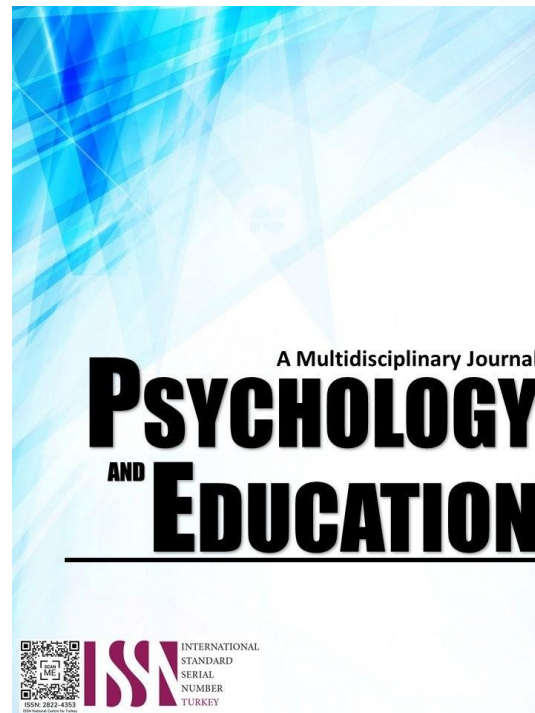


STAKEHOLDERS' PARTICIPATION IN SCHOOL SAFETY PROTOCOLS AND JUNIOR HIGH SCHOOL LEARNERS' PROGRESSIVE LEARNING OUTCOMES IN STO. NIÑO DISTRICT



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Stakeholders' Participation in School Safety Protocols and Junior High School Learners' Progressive Learning Outcomes in Sto. Niño District

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Abstract

Developing safe learning environments and improving student performance depend on involvement of stakeholders in school safety. Disengagement, particularly in rural areas like Sto. Niño District, has been caused by uneven involvement resulting from a lack of role awareness and conflicting responsibilities. This study examined at how stakeholders' involvement in safety protocols impacts Junior High School students' progressive learning outcomes. Five public Junior High Schools in Sto. Niño District, Division of South Cotabato were surveyed using a stratified random sampling technique involving 378 respondents made up of Junior High School Students and parents, while total enumeration was applied involving 122 respondents for Junior High School teachers and school principals. A validated self-made survey questionnaire was utilized to evaluate stakeholders' involvement, the implementation of safety protocols, and Junior High School students' learning outcomes such as GPA, co-curricular activities, and attendance. Weighted mean and Pearson correlation were utilized to analyze the data. Results showed a high level of stakeholders' engagement in terms of program support and attendance. Safety protocol enforcement, especially the contextualized learner protection policies and disaster mitigation management, was seen to be consistently applied. Statistically, a very high correlations were found between stakeholder involvement and Junior High School learners' progressive learning outcomes. Thus, the active involvement of stakeholders improves the execution of school safety policies, which then affects learning results favorably. In general, to maintain safe and efficient learning environments, it is advised that school leaders increase community involvement by means of ongoing capacity-building and open communication policies.

Keywords: *stakeholders participation, school safety protocols, junior high school learners, progressive learning outcomes*

Introduction

Stakeholders' participation in school safety protocols is crucial for ensuring a safe and supportive learning environment for teachers, principals, and learners. However, some stakeholders may be unaware of their roles and impact, leading to disengagement in decision-making processes. This lack of involvement can negatively impact the long-term learning outcomes of Junior High School students.

U.S. Department of Education (2023) asserted that educational institutions should establish an inclusive and supportive environment characterized by courteous interactions, equal mental health resources, culturally relevant education, and positive, evidence-based behavioral interventions. On the other hand, Cabrillos (2024) claimed that inadequate information transmission, restricted communication, and ambiguity regarding responsibilities impede stakeholder engagement, resulting in passive or absent participation in school efforts. However, Pont (2020) argued that educational leaders should include stakeholders in the decision-making process to promote sustainable strategies in the context of decentralization.

The study by Savolainen (2023) underscored the need for both the psychological and physical aspects of security, safety awareness, and preparedness to help create an environment fit for learning. In the Philippines, Roque (2023) cited that despite participating in small school events, parents and some School Support Committee members were disengaged because they were uninformed of their responsibilities and had little say in school decisions. In addition, Lacanilao (2020) emphasized that many parties involved in school-related affairs, including learners and LGU officials, are unaware of their responsibilities, which leads to their passive engagement or perhaps non-involvement in various important programs and decision-making processes.

Lopez and Bauyot (2025) conducted a study in Davao City, the researchers discovered some factors why stakeholders disengaged in school activities such as parents and certain educators, plagued by occupational and farm responsibilities that make them less engaged in school initiatives, resulting in less support for learners and adversely impacting their determination and learning success. In contrast, a study conducted in the secondary public schools in Sta. Maria West District, Davao Occidental, De Guzman and Gallardo (2025) determined that although high levels of participation were recorded, the significance of ongoing cooperation and communication was emphasized, since breakdowns in these areas might cause stakeholders' lack of awareness or disengagement, thereby affecting the school atmosphere and learning outcomes. Yet, Meng (2023) indicated that engaging stakeholders in joint decision-making cultivates a unified vision for school enhancement and student achievement while aligning teaching methods with educational quality standards ensures excellent quality, fair, and efficient education for all learners.

Furthermore, Hauz et al., (2024) stated that a lack of ownership or involvement of stakeholders in school safety organizations could result in inadequate support of safe learning environments, thus affecting the outcomes of education. Likewise, the study of Li and Xue (2023) revealed that in the absence of stakeholder involvement in joint safety planning, educational institutions may struggle to create

a framework of mutual responsibility, resulting in less learner engagement due to anxieties, fear, or a deficit of trust. Also, Graham et al., (2022) pointed out in their study that disengaged school leadership impedes student wellness and learning by prioritizing conformity and emotional uncertainty, resulting in detrimental effects on student engagement and academic performance.

Thus, this study aims to investigate the engagement of stakeholders in school safety measures and its impact on the Junior High School learners' progressive learning outcomes in Sto. Niño District. In doing so, the study would yield correlational data for decision-makers interested in assessing stakeholder participation and effectiveness from the system to the school level, an important element required for best practice on how educational outcomes can be enhanced without compromising learners' safety.

Research Questions

This study aimed to find out the relationship between Stakeholders' Participation in School Safety Protocols and Junior High School Learners' Progressive Learning Outcomes in Sto. Niño District. Specifically, this study sought to answer the following questions:

1. What is the level of stakeholders' involvement in terms of:
 - 1.1 program support; and,
 - 1.2 stakeholders' attendance?
2. What is the extent of implementation of school safety protocols in terms of:
 - 2.1 contextualized school learner protection policy;
 - 2.2 safe and protective space;
 - 2.3 communication strategy; and
 - 2.4 disaster mitigation and management?
3. What is the level of progressive learning outcomes of the Junior High School learners in Sto. Niño District in terms of:
 - 3.1 grade performance average;
 - 3.2 co-curricular activities; and,
 - 3.3 learners' attendance?
4. Is there a significant relationship between the level of stakeholders' involvement and the level of progressive learning outcomes of the Junior High School learners in Sto. Niño District?
5. Is the extent of implementation of school safety protocols associated with the level of progressive learning outcomes of the Junior High School learners in Sto. Niño District?

Methodology

Research Design

This study employed a descriptive correlational quantitative type of research, following the scientific process of inquiry. A descriptive-correlational strategy was applied to evaluate the degree of relationships among variables (Saro, Apat, & Pareja, 2022). To elaborate further, based on Mustajib and Ardian (2020) descriptive quantitative studies was used to identify and examine the current state of the factors involved in the research. Correspondingly, Eckel (2024) stated that a correlational study sought to track and analyze variables to determine and evaluate the significance of their connections, thereby functioning as a preliminary and economical approach for hypothesis testing. However, correlational study does not try to establish causation, but rather to detect it (Fleetwood, 2024).

The researcher utilized a self-made survey questionnaire just like what Kantar Group and Affiliates (2023) indicated that it served as an instrument for gathered standardized answers, aimed at producing mainly quantitative data regarding a specific subject matter to gathered information about the stakeholders' participation in school safety protocols and the progressive learning outcomes in five (5) junior high schools in the District of Sto. Niño, South Cotabato.

Respondents

The Sto. Niño District serves as the focal point for this study, aiming to evaluate the involvement of stakeholders in school safety protocols and their influence on the outcomes of junior high school students, thereby aligning closely with the research goals.

The respondents of this research were the individuals who are under the schools' supervision in Sto. District for the School Year 2024-2025 such as the a.) Parents, b. Junior High School Learners, c.) Junior High School Teachers, and d.) School Principals. They play an important part in the development process of the school, especially in linking the school and community, encouraging active participation of the school community stakeholders. As Jaso and Moleño (2023) claimed that these school stakeholders primarily contribute to the effectiveness of the school-initiated activities.

This study was conducted to the stakeholders of the Junior High Schools in Sto. Niño National High School (SNNHS), Panay National High School (PNHS), Katipunan National High School (KNHS), Guinsang-an National High School (GNHS), and Sto. Niño National School of Arts and Trades (SNN SAT). In the same way, to get the sample size that represented the population with the application of Slovin's Formula. Bobbitt (2023) explained that researchers employed Slovin's method to ascertain a statistically meaningful sample, deemed sufficiently representative while avoiding excessive inefficiency.

Table 1. *Population Distribution of Respondents per Junior High School*

Respondents		Junior High Schools					
		SNNHS	PNHS	KNHS	GNHS	SNNSAT	TOTAL
Principals		1	1	1	1	1	5
JHS Teachers		66	17	9	10	15	117
Students	Grade 7	532	115	48	58	67	
	Grade 8	464	87	43	34	61	
	Grade 9	507	131	43	44	71	
	Grade 10	505	93	35	51	67	
	total	2008	426	169	187	266	3056
Parents	Grade 7	532	17	48	58	15	
	Grade 8	464	115	43	34	67	
	Grade 9	507	87	43	44	61	
	Grade 10	505	131	35	51	71	
	total	2008	426	169	187	266	3056
GRAND TOTAL							6,234

Table 2. *Sample Distribution of Respondents per Junior High School*

Respondents		Junior High Schools					
		SNNHS	PNHS	KNHS	GNHS	SNNSAT	TOTAL
Principals		1	1	1	1	1	5
JHS Teachers		66	17	9	10	15	117
Students	Grade 7	33	7	3	4	4	
	Grade 8	28	5	3	2	4	
	Grade 9	31	8	3	3	5	
	Grade 10	31	6	2	3	4	
	total	123	26	11	12	17	189
Parents	Grade 7	33	7	3	4	4	
	Grade 8	28	5	3	2	4	
	Grade 9	31	8	3	3	5	
	Grade 10	31	6	2	3	4	
	total	123	26	11	12	17	189
GRAND TOTAL							500

Instrument

This study utilized a self-constructed questionnaire as the main tool for data collection, aimed at gathered data pertinent to the involvement of stakeholders in school safety protocols and the advancing educational outcomes of junior high school students in the Sto. Niño District. The questionnaire is meticulously crafted to correspond with the research's aims and guarantee thorough data acquisition.

For stakeholders' involvement, the statements were evaluated through the level of stakeholder engagement in terms of Program Support and Stakeholders' Attendance, using Likert scale questions to quantify the amount of participation. In the part of the extent of implementation of the school safety protocols, the statements assessed the effectiveness of safety measures across various categories, including Contextualized School Learner Protection Policy, Safe and Protective Space, Communication Strategy, and Disaster Mitigation and Management. The statements assessed participants' views on the effectiveness of the implementation of these guidelines.

For the progressive learning outcomes of the junior high schools in the district of Sto. Niño, South Cotabato, the statements were examined for student outcomes such as grade point average, co-curricular activities, and learner attendance, to link these results to the application of safety procedures.

Before the questionnaire was conducted, the questionnaire was validated by at least 6 experts, and the questionnaire appears to have an acceptable Content Validity Index, which is 0.995, higher than at least 0.83. The level of acceptance is based on the set values cited by Yusoff (2019) from Polit and Beck (2006) and Polit et al. (2007). The questionnaire has acquired a Cronbach alpha (α) of 0.92, which was interpreted as excellent internal consistency.

Procedure

After the instrument was evaluated as valid and reliable, then, the researcher asked permission from the Schools' Division Supervisor of South Cotabato for the conduct of the study. Subsequently, when the Schools' Division Supervisor signed the letter as an approval, a letter of permission was sent to the Public Schools District Supervisor to conduct the study at the five Junior High Schools within Sto. Niño District. Following the approved letter from the Public Schools District Supervisor, the researchers also sent a permission letter to the School Principals that contained the main agenda on why the study had to be conducted within the District of Sto. Niño.

After approval has been secured, the researcher administered the questionnaires to respondents, specifically the parents, Junior High School Learners, teachers, as well as school principals. The research respondents were given ample time to answer the questionnaires. After the survey was conducted, the questionnaires were gathered immediately from the five Junior High Schools.

Data Analysis

After the questionnaires were gathered, the collected data were tallied using the Microsoft Excel Application to produce analyses and were also interpreted using the following statistical tools:

The weighted mean and percentages were utilized to determine the level of stakeholders' involvement in terms of program support and stakeholders' attendance.

To interpret the level of the stakeholders' involvement, a Likert scale was utilized, taken from the study of Castillo, N. (2014), cited by Castillo, B. C. (2017).

Rating	Scale Range	Data Description	Interpretation
5	4.20 – 5.00	Always	Involved to the highest level
4	3.40 – 4.19	Frequently	Involved to a high level
3	2.60 – 3.39	Sometimes	Involved to an average level
2	1.80 – 2.59	Seldom	Involved to a low level
1	1.00 – 1.79	Never	Involved to the lowest level

The computed mean was used to identify the extent of implementation of school safety protocols in terms of Contextualized School Learner Protection Policy, Safe and Protective Space, Communication Strategy, and Disaster Mitigation and Management for the first and second quarters of School Year 2024 – 2025.

To interpret the extent of implementation of school safety protocols, a Likert Scale was applied as adapted from the study of Castillo (2017).

Rating	Scale Range	Data Description	Interpretation
5	4.20 – 5.00	Always	To the greatest extent
4	3.40 – 4.19	Frequently	To a greater extent
3	2.60 – 3.39	Sometimes	To a moderate extent
2	1.80 – 2.59	Seldom	To a lesser extent
1	1.00 – 1.79	Never	To the least extent

In the table below is the Likert's Scale that served as the basis for the interpretation of the computed weighted mean, which was applied to identify the level of progressive learning outcomes of the Junior High School learners in Sto. Niño District in terms of co-curricular activities.

Rating	Scale Range	Data Description	Interpretation
5	4.20 – 5.00	Always	Highest level of performance
4	3.40 – 4.19	Frequently	High level of performance
3	2.60 – 3.39	Sometimes	Average level of performance
2	1.80 – 2.59	Seldom	Low level of performance
1	1.00 – 1.79	Never	Lowest level of performance

For the level of progressive learning outcomes of the Junior High School learners in Sto. Niño District in terms of General Performance Average, Co-curricular Activities, and Learners' Attendance, the researcher utilized the scale adapted from the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program or the DepEd Order no. 8 series of 2015 (Castillo, 2017).

Grading Scale	Data Description
90% - 100%	Outstanding
85% - 89%	Very Satisfactory
80% - 84%	Satisfactory
75% - 79%	Fairly Satisfactory
Below 75%	Did Not Meet Expectations

In terms of determining the relationship between the level of stakeholders' involvement and the level of progressive learning outcomes of the Junior High School learners in Sto. Niño District, and also the relationship between the extent of implementation of school safety protocols and the level of progressive learning outcomes of the Junior High School learners in Sto. Niño District, the researcher used Pearson Product-Moment Correlation ®.

In interpreting the computed results of the rvalue and degree of relationships, this study applied the following scale of the values ® with corresponding adjectival equivalence (Castillo, 2017; Hechanova & Hechanova, 2012).

<i>Computed rvalue</i>	<i>Adjectival Equivalence</i>
± 1.00	Perfect Relationship
$\pm .71 - \pm .99$	Very High Relationship
$\pm .41 - \pm .70$	High Relationship
$\pm .21 - \pm .40$	Moderate Relationship
$\pm .01 - \pm .20$	Weak Relationship
0.00	No Relationship

In addition, the researcher got the Standard Deviation to understand the spread of the data points in a dataset specifically from the computed weighted mean of the level of stakeholders' involvement, the extent of the implementation of the school safety protocols, and the level of progressive learning outcomes of the Junior High School Learners. The standard deviation delineates the structure of the normal curve and helps comprehend the distribution of data based on the weighted mean (Gaciu, 2021).

Ethical Considerations

To safeguard the anonymity of the respondents, a stringent level of confidentiality was maintained. Proper citations were employed to appropriately attribute related literature and studies to their respective authors. To ensure the research's compliance with legal requirements, formal permission requests were directed to the DepEd officials in their area of jurisdiction. Respondents in the study did not face coercion to provide answers instead, the study prioritized their willingness and cooperation during the conduct of the study.

Results and Discussion

This section primarily addresses the presentation, analysis, and interpretation of the collected data to address the research problems. Tables are organized according to the sequence of the problem statement.

Stakeholders' Involvement in School Safety Protocols

Among the five (5) Junior High Schools in Sto. Niño District, the study was conducted to the stakeholders that could assist in filling in the data needed in this study. Thus, this study investigated the level of stakeholders' involvement in school safety protocols in terms of program support such as their active participation, which would be possible for the school safety protocols to be implemented effectively, and also the stakeholders' attendance in terms of their consistent engagement concerning enhancing the school safety policies. Examining the stakeholders' level of participation revealed how it influences the general student learning results and supports school safety activities.

Engagement of stakeholders is essential in cultivating a secure and supportive educational setting. Peng et al., (2024) believed that educational institutions that actively include stakeholders promote inclusion, openness, and efficient governance, hence assuring improved policies, heightened safety, and a nurturing educational atmosphere. In addition, Sadovska et al., (2024) agreed that stakeholders' participation improves policy and safety practices in schools by enhancing safety regulations to promote a safer learning environment.

Table 3. *Level of Stakeholders' Involvement in Terms of Program Support*

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Data Description</i>
1. Educational institutions that actively include stakeholders promote inclusion, openness, and efficient governance, hence assuring improved policies, heightened safety, and a nurturing educational atmosphere.	4.27	0.96	Involved to the highest level
2. Stakeholders offer critiques and recommendations to enhance current school safety processes and initiatives.	4.16	0.77	Involved to a high level
3. Learners, parents, teachers, and the school principal work together to guarantee the efficient distribution of resources for safety initiatives.	4.26	0.84	Involved to the highest level
4. Individuals involved take the lead or back initiatives to foster a safer school atmosphere, including advocacy programs.	4.15	0.76	Involved to a high level
5. The institution consistently involves stakeholders to pinpoint areas that need further program assistance.	4.17	0.79	Involved to a high level
Mean	4.20	0.66	Involved to a high level

Legend: 4.20–5.00 = Involved to the highest level; 3.40–4.19 = Involved to a high level; 2.60–3.39 = Involved to an average level; 1.80–2.59 = Involved to a low level; 1.00–1.79 = Involved to the lowest level.

From the gathered data, the table above presents the data for program support indicators. The first indicator is the educational institutions that actively include stakeholders promote inclusion, openness, and efficient governance, hence assuring improved policies, heightened safety, and a nurturing educational atmosphere, the stakeholders are involved to the highest level (Mean = 4.27, SD = 0.96). The second indicator for program support in which stakeholders offer critiques and recommendations to enhance current school safety processes and initiatives, stakeholders are involved to a high level (Mean = 4.16, SD = 0.77). While learners, parents, teachers, and the school principal work together to guarantee the efficient distribution of resources for safety initiatives, stakeholders' involvement is at the highest level (Mean = 4.26, SD = 0.84). Individuals involved take the lead or back initiatives to foster a safer school atmosphere,

including advocacy programs, meaning stakeholders are involved to a high level (Mean = 4.15, SD = 0.76). For the last indicator of program support, the institution consistently involves stakeholders to pinpoint areas that need further program assistance, the result shows a high level of involvement from the stakeholders (Mean = 4.17, SD = 0.79).

In total, the mean for the level of stakeholders' involvement in terms of program support has a qualitative description of involved to the highest level (Mean = 4.20, SD = 0.66). These results can be linked to the studies conducted about program support. Results are aligned with the study of Rivera, Jr. (2023) where the stakeholders' involvement was in the level of very satisfactory, suggesting a high involvement in school agendas. In relation with the result from the conducted study of Paraiso (2022) that stakeholders' participation in school-based initiatives was assessed as "high," reflecting strong engagement in policy decisions. The conducted research of Cabriga and Ching (2024) found out that administrators, educators, and stakeholders exhibit robust collaboration in the dissemination of resources for safety initiatives, as evidenced by their high mean scores.

The level of stakeholders' involvement in school safety protocols in terms of stakeholders' attendance are interpreted based on the data collected and presented on the table above. With a weighted mean of 4.22 and 0.95 standard deviation, parents, teachers, students, and school principals observe regular attendance at safety seminars organized by schools, it is interpreted as stakeholders are involved to the highest level. Stakeholders are involved to a high level (Mean = 4.06, SD = 0.83) for the interpretation of the parents, teachers, students, and school principals give their full attention at the school's safety policy meetings. When it comes to disaster preparation exercises and similar events, stakeholders are always present, for this statement it is interpreted as stakeholders are involved to a high level (Mean = 4.04, SD = 0.86). In this statement, school safety planning seminars frequently include parents, teachers, students, and school principals, with a mean of 3.87 and standard deviation of 0.75, stakeholders are involved to a high level. Stakeholders exhibit dedication by participating in review sessions for enhancements to safety protocols (Mean = 3.83, SD= 0.86), by this the interpretation is stakeholders are involved to a high level.

Table 4. *Stakeholder's Attendance*

	<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Data Description</i>
1.	Parents, teachers, students, and school principals observe regular attendance at safety seminars organized by schools.	4.22	0.95	Involved to the highest level
2.	Parents, teachers, students, and school principals give their full attention at the school's safety policy meetings.	4.06	0.83	Involved to a high level
3.	When it comes to disaster preparation exercises and similar events, stakeholders are always present.	4.04	0.86	Involved to a high level
4.	School safety planning seminars frequently include parents, teachers, students, and school principals.	3.87	0.75	Involved to a high level
5.	Stakeholders exhibit dedication by participating in review sessions for enhancements to safety protocols.	3.83	0.86	Involved to a high level
	Mean	4.20	0.66	Involved to a high level

Legend: 4.20–5.00 = Involved to the highest level; 3.40–4.19 = Involved to a high level; 2.60–3.39 = Involved to an average level; 1.80–2.59 = Involved to a low level; 1.00–1.79 = Involved to the lowest level.

The general results for the stakeholders' attendance in terms of the mean (4.0) and standard deviation (0.66), it has a qualitative data description of involved to a high level. For the reason that stakeholders' involvement in school safety protocols in terms of stakeholders' attendance interpreted as involved to a high level, the study of De Torres (2021) revealed that at a moderate to high level, stakeholders supported school programs and reforms, engaged in learner achievement activities, and actively participated in school governance and leadership (mean: 3.59, 3.29, and 3.46, respectively). Likewise, the study of Uddin et al., (2023) found out that with a mean of 3.8 stakeholders were actively participated in school conferences and assemblies and with a mean of 3.74 in volunteer activities including reading intervention programs. In a qualitative study conducted by Massucco (2020) the Parental engagement, including active participation in meetings, conferences, and training sessions, improves student performance, behaviour, and overall school involvement.

Table 5. *Summary of the Level of Stakeholders Involvement in Sto. Niño District*

<i>Dimension</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Data Description</i>
Program Support	500	4.20	0.66	Involved to the highest level
Stakeholders' Attendance	500	4.00	0.66	Involved to a high level
Overall Mean	500	4.10	0.66	Involved to a high level

Legend: 4.20–5.00 = Involved to the highest level; 3.40–4.19 = Involved to a high level; 2.60–3.39 = Involved to an average level; 1.80–2.59 = Involved to a low level; 1.00–1.79 = Involved to the lowest level.

The data presented above in the summary table is for the level of the stakeholders' involvement in Sto. Niño District. As the table shows, based on the responses of 500 respondents, the program support gained a mean of 4.20 and standard deviation of 0.66, and interpreted as stakeholders' involvement is to the highest level. Robust partnerships between schools and stakeholders facilitate successful program support via collaboration, trust, and organized engagement (Lam-an, 2023). De Vera (2022) concluded that stakeholder engagement was substantial in school governance, curriculum execution, community participation, and student activities,

yielding an overall mean of 3.18 on a four-point Likert's scale. In terms of stakeholders' attendance, there is a computed weighted mean of 4.00 and standard deviation of 0.66 as results taken from the 500 respondents, which denotes that stakeholders are involved to a high level. Organized stakeholder cooperation promotes school efficacy by increasing governance, decision-making, and compliance with safety measures through active engagement in meetings (Javornik & Mirazchiyski, 2023).

Implementation of School Safety Protocols

Comprehensive school safety practices are essential for ensuring a secure and efficient educational setting. For Respus (2022), secured and organized surroundings promote student learning, mitigates behavioural problems, and cultivates student participation. Moreover, during the implementation of the school safety protocols. This aspect of the study involves an explanation of the data for the extent of implementation of school safety protocols in terms of the Contextualized School Learner Protection Policy, Safe and Protective Spaces, Communication Strategy, and Disaster Mitigation and Management.

The data in the table presents that school safety protocols in terms of Contextualized School Learner Protection Policy are effectively implemented in the Sto. Niño District, South Cotabato. The highest indicator with a mean of 4.27 and standard deviation of 0.96 emphasize that the learner protection policy implemented by the school demonstrates a strong alignment with the distinct requirements of both the students and the surrounding community, in which the school safety protocols are implemented to a great extent. The school's policy on safeguarding students is widely acknowledged and well-supported by stakeholders, with a corresponding mean of 4.16 and standard deviation of 0.77 in which interpreted as to a greater extent in terms of the school safety protocols implementation. With a mean of 4.26 and a standard deviation of 0.86, Educators, guardians, and learners possess a comprehensive understanding of the stipulations outlined in the Contextualized School Learner Protection Policy, which a qualitative data description, to a greater extent. Periodic evaluations and revisions of learner protection procedures are carried out with the involvement of stakeholders, is interpreted as to a greater extent (Mean = 4.15, SD = 0.76). The policy delineates particular protocols for addressing safety issues that are distinct to the educational environment, with stakeholders' involvement, is to a great extent of implementation (Mean = 4.17, SD = 0.89).

Table 6. *Contextualized School Learner Protection Policy*

<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Data Description</i>
1. The learner protection policy implemented by the school demonstrates a strong alignment with the distinct requirements of both the students and the surrounding community.	4.27	0.96	To the greatest extent
2. The school's policy on safeguarding students is widely acknowledged and well-supported by stakeholders.	4.16	0.77	To a greater extent
3. Educators, guardians, and learners possess a comprehensive understanding of the stipulations outlined in the Contextualized School Learner Protection Policy.	4.26	0.84	To the greatest extent
4. Periodic evaluations and revisions of learner protection procedures are carried out with the involvement of stakeholders.	4.15	0.76	To a greater extent
5. The policy delineates particular protocols for addressing safety issues that are distinct to the educational environment.	4.17	0.89	To a greater extent
Mean	4.20	0.66	To the greatest extent

Legend: 4.20–5.00 = To the greatest extent; 3.40–4.19 = To a greater extent; 2.60–3.39 = To a moderate extent; 1.80–2.59 = To a lesser extent.

In total, the extent of implementation of the school safety protocols in terms of contextualized school learner protection policy is implemented to a greatest extent (Mean = 4.20, SD = 0.66). In connection to the study of Galgo and Curaza (2022), the research revealed that all participating schools 100% adhered to the mandated safety measures established by DepEd-DOH-JMC-No. 01, S. 2021, and the School Safety Assessment Tool (SSAT). The study conducted by Lumabit and Fernandez (2024) reveals that for secondary schools, the well-being and protection policy contextualized for students is in the extent of almost implemented (Mean = 3.61, SD = 0.35).

The data in the table below shows that the extent of school safety protocols in terms of safe and protective space is implemented to make sure that the learning environment is safe. Among the indicators, the highest suggests that the schools offer environments that ensure students feel safe, implemented to the greatest extent (Mean = 4.22, SD = 0.96). Stakeholders play a vital role in fostering a secure and welcoming educational atmosphere, is implemented to a greater extent (Mean = 4.06, SD = 0.83). Result says that it is implemented to a great extent (Mean = 4.04, SD = 0.86) where stakeholders recognized that safety protocols in communal spaces, including recreation areas and corridors, are rigorously enforced. The data from stakeholders is interpreted, that the institution has established protocols to recognize and address safety concerns promptly, as implemented to a greater extent (Mean = 3.87, SD = 0.75).

While Projects that aim to improve students' safety have the support of stakeholders, as recognized and implemented to a greater extent.

Table 7. *Safe and Protective Space*

	<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Data Description</i>
1.	The schools offer environments that ensure students feel safe.	4.22	0.95	To the greatest extent
2.	Stakeholders play a vital role in fostering a secure and welcoming educational atmosphere.	4.06	0.83	To a greater extent
3.	Safety protocols in communal spaces, including recreation areas and corridors, are rigorously enforced.	4.04	0.86	To a greater extent
4.	The institution has established protocols to recognize and address safety concerns promptly.	3.87	0.75	To a greater extent
5.	Projects that aim to improve students' safety have the support of stakeholders.	3.83	0.86	To a greater extent
	Mean	4.00	0.66	To a greater extent

Legend: 4.20–5.00 = To the greatest extent; 3.40–4.19 = To a greater extent; 2.60–3.39 = To a moderate extent; 1.80–2.59 = To a lesser extent.

In overall, as interpreted (Mean = 4.00, SD = 0.66), the extent of the implementation of the school safety protocols in terms of safe and protective space, stakeholders are aware that it is implemented to a greater extent. Results emphasize that Schools engage stakeholders to provide secure settings, implement effective safety measures, and promote safety-related programs for improved student well-being.

Schools with robust safety rules, skilled staff, and significant parental engagement documented a 50% decrease in safety issues, an 85% approval rate for communication, as well as a 35% rise in adherence to protocols (Haghani et al., 2023). Furthermore, Shah et al., (2020) claimed that stakeholders are predominantly cognizant of the execution of school safety policies, with 85% recognizing their existence. Sullivan (2024) asserted that educational institutions must consistently assess and enhance safety practices through input from educators, support personnel, and administrators.

Table 8. *Communication Strategy*

	<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Data Description</i>
1.	The communication channels among stakeholders and the educational institution are distinctly articulated and functionally efficient.	4.27	0.96	To the greatest extent
2.	The institution consistently disseminates information to its stakeholders regarding safety measures and standards.	4.16	0.77	To a greater extent
3.	Procedures for emergency preparedness and safety measures are communicated to stakeholders.	4.26	0.84	To the greatest extent
4.	Stakeholder feedback on security procedures is diligently asked for and implemented.	4.15	0.76	To a greater extent
5.	To ensure that stakeholders are informed about safety-related matters, the institution offers them accessible materials or platforms.	4.17	0.89	To a greater extent
	Mean	4.20	0.66	To the greatest extent

Legend: 4.20–5.00 = To the greatest extent; 3.40–4.19 = To a greater extent; 2.60–3.39 = To a moderate extent; 1.80–2.59 = To a lesser extent.

The table above presents the data for the extent of implementation of the school safety protocols in terms of communication strategy. The indicator that has the highest mean (4.27) and standard deviation (0.96) is interpreted as implemented to the greatest extent, in which the communication channels among stakeholders and the educational institution are distinctly articulated and functionally efficient. Stakeholders highly recognized that the institution consistently disseminates information to its stakeholders regarding safety measures and standards, with a mean of 4.16 and a standard deviation of 0.77, which has a qualitative description of to a greater extent of implementation. Procedures for emergency preparedness and safety measures are communicated to stakeholders and implemented to the greatest extent (Mean = 4.26, SD = 0.84). School safety protocols in terms of communication strategy are implemented to a greater extent (Mean = 4.15, SD = 0.76), whereby stakeholder feedback on security procedures is diligently asked for and implemented. The communication strategy in disseminating school safety protocols is implemented to a greater extent (Mean = 4.17, SD = 0.89) to ensure that stakeholders are informed about safety-related matters, the institution offers them accessible materials or platforms.

The weighted mean for the extent of implementation of school safety protocols in terms of communication strategy is 4.20 and standard deviation of 0.66 with a qualitative data description of to the greatest extent. This conveys that the Junior high schools in the District of Sto. Niño proactively communicates with stakeholders via accessible channels, regularly seeks and incorporates their feedback, and efficiently raises awareness and ensures adherence to safety policies and procedures.

In line with the results, some studies would tell of how the communication strategy can help implement the school safety procedures. Wolfenden et al., (2022) elaborated that communicating effectively improves school emergency response by fostering stakeholder awareness, with educators prioritizing safety feedback, a large percentage of principals conducting preparation training, and reporting the existence of active safety committees. Effective communication improves school disaster risk reduction by facilitating clear policy transmission, with significant percentage of nations implementing public awareness campaigns and predominantly in the Asia-Pacific region.

The data presented in the table is for the extent of the implementation of school safety Protocols in terms of disaster mitigation and management. The disaster mitigation and management under the implementation of school safety protocols is implemented to the greatest extent (Mean = 4.22, SD = 0.95) where systematic disaster preparedness exercises are undertaken, engaging both students and relevant stakeholders. With a mean of 4.06 and standard deviation of 0.83, the educational institution possesses a thorough disaster response strategy that is both endorsed and comprehended by its stakeholders is implemented to a greater extent in terms of implementation of school safety protocols specifically the disaster mitigation and management. Stakeholders engage in the formulation and assessment of strategies aimed at mitigating disasters, with a mean of 4.04 and standard deviation of 0.86, is implemented to a greater extent. Stakeholders are aware that protocols are established to mitigate hazards in instances of natural or human-induced calamities and is implemented to a greater extent (Mean = 3.87, SD = 0.75). Parents, students, junior high school teachers, and school principals are aware that the institution partners with local authorities to enhance its disaster management processes, this signifies its implementation to a greater extent (Mean = 3.83, SD = 0.86).

Table 9. *Disaster Mitigation and Management*

	<i>Statements</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Data Description</i>
1.	Systematic disaster preparedness exercises are undertaken, engaging both students and relevant stakeholders.	4.22	0.95	To the greatest extent
2.	The educational institution possesses a thorough disaster response strategy that is both endorsed and comprehended by its stakeholders.	4.06	0.83	To a greater extent
3.	Stakeholders engage in the formulation and assessment of strategies aimed at mitigating disasters.	4.04	0.86	To a greater extent
4.	Protocols are established to mitigate hazards in instances of natural or human-induced calamities.	3.87	0.75	To a greater extent
5.	The institution partners with local authorities to enhance its disaster management processes.	3.83	0.86	To a greater extent
	Mean	4.00	0.66	To a greater extent

Legend: 4.20–5.00 = To the greatest extent; 3.40–4.19 = To a greater extent; 2.60–3.39 = To a moderate extent; 1.80–2.59 = To a lesser extent.

This means that with a mean of 4.00 and standard deviation of 0.66, the implementation of school safety protocols in terms of disaster mitigation and management is to a greater extent. Widowati et al., (2023) emphasized that research identified 23 essential indicators for an effective Disaster Preparedness and Safety School program, highlighting School Disaster Management, which encompasses commitment, policies, risk assessment, and standard operating procedures, and Risk Reduction Education, which emphasizes curriculum integration, training programs, and student involvement. On the other hand, school safety protocols significantly influence disaster preparedness; nonetheless, stakeholders hardly perceive that their institution engages with professional organizations for disaster readiness (Cvetković et al., 2024).

Table 10. *Summary of the Extent of Implementation of School Safety Protocols in the District of Sto. Niño*

	<i>Variables</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Data Description</i>
	Contextualized School Learner Protection Policy	500	4.20	0.66	To the greatest extent
	Safe and Protective Space	500	4.00	0.66	To a greater extent
	Communication Strategy	500	4.20	0.66	To the greatest extent
	Disaster Mitigation and Management	500	4.00	0.66	To a greater extent
	Mean	500	4.10	0.66	To a greater extent

Legend: 4.20–5.00 = To the greatest extent; 3.40–4.19 = To a greater extent; 2.60–3.39 = To a moderate extent; 1.80–2.59 = To a lesser extent.

Presented above is the summary table for the data of the extent of school safety protocols including Contextualized School Learner Protection Policy, Safe and Protective Space, Communication Strategy, and Disaster Mitigation and Management. The Contextualized School Learner Protection Policy, with the data taken from the 500 respondents, has a computed weighted mean of 4.20 and standard deviation of 0.66, which is interpreted as implemented to the greatest extent. For Safe and Protective Space, with the same number of respondents (500), which accumulated a mean of 4.00 and a standard deviation of 0.66, that implies a qualitative data description as implemented to a greater extent. Communication Strategy indicates a mean of 4.20 and a standard deviation of 0.66 as results for the data taken from the 500 respondents. For Disaster Mitigation and Management, with a weighted mean of 4.00 and a standard deviation

of 0.66 from the computed responses of the 500 stakeholders included in this study, conveys a greater extent of implementation. In the entirety of the results, the extent of implementation of school safety protocols is implemented to a greater extent (Mean = 4.10, SD = 0.66). The results aligned with the study of Mamon (2019) that effective safety measures immediately improve learning outcomes as active maintenance of school initiatives generates a secure and properly maintained educational setting that increases learners' drives and involvement. Furthermore, Guimaraes (2021) contended that schools with well-executed safety measures provide a conducive educational environment through which stakeholder participation is rather important to keep commitment and effectiveness.

Table 11. Level of Progressive Learning Outcomes of the Junior High School Learners in Sto. Niño District

Variables	Schools	Mean	Standard Deviation	Data Description
Co-Curricular Activities	GNHS	3.89	0.74	High Level of Performance
	KNHS	4.00	0.67	High Level of Performance
	PNHS	4.20	0.62	Highest Level of Performance
	SNNHS	4.29	0.64	Highest Level of Performance
	SNNSAT	4.03	0.70	High Level of Performance
Junior High School Learners' Attendance	GNHS	92.83	7.54	Outstanding
	KNHS	93.55	7.03	Outstanding
	PNHS	95.35	4.67	Outstanding
	SNNHS	95.75	4.63	Outstanding
	SNNSAT	94.24	5.82	Outstanding
GPA	GNHS	91.33	5.12	Outstanding
	KNHS	91.36	4.82	Outstanding
	PNHS	92.69	3.56	Outstanding
	SNNHS	93.20	3.60	Outstanding
	SNNSAT	91.82	4.33	Outstanding

Legend for Co-Curricular Activities: 4.20–5.00 = Highest level of performance; 3.40–4.19 = High level of performance; 2.60–3.39 = Average level of performance; 1.80–2.59 = Low level of performance; 1.00–1.79 = Lowest level of performance.
 Legend for Junior High School Learners' Attendance and GPA: 90%–100% = Outstanding; 85%–89% = Very Satisfactory; 80%–84% = Satisfactory; 75%–79% = Fairly Satisfactory; Below 75% = Did Not Meet Expectations.

The table above presents the data for the level of progressive learning outcomes of the Junior High School Learners, it involves the co-curricular activities, learners' attendance, and Grade Point Average (GPA). Data above includes the mean, standard deviation, and corresponding qualitative data description obtained per school in Sto. Niño District, Sout Cotabato.

In co-curricular activities, Junior High School Learners from the schools of Sto. Niño National High School (Mean = 4.49, SD = 0.64) and Panay National High School are considered to have the highest level of performance (Mean = 4.20, SD = 0.62). On the other hand, learners from the schools such as Sto. Niño National School of Arts and Trades (Mean = 4.03, SD = 0.70), Katipunan National High School (Mean = 4.00, SD = 0.67), and Guinsang-an National High School (Mean = 3.89, SD = 0.74) obtained a high level of performance.

Progressive learning outcomes in terms of Junior High School Learners' Attendance denotes that all schools got an outstanding performance but varies to the weighted mean and standard deviation obtained as enumerated accordingly, Sto. Niño National High School (SNNHS) (Mean = 95.75, SD = 4.63), Panay National High School (PNHS) (Mean = 95.35, SD = 4.67), Sto. Niño National School of Arts and Trades (SNNSAT) (Mean = 94.24, SD = 5.82), Katipunan National High School (KNHS) (Mean = 93.55, SD = 7.03), and Guinsang-an National High School (GNHS) (Mean = 92.83, SD = 7.54).

Grade Point Average of the Junior High School Learners is another form of learning outcomes in which all schools acquired an outstanding level of performance. The same with the learners' attendance, the weighted mean and standard deviation varies differently per school. Sto. Niño National High School (SNNHS) (Mean = 95.75, SD = 4.63), Panay National High School (PNHS) (Mean = 95.35, SD = 4.67), Sto. Niño National School of Arts and Trades (SNNSAT) (Mean = 94.24, SD = 5.82), Katipunan National High School (KNHS) (Mean = 93.55, SD = 7.03), and Guinsang-an National High School (GNHS) (Mean = 92.83, SD = 7.54).

Results have shown that Junior High School Learners are strongly devoted to school participation. While learners' performance in co-curricular activities varies in all Junior High Schools in the District of Sto. Niño, South Cotabato, their attendance and Grade Point Average (GPA) are consistently achieving outstanding levels of learning outcomes. Ott et al., (2023) claimed that institutions that engaged students in making decisions and educational tasks experienced an enhancement in overall student satisfaction and academic achievement. Fuertes et al., (2023) recognized in their study that Students exhibiting higher engagement demonstrated an increased probability of attaining superior grades and consistent attendance, resulting in a "Very Satisfactory" GPA, consequently underscoring that regular involvement in educational activities fosters enduring academic success and mitigates the risks of disengagement.

Table 12. *Summary of the Level of Progressive Learning Outcome of the Junior High School Learners in Sto. Niño District*

Dimensions	Mean	Standard Deviation	Data Description
Co-curricular Activities	4.20	0.66	Highest Level of Performance
Attendance	95.24	5.15	Outstanding
(GPA)General Point Average	92.78	3.86	Outstanding

Legend for Co-Curricular Activities: 4.20–5.00 = Highest level of performance; 3.40–4.19 = High level of performance; 2.60–3.39 = Average level of performance; 1.80–2.59 = Low level of performance; 1.00–1.79 = Lowest level of performance.

Legend for Junior High School Learners' Attendance and GPA: 90%–100% = Outstanding; 85%–89% = Very Satisfactory; 80%–84% = Satisfactory; 75%–79% = Fairly Satisfactory; Below 75% = Did Not Meet Expectations.

A summary of the data is presented above in the table about the level of progressive learning outcomes of the Junior High School Learners in Sto. Niño District. The co-curricular activities, with a mean of 4.20 and standard deviation of 0.66 has a qualitative description of highest level of performance indicating that learners are actively invested to the co-curricular activities implemented by their respective schools that could help them develop not only academically but also holistically. In the study of Othoo and Omondi (2022), the results reveal that co-curricular activities cultivate social, emotional, and leadership competencies by means of teamwork, with a big percentage of learners acknowledging their academic advantages and of educators endorsing their beneficial effects on discipline, engagement, and attendance.

When it comes to attendance of Junior High School Learners, with outstanding levels of learning outcomes which has a mean of 95.24% and a standard deviation of 5.15. This can be inferred that most of the learners attend the class sessions regularly and also in the school activities conducted. Beheshti et al., (2023) stated in their study that an immense percentage of students contended that class attendance enhanced learning outcomes, and those who went regularly exhibited superior academic performance compared to their often absent counterparts. Bekkering and Ward (2021) found that students with elevated engagement rates at a significant percentage demonstrate consistent attendance and engagement in class activities.

For the General Point Average of the learners, data have shown that there is an outstanding level of learning outcomes with a mean of 92.78% and a standard deviation of 3.86. The data suggests that secure and supportive school surroundings foster student confidence and academic performance, and with implementation of school safety protocols, and co-curricular programming help to increase overall student success. Edgerton and McKechnie (2023) found out that attendance had a significant positive connection with academic success, indicating that students who felt at ease in their school setting were more inclined to attend consistently. In addition, Voisin et al., (2023) discovered that 98% of students utilizing academic support services progressed to the subsequent academic year, indicating robust retention, while those getting assistance attained an average GPA at a generous percentage and excelled in their assisted programs.

Table 13. *Correlational Analysis between the Level of Stakeholders' Involvement in School Safety Protocols and the Junior High School Learners' Progressive Learning Outcomes*

Dimension	Statistics	Program Support	Stakeholders' Attendance	Overall Mean
Co-curricular Activities	Pearson's r	1.00	1.00	0.999
	p-value	<.001	<.001	<.001
JHS Learners' Attendance	Pearson's r	0.91	0.91	0.909
	p-value	<.001	<.001	<.001
General Point Average	Pearson's r	0.94	0.94	0.936
	p-value	<.001	<.001	<.001

**Note: $df=187$; $p<.05$, significant

Legend for the Degree of Relationship: +1.00 = Perfect Relationship; +0.71 to +0.99 = Very High Relationship; +0.41 to +0.70 = High Relationship; +0.21 to +0.40 = Moderate Relationship; +0.01 to +0.20 = Weak Relationship; 0.00 = No Relationship.

As presented in the table, this study examines the correlation between the level of stakeholders' involvement in school safety protocols and the level of Junior High School Progressive Learning Outcomes. The Pearson correlation values (r) convey a strong and significant positive correlation among all indicators, with p values that are less than .001, confirming a statistical significance.

Both show a perfect positive relationship between co-curricular activities and program support and stakeholders' attendance, with a value of $r = 1.00$ and $p\text{-value} < .001$. Emphasizing that heightened involvement in school safety programs is strongly correlated with improved student involvement in extracurricular activities. Junior High School Learners' attendance demonstrates a strong positive relationship with program support and stakeholders' attendance, projecting a value $r = 0.91$ and $p\text{-value} < .001$, respectively. Institutions with robust stakeholder involvement in safety processes generally exhibit elevated student attendance percentages. The General Point Average has a strong positive correlation with program support and stakeholders' attendance, showing a value $r = 0.94$ and $p\text{-value} < .001$. This only means that highly efficient school safety protocols and stakeholder engagement enhance academic success.

Overall, with values ($r = 0.999$, $p\text{-value} < .001$) ($r = 0.909$, $p\text{-value} < .001$) ($r = 0.936$, $p\text{-value} < .001$) qualify to have very high relationship between stakeholders' involvement in school safety protocols and Junior High School Learners' progressive learning outcomes. Thus, with the null hypothesis which says that there is no relationship between stakeholders' involvement in school safety protocols and Junior High School Learners' progressive learning outcomes, this meet the criteria to be rejected and the results found to

be statistically significant. The study of Worlu and Okai (2024) employed Pearson Product Moment Correlation to demonstrate a robust positive correlation between safety measures and academic performance, indicating that schools with significant stakeholder involvement in safety protocols achieve higher student attendance, enhanced classroom engagement, and superior academic results. The engagement of stakeholders guarantees the successful implementation of safety standards, the seamless operation of school activities, and the provision of essential assistance for students' academic and personal development. In line with this, Sison and Fuentes (2025) discovered in their conducted study that there is substantial stakeholder engagement and a significant correlation between stakeholder involvement and school awards, indicating that schools with robust stakeholder participation thrive due to effective safety protocols, well-organized programs, and a supportive learning environment. Furthermore, the participation of stakeholders, including educators, parents, and community members, is crucial for the success of these projects. In addition, Ozcan (2021) had a strong emphasis on the idea that a secure, well-maintained educational environment, facilitated by stakeholder involvement in infrastructure enhancements, safety protocols, and facility management, increases student motivation and performance, including efficient school operations and collaboration between teachers and stakeholders that foster a structured and engaging learning atmosphere that improves academic achievement.

The table presents Pearson's correlation values (r) and p -values to examine the relationship between the extent of implementation of school safety protocols and Junior High School Learners' progressive learning outcomes. Throughout the three dimensions of Junior High School Learners' progressive learning outcomes, such as co-curricular activities, attendance, and General Point Average is correlated with the 4 dimensions in the implementation of the school safety protocols like Contextualized School Learner Protection Policy, Safe and Protective Space, Communication Strategy, and Disaster Mitigation and Management.

Table 14. *Correlational Analysis Between the Implementation of School Safety Protocols and JHS Progressive Learning Outcomes*

<i>Dimensions</i>	<i>Statistics</i>	<i>Contextualized School Learner Protection Policy</i>	<i>Safe and Protective Space</i>	<i>Communication Strategy</i>	<i>Disaster Mitigation and Management</i>	<i>Overall Mean</i>
		1.00	1.00	1.00	0.998	0.999
Co-curricular Activities	Pearson's r					
	p -value	< .001	< .001	< .001	< .001	< .001
Attendance	Pearson's r	0.91	0.91	0.909	0.908	0.909
	p -value	< .001	< .001	< .001	< .001	< .001
General Point Average	Pearson's r	0.94	0.94	0.936	0.935	0.936
	p -value	< .001	< .001	< .001	< .001	< .001

****Note:** $df=187$; $p<.05$, significant

Legend for the Degree of Relationship: +1.00 = Perfect Relationship; +0.71 to +0.99 = Very High Relationship; +0.41 to +0.70 = High Relationship; +0.21 to +0.40 = Moderate Relationship; +0.01 to +0.20 = Weak Relationship; 0.00 = No Relationship.

All the correlation values ranging from 0.90 to 1.00 present a very high positive correlation between the extent of implementation of school safety protocols and the level of progressive learning outcomes of the Junior High School Learners.

A perfect connection ($r = 1.00$, p – value < .001) is seen in Co-curricular Activities, indicating that there is a perfect correlation in each of the dimension of the implementation of the school safety protocols, but a correlation value of $r = 0.998$ and p – value < .001 also indicates a very high relationship in terms of disaster mitigation and management. With a total mean for correlation value of $r = 0.999$ and p -value < .001 suggests a very high relationship. Therefore, student involvement in co-curricular activities significantly improves when safety protocols and communication techniques are properly put into place.

For the attendance with the same correlation values $r = 0.91$ and p -values < .001 for Contextualized School Learner Protection Policy and Safe and Protective Space, respectively, conveys a very high relationship. While stakeholders' attendance has a slight decrease in terms of its correlation values with Communication Strategy ($r = 0.909$, p -value < .001) and Disaster Mitigation and Management ($r = 0.908$, p -value < .001), but still considered to have a very high relationship. For overall mean, the correlation value of stakeholders' attendance to the four dimensions of implementation of school safety is in the value of $r = 0.909$ and p – p -value < .001. With this data, in terms of stakeholders' attendance and its relationship to the dimensions of the implementation of school safety protocols, depicts a very high relationship. This can be concluded that with stakeholders' consistent attendance in school activities, the safety protocols would be more contextualized based on the needs of the Junior High School Learners, there would a highly safe and protective space, communication strategies would be more efficient, and there would be an active disaster mitigation and management strategies in terms of emergencies.

Junior High School Learners' General Point Average, just like their attendance and performance in co-curricular activities, is also have a positive very high relationship ($r = 0.936$, p – value < .001) to the four dimensions of the school safety protocols implementation. To elaborate, the General Point Average of Junior High School Learners have relationship value of $r = 0.94$ and p – value < .001 for both Contextualized School Learner Protection Policy and Safe and Protective Space. However, just like the attendance of the junior high

school learners, their General Point Average and its relationship to Communication Strategy ($r = 0.936$, $p - \text{value} < .001$) and Disaster Mitigation and Management ($r = 0.935$, $p - \text{value} < .001$) has a little decreased observed but still categorized as very high relationship. In overall mean, there is a correlation value of $r = 0.936$ and $p - \text{value} < .001$ which interpreted as very high relationship between the implementation of school safety protocols and Junior High School Learners' progressive learning outcomes. Somerkoski et al., (2019) discovered in their study that secondary students demonstrated a significant improvement in safety skills, confirming a strong correlation between improved academic performance and school safety measures, and by that the implementation of structured school safety programs also increases students' awareness, preparedness, and engagement, fostering a disciplined and secure learning environment. Safe school settings that are actively maintained increase student performance, concentration, engagement, and attendance while guaranteeing sustained learning and well-being, all of which have a direct positive impact on academic achievement (PAASCU, 2021). Priestley and National Council for Curriculum and Assessment (2019) strongly believed that student engagement, motivation, attention, and academic achievement are all improved in a well-organized, well-run, and safety-focused learning environment that is strengthened by specific regulations, stakeholder collaboration, and emergency readiness.

Conclusions

Among the five Junior High Schools in Sto. Niño District, the implementation of safety protocols, such as the Learner Protection Policy, Safe and Protective Spaces, Communication Strategy, and Disaster Mitigation and Management, is more comprehensive. Junior High School learners in the District of Sto. Nino have shown, based on the gathered results, that they have projected the highest level of performance in co-curricular activities. According to the results, the attendance and GPA of the junior high school learners are consistently outstanding.

Thus, the more active stakeholders' involvement in school safety protocols, the better the junior high school learners' learning outcomes indicating that schools with engaged stakeholder participation achieve enhanced student engagement, attendance and academic performance. Meanwhile, a very high correlation between the extent of school safety implementation, and progressive learning outcomes indicating that schools with well-executed safety rules and organized procedures attain more student involvement, attendance, and academic success.

Hence, the results provided strong evidence that has a data description as very high correlation among the variables: stakeholders' involvement in school safety protocols, the extent of school safety implementation, and progressive learning outcomes.

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