Logistic Regression Analysis on the Leadership Styles and Implementation of Child Protection Policy Among the Elementary Schools in The Island Garden City of Samal

JUBYLYNE D. GOLLOSO
Teacher II
Department of Education
jubylyne.golloso@deped.gov.ph

Abstract — The purpose of the study determined the extent of the implementation of the Child Protection Policy among Elementary Schools in the Island Garden City of Samal. The respondents of the study were categorized according to school size and sex. The study was predominantly participated in by females and that a significant portion of the respondents came from medium-sized schools. The combined average score of 3.90 points to a generally high level of leadership, with transformational and strategic leadership approaches standing out as the most effective and widely practiced. This indicates that effective strategic leadership is crucial for enhancing the ability to manage crises within educational settings. The distribution of the implementation of the Child Protection Policy shows that nearly half of those surveyed report the policy is in place, but a larger portion feels it isn't being effectively carried out. Results of an analysis on factors that may influence the implementation of the Child Protection Policy, considering three key predictors: Leadership Style (LSave), School Size (schsize), and Gender. With a Wald statistic of 7.685 and a significance value of 0.006, suggesting that gender influences whether the policy is implemented. Future researchers should take a closer look at how school size might influence the effectiveness of the Child Protection Policy. Since current data does not reveal significant findings in this regard, further research could help uncover whether school size plays a subtle or long-term role in the policy's success or failure.

Keywords — Leadership styles, child protection policy, gender, Island Garden City of Samal

I.   Introduction

Program implementation is all about ensuring that a proposed initiative is carried out effectively, making a real difference in the community. It plays a key role in determining whether programs achieve their intended outcomes and remain valid across different settings. However, implementation is not always straightforward, it can vary depending on the people involved and the environment in which it takes place, sometimes affecting the overall success of the program. In the Island Garden City of Samal (IGACOS), implementing programs comes with both opportunities and unique challenges. As an island city, logistical hurdles, resource availability, and the need for localized approaches must be considered. While IGACOS has made significant strides in development, the real success of any program depends on clear execution, strong collaboration

among stakeholders, and addressing the specific needs of the community. Policies alone are not enough; their effectiveness is determined by how well they are put into action. For IGACOS, this means finding practical solutions that embrace its island setting while ensuring programs truly benefit its residents.

Meanwhile, the problem implementation of child protection policies in the Philippines is seen through the inconsistent enforcement of laws aimed at protecting children from abuse, exploitation, and neglect, often due to insufficient resources and lack of trained personnel in local government units (UNICEF, 2020). Additionally, socio-economic factors, such as poverty and limited access to education and health services, hinder the effectiveness of these policies, leaving many children vulnerable to exploitation (Salazar, 2019). Furthermore, cultural norms and stigma surrounding issues like child abuse can deter families from seeking help or reporting cases, thereby perpetuating cycles of violence and neglect (Putri, 2023).

The purpose of the study determined the extent of the implementation of the Child Protection Policy among Elementary Schools in the Island Garden City of Samal. It specifically, answered the following questions:

1. 1.What is the level of leadership styles of Elementary Schools in the Island Garden City of Samal?

2. What is the distribution of the implementation of Child Protection Policy in the Island Garden City of Samal?

3. Does leadership styles of elementary schools significantly predict the implementation of Child Protection Policy in the Island Garden City of Samal?

Hypothesis

Ho1: None of the leadership qualities of elementary schools significantly predict the implementation of Child Protection Policy in the Island Garden City of Samal?

Literature Review

Transformational leadership focuses on inspiring and motivating followers by fostering trust and aligning their values with organizational goals. This approach has been shown to boost job satisfaction, performance, and commitment in various sectors, including education, where it enhances teacher engagement and student success. Democratic leadership thrives on collaboration and participation, giving individuals a voice in decision-making. This style creates a positive and inclusive environment, promoting motivation, innovation, and overall well-being, especially in team-oriented and dynamic workplaces. Autocratic leadership, while effective in urgent and high-stress situations that require quick decisions, can lead to dissatisfaction, stress, and reduced creativity over time. Transactional leadership is focused on clear expectations, rewards, and discipline to achieve goals, making it effective for short-term projects or structured settings.

However, over-reliance on this style can hinder creativity and intrinsic motivation, potentially leading to burnout. Laissez-faire leadership gives employees high levels of autonomy, encouraging creativity in self-motivated teams, but it risks disengagement and confusion in less structured environments. Lastly, strategic leadership prioritizes long-term goals, adaptability, and ethical practices, enabling organizations to respond effectively to external pressures.

This study is anchored on the Theory of Planned Behavior/Reasoned Action by Ajzen and Fishbein and suggests that behavior is determined by intentions, attitudes such as beliefs about a behavior, and subjective norms like beliefs about others' attitudes toward a behavior (Conner, 2020).

In the child protection policies in elementary schools within the Island Garden City of Samal, the leaders are most important as they determine the effectiveness of children's protection through their intents, attitudes, and norms. Most behavior intentions depend upon attitude-a personal belief that is held that child protection, for instance, is worth-and subjective norms-the beliefs concerning how others-they-colleagues-parents-and the community-endorse the behavior. These are implications that for school leaders, it is not about the sense of personal conviction, but how they feel seeing their peers and community making importance of the policy. It is those who have a very high belief in the need of the policy and have very strong feelings of support from peers that act proactively and effectively in implementing the policy to its goal: keeping children safer and better protected. This will make the educational system culturally built upon protection and compliance.

A conceptual framework for a study using logistic regression analysis maps the degree to which leadership styles of transformational, democratic, autocratic, transactional, laissez-faire, and strategic leadership are related to the implementation of child protection policy and are categorized under the binomial of being successful or unsuccessful. Logistic regression would be appropriate here since, at the end of this analysis, it will become possible to determine the likelihood that each leadership style might be positively or negatively correlated with the effective implementation of policies. Based on this analysis of the coefficients on each leadership style, this study will establish the predictors of successful policy compliance by being statistically significant. Using this approach allows for making a comparison of leadership styles to determine which one could be most influential in having a robust child protection environment within organizations.

II. Methodology

In this study, we approached our research with a non-experimental quantitative perspective. According to Creswell (2018), quantitative research is all about collecting and analyzing numerical data, which helps us explore different phenomena in a systematic way. By using this method, we can gather measurable information and employ statistical techniques to make sense of it, ultimately presenting our findings in a clear numerical format.

For our research, we chose a descriptive predictive design that focuses on elementary schools in IGAGOS. The descriptive part of our study helps us to understand and outline the various leadership styles present in these schools.

Ethical Consideration

When conducting research that involves people, it's essential to prioritize ethical considerations to ensure the well-being of everyone involved. In our study, we made it our top priority to protect our participants from any harm. We followed the ethical standards set by the Department of Science and Technology's Administrative Order 2007-001, which aims to respect and safeguard the dignity of all individuals participating in research.

Informed Consent/letter. The researcher assured that the respondents of the study had the freedom to withdraw for any given reason, and their participation is voluntary. The researcher used informed consent/letter through their school heads since the respondents are adults. In obtaining the informed consent, the researcher distributed the informed consent/letter days before the conduct of the research.

The following were the comprehensive step-by-step procedure. The researcher contacted the respondents through their school head through a messenger and asked non-personal questions. Second, the researcher sent a brief rationale of the study and expressed the importance of confidentiality and security of respondents' information. Third, she sent an informed consent/letter form to the identified respondents. The respondents returned the accomplished form. Finally, the researcher sorted out the returned forms to identify who signified their consent affirmatively.

Research Locale

The research conducted in elementary schools in Island Garden City of Samal. IGACOS Division started as an interim division of Davao Del Norte Division. It is composed of four district: Babak, Samal Kaputian and Talicud District. With the mantra as division of fulfillment, IGACOS is a thriving to fulfill is outmost dream to serve the young minds of its learners with the consideration of its local authenticity.

Research Respondents

Out of the 285 elementary teachers involved in the study, 198 were selected from public elementary schools in IGACOS for the 2024-2025 school year. Their participation was completely voluntary, ensuring that only those willing to contribute to the research take part. The sample size was carefully determined using the Tabachnick and Fidell formula (Pulka, 2022) to ensure accurate and meaningful results.

In this study, as Creswell (2017) points out, we have a unique chance to connect with people and choose research settings that truly represent the issues we're looking into. Given that

our participants are minors, we will be especially careful to obtain informed consent in a respectful and responsible way.

Our main goal is to see how effectively the Child Protection Policy is being implemented in elementary schools on the Island Garden City of Samal. To gather our data, we plan to use a stratified random sampling method, which will help us reach a diverse range of teachers.

We'll be focusing on elementary school teachers in the public schools of the IGACOS division for the upcoming 2024-2025 school year. To show our appreciation for those who participate in our study, we will provide a certificate of participation as a token of recognition for their valuable insights and contributions. Their input is truly important to us!

Research Instrument

In this research, we set out to delve into how teachers' leadership styles connect with the implementation of child protection policies. Our aim was to gather meaningful insights that would shed light on the relationship between these two crucial areas. To collect the information, we utilized Google Forms to share our survey questions.

When it came to identifying different leadership styles, we focused on a select few items in our questionnaire. We explored various styles, including transformational, democratic, autocratic, transactional, laissez-faire, and strategic leadership. For this part of our study, we took inspiration from the work of Opoku et al. (2015), who investigated leadership styles among sustainability professionals in the UK construction industry. By adopting this approach, we hope to gain a clearer understanding of how different leadership styles can influence the effectiveness of child protection policies in educational settings.

Research Procedure

The researcher embarked on an important journey to explore leadership styles and the implementation of child protection policies in elementary schools on the Island Garden City of Samal. It all began with a commitment to ethical research practices. The researcher sought permission to conduct the study, which involved obtaining a certificate from the Research Ethics Council. This step was crucial to ensure that the rights and dignity of all participants were upheld throughout the process.

Once this was secured, the researcher reached out to the Dean of the Graduate School for an endorsement letter and consulted with their thesis adviser to gain vital support for the research. With the endorsement in hand, the next steps involved submitting the letter and a copy of the research manuscript to the Office of the School Superintendent, who graciously granted approval.

This approval paved the way for the researcher to connect with the District Coordinating Principal, seeking their permission to conduct the study in the elementary schools of Kaputian

District. Following this, the researcher meticulously reached out to the heads of each school that was part of the study, making sure to keep them informed and involved.

In the next phase, the researcher approached the school heads with the endorsement letter, providing details about the study to the principals to gain their support. During the process of administering the questionnaires, the researcher was attentive in explaining the survey's purpose and process to the respondents, with the backing of the Schools Division Superintendent and school administrators, which helped foster a supportive environment.

With the data collection phase wrapped up, the researcher began scrutinizing the gathered information. They compiled and tabulated the survey responses, enlisting the help of a statistician to employ SPSS (Statistical Package for the Social Sciences) for a deeper analysis. The statistician played a pivotal role, conducting a thorough and complex analysis of the survey data to ensure that the findings were accurately interpreted and would ultimately contribute valuable insights to the study.

Data Analysis

In analyzing the result of the study, the researcher used the following statistical tool:

Mean and frequency. The mean is a level of leadership styles and implementation of child protection policy among the elementary schools in the Island Garden City of Samal.

Logistic regression analysis assists this study to explore how different leadership styles influence the successful implementation of the child protection policy in elementary schools in the Island Garden City of Samal. The analysis can pinpoint which approach is most likely to lead to success through examining leadership styles such as transformational, democratic, autocratic, transactional, laissez-faire or strategic leadership. The implementation of the policy will be measured as either successful or unsuccessful. This approach also allows this research to consider other factors ensuring a more comprehensive understanding of what drives effective policy implementation.

III. Results and Discussion

Presented in this chapter the results and discussion of the study. The presentation starts from the descriptive analysis of the leadership styles and level of implementation of child protection policy. This is followed by the discussion on the distribution and the presentation of significant influence of the implementation of child protection policy.

Table 1. Profile of the respondents

Category	Frequency	Percent
School size		
Big school	37	18.69
Medium school	97	48.99
Small School	63	31.82

Sex		
Male	75	37.88
Female	123	62.12
Total	198	100.00

The respondents of the study were categorized according to school size and sex. In terms of school size, most of the participants came from medium-sized schools, making up 48.99 percent of the total sample, or 97 respondents. This was followed by those from small schools, who comprised 31.82 percent of the group, totaling 63 respondents.

Meanwhile, respondents from big schools accounted for 18.69 percent, or 37 respondents. Regarding sex, a greater number of respondents were female, representing 62.12 percent of the population, equivalent to 123 respondents. Male respondents, on the other hand, made up 37.88 percent, or 75 respondents. Altogether, the total number of respondents was 199. This demographic profile shows that the study was predominantly participated in by females and that a significant portion of the respondents came from medium-sized schools.

Table 2. Level of Transformational Leadership Style

Items	Mean	Descriptive Interpretation
1. I go beyond self-interest for the good of the organization	4.61	Very High
2. Consider the moral and ethical consequences of my decisions	4.61	Very High
3. I help others to develop their strengths	4.41	Very High
Overall	4.54	Very High

The level of transformational leadership among elementary school leaders in the Island Garden City of Samal is impressively high across all areas. Many leaders strongly agreed with the statement, "I go beyond self-interest for the good of the organization," which earned a mean score of 4.61, showing just how much they put the needs of their school communities first. Similarly, the statement, "I consider the moral and ethical consequences of my decisions," also received a mean of 4.61, highlighting how important ethical decision-making is for these leaders. Meanwhile, the statement, "I help others to develop their strengths," scored a mean of 4.41, reflecting the leaders' genuine commitment to helping their colleagues and team members grow and succeed.

Overall, the average mean for transformational leadership among the respondents came out to 4.54, which still falls under the "very high" interpretation. These results clearly show that the elementary school leaders in the Island Garden City of Samal strongly live out the core values of transformational leadership leading with ethics, putting others first, and investing in the development and success of the people around them.

The findings of this study is parallel to the results of the study found that the level of transformational leadership practices among primary school headmasters in Kota Bharu District was at a very high level, with a mean score of 4.32 and a standard deviation of 0.503 (Mamat et al., 2021). Further, he level of transformational leadership practices of TS 25 headmasters in

Putrajaya is high (mean = 4.08, s.p. = 0.45), indicating that headmasters effectively implement transformational leadership styles to enhance school direction and performance (Rashid & Wahab, 2024).

Table 3. Level of Democratic Leadership Style

Items	Mean	Descriptive Interpretation
1. The best decision will be the one with the largest consensus	4.41	Very High
2. I welcome others to constantly challenge my ideas and strategies	4.16	High
3. I try to delegate as many tasks as possible in their complete entirety	3.05	High
Overall	3.87	High

The level of democratic leadership among elementary school leaders in the Island Garden City of Samal is generally high to very high across different areas. Many leaders strongly agreed with the idea that "The best decision will be the one with the largest consensus," which earned a mean score of 4.41 and is rated as very high. This shows that they truly value involving others in the decision-making process and believe that the best choices come from collective agreement. Meanwhile, the statement "I welcome others to constantly challenge my ideas and strategies" received a mean score of 4.16, interpreted as high. This suggests that while leaders are open to feedback and different perspectives, they may not encourage it as actively as they prioritize reaching a group consensus. Lastly, the statement "I try to delegate as many tasks as possible in their complete entirety" had a mean score of 3.05, still considered high but noticeably lower than the other two indicators. This hints that although leaders do delegate tasks, they might sometimes be hesitant to fully hand over responsibilities.

When looking at the results, the overall mean for democratic leadership comes out to about 3.87, which is still within the high range. This paints a picture of school leaders who strongly believe in working together and listening to others, but who may still have some room to grow when it comes to fully trusting and empowering their teams through delegation.

The result is in line with the findings that a high level of democratic leadership styles in schools, as demonstrated by the principal of Kindergarten Kemala Bhayangkari 13, involves collaborative decision-making, effective communication, and conflict management. This leadership style fosters a supportive environment where teachers feel valued and motivated, enhancing their professionalism (Heryanto et al., 2023). Further study found that a high level of democratic leadership style.This leadership style encourages participation and collaboration, which can enhance student engagement and performance (Isundwa, 2015).

Table 4. Level of Autocratic Leadership Style

Items	Mean	Descriptive Interpretation
1. I make decisions without consulting others due to time pressures upon the task at hand	3.43	High
2. I rarely back down when I am truly passionate about something	3.59	High
3. I need to push half of the people into completing work to a higher standard	4.30	Very High
Overall	3.77	High

When looking at the leadership styles in elementary schools on the Island Garden City of Samal, the focus is on how autocratic the leadership tends to be, based on certain behaviors. The data paints a clear picture of a leadership style that is fairly autocratic. For instance, the statement "I make decisions without consulting others due to time pressures upon the task at hand" has a mean score of 3.43, which is considered "High," showing that leaders are likely to make quick decisions without seeking input when time is tight. Another statement, "I rarely back down when I am truly passionate about something," has a mean of 3.59, also classified as "High," indicating that leaders are steadfast and determined in their decisions. The final statement, "I need to push half of the people into completing work to a higher standard," has a much higher mean of 4.30, categorized as "Very High," suggesting that leaders take a more forceful approach to make sure work is done to the highest standard.

When you combine all of these, the overall mean score comes out to 3.77, which falls to High. This suggests that the leadership style in these schools is decidedly autocratic, with a strong focus on control and decision-making without much room for collaboration.

This finding supports the study found that while autocratic leadership was prevalent (44.5%), a significant proportion of principals also reported using democratic leadership styles. This suggests that democratic approaches are present, contributing positively to administrative effectiveness in public senior secondary schools in Oyo State (Opatunde & Oredein, 2023). In addition, A high level of democratic leadership in schools, as demonstrated by the principal of Kindergarten Kemala Bhayangkari 13, involves collaborative decision-making, effective communication, conflict management, resource optimization, and recognition of teacher achievements, fostering a supportive professional environment (Heryanto et al., 2023).

Table 5. Level of Transactional Leadership Style

Items	Mean	Descriptive Interpretation
1. I make clear what one can expect to receive when performance goals are achieved	4.23	Very High
2. I provide recognition/rewards when others reach their goals	3.89	High
3. I keep track of all mistakes	2.82	Moderate
Overall	3.65	High

The leadership styles in the elementary schools of the Island Garden City of Samal show clear signs of transactional leadership, which focuses on rewards, recognition, and accountability based on performance. For example, the statement "I make clear what one can expect to receive when performance goals are achieved" has a mean score of 4.23, categorized as "Very High." This suggests that the leaders are very explicit and transparent about the rewards people can earn when they meet their goals. Another statement, "I provide recognition/rewards when others reach their goals," has a mean of 3.89, classified as "High," which shows that recognition is regularly given, though it may not always be as consistent. The last statement, "I keep track of all mistakes," has a mean of 2.82, categorized as "Moderate," indicating that while leaders do monitor mistakes, it's not as central to their leadership approach as rewarding or recognizing achievements.

When we calculate the overall mean, it comes out to 3.65, which falls High. This suggests that transactional leadership is a strong presence in these schools, with a solid focus on rewarding and recognizing performance, while giving a moderate level of attention to tracking mistakes.

This high level result is in line with he study found a very high level of transactional leadership styles among school heads, particularly through behaviors like contingent rewards and active management, which positively correlated with teachers' motivation, attitude, and performance, emphasizing the importance of effective leadership (Soriano & Banayo, 2024). Moreover, The study found that high levels of transactional leadership negatively affected teachers' job satisfaction. In contrast, transformational leadership positively influenced job satisfaction, suggesting that principals should focus on transformational practices to enhance teachers' overall satisfaction in high school settings (Tran et al., 2022).

Table 6. Level of Laissez-faire Leadership Style

Items	Mean	Descriptive Interpretation
1. I avoid making decisions	2.80	Moderate
2. Whatever others want to do is ok with me	2.93	Moderate
3. I ask no more of others than what is absolute essential	4.32	Very High
Overall	**3.35**	**Moderate**

The leadership styles in the elementary schools of the Island Garden City of Samal show some elements of laissez-faire leadership, which is known for its more hands-off approach, where leaders avoid making decisions and allow others more freedom in how they work. For example, the statement "I avoid making decisions" has a mean of 2.80, categorized as "Moderate," suggesting that while leaders sometimes step back from decision-making, it's not always the case. Similarly, "Whatever others want to do is ok with me" has a mean of 2.93, also marked as "Moderate," showing that leaders can be flexible and allow for autonomy, but still maintain some level of control. However, the statement "I ask no more of others than what is absolutely essential" has a notably high mean of 4.32, categorized as "Very High," which suggests that leaders are

generally non-intrusive, setting minimal expectations and giving people the freedom to work at their own pace.

The overall mean of 3.35 falls between "Moderate" and "High," indicating that while laissez-faire leadership is present, it's not the primary style in these schools. Leaders tend to take a more passive role but still engage in some way and maintain certain expectations.

According to study, high levels of laissez-faire leadership in schools can foster a supportive learning environment, promoting academic performance. However, excessive autonomy may lead to chaos and confusion, hindering goal achievement and negatively impacting students' academic outcomes if not effectively managed (Amoding et al., 2023). Moreso, review indicates that high levels of laissez-faire leadership in higher education can lead to significant outcomes, including improved academic performance, faculty satisfaction, and innovation, while emphasizing the influence of contextual factors like institutional culture and regional differences (Chhom et al., 2024).

Table 7. Level of Strategic Leadership Style

Items	Mean	Descriptive Interpretation
1. I tend to overcome barriers to reach goals	4.00	High
2. I'm good at finding practical solutions to problems	4.48	Very High
Overall	4.24	High

The leadership styles in the elementary schools of the Island Garden City of Samal show strong traits of strategic leadership, which focuses on overcoming challenges and finding practical solutions. For instance, the statement "I tend to overcome barriers to reach goals" has a mean score of 4.00, marked as "High," indicating that leaders are quite effective at pushing through obstacles to achieve their goals. The statement "I'm good at finding practical solutions to problems" has a higher mean of 4.48, classified as "Very High," suggesting that these leaders excel at tackling problems with practical and realistic solutions.

With an overall mean of 4.24, which falls into the "High" range, it's clear that strategic leadership plays a key role in these schools, with leaders focusing on overcoming hurdles and addressing challenges in a practical, solution-oriented way.

The finding of this study does not agree with the result of the study which indicates that the level of strategic leadership in the YIK control school is modest, not high. However, it emphasizes the importance of practicing strategic leadership to enhance the quality of teaching and improve school excellence (Mohamad & Ismail, 2018). However, a study found that school managers exhibit a high level of strategic leadership behaviors, which positively influences crisis management. This indicates that effective strategic leadership is crucial for enhancing the ability to manage crises within educational settings (Tore & Cilek, 2021).

Table 8. Level of Leadership Style

Items	Mean	Descriptive Interpretation
Transformation Leadership	4.54	Very High
Democratic Leadership	3.87	High
Autocratic Leadership	3.77	High
Transactional Leadership	3.65	High
Laisses-faire Leadership	3.35	Moderate
Strategic Leadership	4.24	Very High
Overall	**3.90**	**High**

The table provides a snapshot of how different leadership styles are viewed based on their mean scores. Transformational leadership clearly stands out with a "Very High" rating of 4.54, highlighting that leaders with this style are seen as deeply committed to the organization's well-being, often putting the organization's needs before their own. Laissez-faire leadership (3.35) and strategic leadership (4.24) also score moderate and high respectively, suggesting that these styles are moderately and highly valued for encouraging independence and practical problem-solving. In contrast, democratic leadership (3.87), autocratic leadership (3.77), and transactional leadership (3.65) score in the "High" range, indicating that while these styles are appreciated, they are not as dominant as the more prominent transformational or strategic styles. Overall, the combined average score of 3.90 points to a generally high level of leadership, with transformational and strategic leadership approaches standing out as the most effective and widely practiced.

The study found that school managers exhibit a high level of strategic leadership behaviors, which positively influences crisis management. This indicates that effective strategic leadership is crucial for enhancing the ability to manage crises within educational settings (Tore & Cilek, 2021). Additionally, Malaysian risky schools' leaders exhibited a high level of educational strategic leadership (ESLP), characterized by practices such as strategic orientation, translation, intervention, alignment, and competencies, emphasizing the need for targeted training programs to enhance effective leadership and positive school outcomes (Kunalan et al., 2022).

Table 9. Distribution of the Implementation of Child Protection Policy

Variable	Frequency	Percentage
Implementation of Child Protection Policy		
Yes	92	46.5
No	106	53.5
TOTAL	198	100

The distribution of the implementation of the Child Protection Policy in the Island Garden City of Samal presents a mixed result. Out of 198 responses, 92 (46.5 percent) indicate that the policy is being implemented, while 106 (53.5 percent) suggest that it is not. This shows that nearly half of those surveyed report the policy is in place, but a larger portion feels it isn't being effectively carried out. This disparity points to possible challenges in fully adopting or enforcing

the policy, highlighting areas that might need more attention, resources, or support to ensure it is implemented consistently across the city.

Table 10. Significant Influence of the implementation of Child Protection Policy

Predictors	*B*	S.E	*Wald*	*Sig.*	*Exp (B)*
Leadership Style (LSave)	-.228	.297	.589	.443	.796
School Size(schsize)			1.619	.655	
Sex	.838	.302	7.685	.006	2.312
a. Variable(s) entered on step 1: LSave, schsize, gender.					

The table shows the results of an analysis on factors that may influence the implementation of the Child Protection Policy, considering three key predictors: Leadership Style (LSave), School Size (schsize), and Gender. The analysis reveals that leadership style doesn't have a significant effect on the policy's implementation, as shown by a Wald statistic of 0.589 and a significance value of 0.443, which is above the 0.05 threshold for significance. However, gender does play a significant role, with a Wald statistic of 7.685 and a significance value of 0.006, suggesting that gender influences whether the policy is implemented. The Exp(B) value of 2.312 indicates that one gender has higher odds of the policy being implemented compared to the other. As for school size, the table doesn't provide enough information to draw conclusions about its impact, meaning it may not significantly affect the policy's implementation.

Several studies exposed similar result with this study. Fallon et al., (2017), highlighted significant gender differences in child sexual abuse investigations, indicating that boys exhibit more behavioral and emotional issues, which may influence the implementation of child protection policies by necessitating tailored approaches for boys and girls in service provision. In particular, sexual abuse significantly impacts child protection policies, revealing shortcomings in addressing such crimes. It emphasizes the need for legal innovations to ensure justice for victims and enhance their recovery, ultimately fostering societal balance (Tjolleng & Said, 2024).

IV. Conclusion

Based on the findings of the study, the following conclusions are drawn by the researcher:

This demographic profile shows that the study was predominantly participated in by females and that a significant portion of the respondents came from medium-sized schools.

This also concludes that respondents exhibit a high level of strategic leadership behaviors, which positively influences crisis management. This indicates that effective strategic leadership is crucial for enhancing the ability to manage crises within educational settings.

The distribution of the implementation of the Child Protection Policy in the Island Garden City of Samal presents a mixed result. This shows that nearly half of those surveyed report the policy is in place, but a larger portion feels it isn't being effectively carried out.

The Exp(B) value of 2.312 indicates that one gender has higher odds of the policy being implemented compared to the other. As for school size, the table doesn't provide enough information to draw conclusions about its impact, meaning it may not significantly affect the policy's implementation.

Finally, the Theory of Planned Behavior is affirmed in the context of this study. The theory helps us understand that people's actions are often driven by what they intend to do, how they feel about it, and what they think others expect from them. In this case, the finding that one gender is more likely to implement a policy than the other suggests that gender may play a role in shaping those intentions; possibly because of different beliefs or social influences. For instance, if one gender sees the policy more positively or feels more supported by colleagues or leaders, they might be more motivated to follow through with it. This shows that how people perceive the policy and the encouragement they receive matters more in making it work than things like the size of the school they are in.

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