.22	3.35	0.14	Evident
7. Coordination among stakeholders regarding CPP can be improved	3.00	3.33	3.22	3.18	0.17	Evident
8. Awareness campaigns on child protection need to be more frequent	3.00	3.33	3.22	3.18	0.17	Evident
9. Documentation of child protection cases can be improved	3.00	3.33	3.22	3.18	0.17	Evident
10. Overall CPP implementation still has areas that require enhancement	3.33	3.50	3.22	3.35	0.14	Evident
OVERALL	3.10	3.38	3.20	3.23	0.16	Evident

SOP 4. Assess the significant difference in the assessment made by the 3 groups of respondents?

There is a significant difference among parents, teachers, and learners in CPP implementation and Awareness and understanding. However, there is no significant difference in their perception of Strengths and Weaknesses, indicating a shared view of what works and what needs improvement.

Table 4: Summary of ANOVA Results

Variable	F-value	p-value	Decision	Interpretation
CPP Implementation	3.974	0.0197	Reject H_0	Significant
Awareness	5.312	0.0053	Reject H_0	Significant
Strengths & Weaknesses	1.798	0.1671	Fail to Reject H_0	Not Significant

SUMMARY

This study assesses the implementation of the Child Protection Policy in Fernando Air Base Integrated National High School. This focused on the perspective of parents, teachers and students. The study used quantitative comparative analysis to assess respondents' level of awareness and understanding of the CPP as implemented in the institution. A total of 353 respondents across three groups participated in the study. Data were analyzed using statistical tools such as the mean, SD, and ANOVA.

The results reveal varying levels of awareness, understanding, and participation across the groups of respondents. It can be noted that there is a significant difference between their assessments of the CPP implementation. Teachers show consistently high results, Parents as moderate, and learners as very low. It can also be noted that the strength of the implementation lies in the presence of school-based programs and reporting systems. However, it was found that uneven stakeholder engagement and training on positive discipline. These findings revealed the need for a responsive management plan that focuses on strengthening awareness campaigns, reporting systems, and inclusive stakeholder collaboration.

CONCLUSIONS

The study therefore concludes that FABINHS complies with the Child Protection Policy. However, gaps still exist in stakeholder awareness and participation. Teachers, as prime responders, exhibit a higher level of understanding and responsiveness, whereas parents and learners show weaker engagement, which limits the effectiveness of implementation. Having an established reporting system and school-based programs reflected strong implementation, whereas inconsistent involvement and training showed weaknesses. These findings therefore underscore that the success of policy implementation does not rely solely on strict compliance with legal frameworks but also on inclusive collaboration among all stakeholders, along with sustained and strong awareness campaigns. Thus, tailoring responsive management is necessary to improve the implementation of CPP, leading to a safer learning environment for learners.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are suggested:

Intensifying awareness campaigns to make sure that parents, teachers, and learners fully understand the objectives and their responsibilities as stipulated in the Child Protection Policy. Conduct Training programs to enhance teachers and staff with the skills needed for positive discipline, stress management, and gender sensitivity. Lastly, create a responsive management plan focused on the needs of FABINHS to sustain a safe and supportive learning environment for all learners.

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