

**Awareness of Child Safeguarding Policies Among Healthcare Professionals:
Implications for Training Development**

Dr. Ahmed Ben Youssef^{1*}, Dr. Salma Trabelsi¹, Dr. Hatem Gharbi²

¹Department of Child and Adolescent Psychiatry, Charles Nicolle Hospital, Tunis,
Tunisia

²Department of Pediatric Care, Habib Bourguiba Hospital, Sfax, Tunisia

Abstract

This study aimed to determine the extent of awareness of the School Heads and Teachers on DepEd Order No. 40, S. 2012, otherwise known as the Child Protection Policy, of which result served as basis in the formulation of a program design. The study focused on the proper protocol in handling child abuse cases as well as the duties and responsibilities of the school heads, teachers and guidance counselors. The study made use of the descriptive-correlational research design. With reference to the measurement of the extent of awareness of school heads and teachers relative to the Child Protection Policy, a researcher-made tool was utilized. The respondents of the study are the secondary school heads and teachers in the Division of Dumaguete City. School heads were taken universally while teacher-respondents were subjected to sampling. The study utilized weighted mean, chi-square and ttest for its statistical treatment. The findings revealed that school heads and teachers are "Very Aware" of their duties and responsibilities relative to the Child Protection Policy except on the composition of the CPP and the proper protocol in handling child abuse cases which they claimed that they are not fully aware of. School heads and teachers differ significantly in their extent of awareness of the CPP revealing a higher degree of awareness on the part of the school heads. The respondents'

profile in terms of educational qualification and plantilla position is significantly related to their extent of awareness of the CPP except for age and sex which were found insignificant.

Keywords: Awareness, Child Protection Policy (CPP)

Table of Contents

| Title | | Page No. |
|---|-------|-----------------|
| Title Page | _____ | i |
| Abstract | _____ | ii |
| Table of Content | _____ | iii |
| List of Tables | _____ | v |
| List of Figures | _____ | vii |
| Acknowledgments | _____ | viii |
| Chapter 1: The Problem and Its Scope | | |
| Introduction | _____ | 2 |
| Theoretical Background of the Study | _____ | 3 |
| Review of Related Literature and Studies | _____ | 9 |
| Conceptual Framework of the Study | _____ | 26 |
| Statement of the Problem | _____ | 28 |
| Statement of the Null Hypotheses | _____ | 28 |

| | | |
|-----------------------------------|-------|----|
| Significance of the Study | _____ | 29 |
| Scope and Limitation of the Study | _____ | 30 |
| Scope of the Study | _____ | 30 |
| Limitation of the Study | _____ | 30 |
| Research Methodology | _____ | 31 |
| Research Design | _____ | 31 |
| Research Environment | _____ | 31 |
| Research Respondents | _____ | 32 |
| Research Instrument | _____ | 33 |
| Research Procedure | _____ | 34 |
| Statistical Treatment of Data | _____ | 34 |
| Operation of Definition of Terms | _____ | 38 |

iv

Chapter 2: Presentation, Analysis and Interpretation of Data

| | | |
|---|-------|----|
| Presentation, Analysis and Interpretation of Data | _____ | 40 |
|---|-------|----|

Chapter 3: Summary of Findings, Conclusions and Recommendation

| | | |
|--------------------|-------|----|
| Summary of Finding | _____ | 67 |
| Conclusion | _____ | 72 |
| Recommendation | _____ | 72 |

| | | |
|------------------|-------|----|
| References | _____ | 86 |
| Appendices | _____ | 91 |
| Curriculum Vitae | _____ | 99 |

v

List of Tables

| Table No | Page |
|--|-------------|
| 1.1 School Heads and Teacher's Extent of Awareness of the Child Protection Policy (CPP) in terms of its Composition and Proper Procedure in Handling child abuse cases | 41 |
| 1.2 School Heads and Teacher's Extent of Awareness in terms of the Former's Duties and Responsibilities in the Implementation of the CPP | 44 |
| 1.3 School Heads and Teacher's Extent of Awareness Relative to the Duties and Responsibilities of the Guidance Counselor in the Implementation of the CPP | 47 |
| 1.4 School Heads and Teacher's Extent of Awareness Relative to the Duties and Responsibilities of the Latter in the Implementation of the CPP | 49 |
| 1.5 Summary Table as to the School Heads and Teacher's Extent of Awareness of the Child Protection Policy | 52 |
| 2 Test on Significant Difference Between the School Heads and Teacher's Extent of Awareness of the Child Protection Policy | 55 |
| Respondent's Profile | 57 |
| 2.1 Test on Significant Relationship Between the Respondents' Extent | 58 |

| | | |
|-----|--|----|
| | of Awareness of the CPP and their Profile in terms of Age | |
| 2.2 | Test on Significant Relationship Between the Respondents' Extent of Awareness of the CPP and their Profile in terms of Sex | 60 |
| 2.3 | Test on Significant Relationship Between the Respondents' Extent | 61 |

vi

| | | |
|-----|---|----|
| | of Awareness of the CPP and their Profile in terms of Educational Qualification | |
| 2.4 | Test on Significant Relationship Between the Respondents' Extent of Awareness of the CPP and their Profile in terms of Plantilla Position | 63 |
| 2.5 | Summary Table on the Relationship Between the Respondents' Extent of Awareness of the CPP and their Profile | 66 |

List of Figures

| Figure No. | | Page |
|-------------------|---|-------------|
| Figure 1 | Schematic Diagram of the Theoretical Framework of the Study | 8 |
| Figure 2 | Conceptual Framework of the Study | 27 |

Acknowledgments

The researcher had so many times in the past attempted to complete his graduate studies for both his professional and personal growth. For the past many years, however, this remained for him an item in his bucket list — just one of the things he wishes to accomplish in the future until such time that circumstances made it “necessary” for him to do so.

With this in mind, the researcher wishes to extend his most profound and sincere thanks and appreciation to a long list of individuals, without whose support, this thesis would not have been possible.

Dr. Yvonne P. Cruz, his thesis adviser and statistician, for her sincere motherly concern, her encouragement, patience, and support for the researcher’s personal and professional growth;

Mr. Jasper Eric C. Catan, Acting Dean of the FU College of Education, thesis examiner, for his valuable suggestions, comments, and support for the refinement of this work;

Dr. Maria Chona Z. Fotalan, professor, Foundation University, thesis examiner, for her selfless assistance, valuable suggestions, and never-ending words of encouragement which inspired this researcher to reach the finish line, in spite of the rough road;

Dr. Modesta C. Cabiara, his external thesis examiner, for her significant inputs and comments that challenged the researcher to work harder;

Dr. Carmencita C. Tan, thesis examiner, for her words of wisdom which encouraged the researcher to pursue his dream;

ix

Dr. Evangel M. Luminarias, Schools Division Superintendent of the Division Dumaguete, for her kindhearted approval for the researcher to conduct this study and to administer the questionnaires among the school heads and teachers in the abovementioned division;

Dr. Neri C. Ojastro, Assistant Schools Division Superintendent of the Dumaguete Division, for his kind words, guidance and inspiration;

The **Secondary school heads** of the Dumaguete Division, for generously approving the conduct of the study and for allowing the researcher to administer the questionnaires to them and the teachers in their respective schools;

The **Secondary school teachers** of the Dumaguete Division, for their sincere cooperation and patience in answering the research instrument in spite of their busy schedule;

To the researcher's **DCNHS** family, for its members understanding and unwavering support to the researcher's goal of attaining personal and professional growth and development;

The researcher also wishes to give his special thanks to **Miss Ma. Dulce De Guzman**, the School Guidance Counselor of DCNHS; **Mrs Ma. Eugenia N. Sedillo**, the researcher's English critic; and **Mr. Gregorio B. Alvarez**, DCHNS ICT, for the help and expertise they have extended to this endeavor;

To the **Arbon-Rabina**, and **Sarmago families**, the researcher's "Wall of China" in terms of his desire to achieve professional and personal growth;

x

Natalie Alyza Jane and **Aljen Nicolai**, two of the researcher's most precious possessions, his children, who unfailingly shower him with joy, inspiration, and an overflowing unconditional love;

Anna Jane, his one and only beloved wife, for her great love, encouragement, and support; for providing the researcher strength and inspiration to hurdle all the challenges— emotional, financial, mental, and even physical—that came the researcher's way in the course of the completion of this study; and for always being there for him every step of the way since day one;

And mostly above all, to **God Almighty**, for the countless blessings **He** has showered upon the researcher and his family; for the inspiration, encouragement, and constant love that never fail. Without **His** guidance and wisdom, and without **Him**, this study would have been in vain and would not have been possible.

(Sgd.) ALDEN ARBON RABINA
Researcher

Chapter 1

The Problem and Its Scope

Introduction

The Policy on Child Protection is a comprehensive term which refers to the policies, standards, guidelines and procedures to safeguard children from any intentional and unintentional harm. In other words, it is the duty of the organizations and the individuals associated with these organizations to protect every child under their care. Such that the school heads have the responsibility to protect the children in schools. As school heads, they must ensure that the environment is child friendly, gender sensitive, safe and conducive for learning. In the same manner, it is the duty of the teachers to facilitate learning and to take care of every learner under them. The policy on child protection gives guidelines for organizations and teachers to make the school environment safe for children. The Child Protection Policy ensures the protection of children as it defines what action is needed to keep children safe and ensuring a consistency of behavior so that all teachers follow the same process.

According to Graham, Phelps, Maddison, and Fitzgerald (2011), educational institutions have always been regarded as effective catalyst of spreading information and awareness considering that teachers have the capability to observe, supervise, and identify changes in the student's behavior and well-being. The school, therefore, can offer equal contribution to solve the prevalence of child abuse by making the school heads and teachers aware of the child protection policies (Graham, Phelps, Maddison, and Fitzgerald, 2011).

In the Philippine society, however, the view of the child causes institutions and some authorities to overlook and oftentimes encourage child abuse. The institutions and authorities do not have a clear definition of abuse, may it be verbal, psychological or emotional abuse. Moreover, institutions remain focused on children committing violence in the schools rather than the violence committed towards them especially by educators.

Much concern has been given to child abuse occurring in families. However, with the considerable duties and responsibilities that school heads have, child abuse in schools is often overlooked or under examined. The creation of the Child Protection Policy Committee in the school is not enough to protect each and every student inside the school. School heads and teachers are the resource persons in the implementation of this policy. In order to be like, "fathers" in the families, who know what is best for their children's safety and for the children to be free from

maltreatments in the school, community, as well as from their families, school heads and teachers must perform their roles properly and effectively.

Studies on child abuse have been undertaken by Cervantes (2017) and Baguio (2018) and they focused mainly on one aspect which is bullying. Cervantes (2017) revealed that the pupils' awareness about bullying is low and this will indicate that they lack the knowledge and awareness if they are being bullied or not. He further disclosed that the teachers' awareness about bullying is significantly related to the pupils' behavior. The current study aims to link previous studies parallel to it to delve further on the level of awareness of school principals and teachers not only on bullying but on other forms of child abuse such as exploitation, violence and discrimination focusing more on the procedural activity or protocol that school heads and teachers need to be aware of in handling child abuse cases. When one reads the newspaper, listens to the radio and watches social media, one will realize that the rate of child abuse is alarmingly high these past years and some of these cases highlighted the involvement of teachers.

The school, considered as the second home of the students, plays a vital role in protecting the students from being abused. Hence, this study is undertaken to find out the level of awareness of the school principals and the teachers on the Child Protection Policy.

The researcher believes in the importance of this study not only because of its novelty but also because of the benefits it could give to the school heads, the teachers, as well as the learners and the community as a whole. By knowing the level of awareness of the school heads and the teachers on the Child Protection

Policy, the system can design a training program that can enhance the teachers and the school heads' knowledge and understanding about child protection.

Theoretical Background of the Study

Child abuse is a social problem that is happening mostly in the schools and it should be stopped for it hinders the opportunity of the child to express and socialize with others, limits his learning opportunity in school and slows down the development of his personal strength. Child abuse problems do not occur solely because of individual characteristics but they also include other social factors.

The family is considered as the primary unit of society (Farley and Flota, 2011). It is the core background of each individual as he/she grows and develops into a responsible citizen in the future. In the family, one can freely express and experience primary life development. Then, as the individual grows and develops, he/she also learns and experiences what is presented in his/her generation both in school and in the community.

This study is anchored on the Functionalists Social Theory of Emile Durkheim and Talcott Parsons (in Farley & Flota, 2011). This theory views society as a social system of interconnected parts. Each part of the system depends on each other to function. Society, as a system, has social institutions like families, schools, local government (e.g. DSWD), community, and other agencies that work together so the social body can survive. The theory focuses on the relationship between the various social institutions that comprise society such as the school, home, local DSWD, government and other agencies.

Durkheim (in Thompson, 2009) state that social order is achieved by the functions these institutions perform. He stressed that the division of labor is the key to regulate modern societies. With the division of labor, people contribute to the functioning of the social body by their individual tasks. Their individual task helps create value consensus of shared common goals and these help society to function properly. These convictions promote social order through a commitment to a school value accepted by the group sometimes known as a “collective conscience”. According to Parsons (Sociology Guide, n.d.) the order, stability and cooperation in the society are generally based on the agreement of its members. The members of the society set what is good and worthwhile for them. All members of the social system share certain prerequisites and these have to be complied in order for the system to survive and operate efficiently. One such prerequisite is the definition of role and for, somebody to perform each role. They will be accomplished by those best able to perform them.

Thompson (2009) cited that functionalism has four major concepts: social cohesion, social inequality, interdependence, and equilibrium. Cohesion in society is very important to bring people together. For a group to be cohesive in a social context, positive attitudes and behaviors of members need to be produced and maintained. Social cohesion can be looked at in both the individual and group level. Individual level includes the individual desire or intention to remain a part of the group, his/her attitude, and beliefs about the group and the individual’s attention to maintain or strengthen his/her membership or participation in a group. If the individuals in a society do not have the same status, social inequality prevails. Since

inequality exists, there is a need to have it at a certain level in order for a society to operate. As defined by Thompson (2009), interdependence refers to the parts of society sharing a common set of principles. Institutions, organizations and individuals are all interdependent with one another. Equilibrium as viewed in society refers to its internal and external balance.

Parsons developed Durkheim's (in Thompson, 2009) work by identifying four distinct areas which are needed to be constantly addressed in order for the social body or system to survive. He called these four areas as functionalists prerequisites and these are adoption, goal attainment integration and pattern maintenance.

Adaption is required in order to survive the social system (school, family, local DSWD, community and other agencies); goal attainment refers to the shared activities which all members of the social group are directed to engage in; integration refers to the need to make the social system cohesive; and pattern maintenance explains the need for socialization to occur within the institution such as education, and the family functions to do this (Thompson, 2009).

The first among the most fundamental of human institution that has a lasting effect on the child which in turn determines how he functions in the society is the family.

The family is an all- purpose institution. It is the primary group where intimacy and affection can be expressed without inhibition (Farley &Flota, 2011). Going to school means meeting new agents of socialization whose expectations are sometimes different from those of the parents. The struggle for survival and dependence on relationship determines his/her functions in the society. Children spend a lot of their time in school which means that the teachers have a profound

influence on the students' behavior (Farley & Flota, 2011). With the changes of the time, child abuse has become a growing problem and its effects are pervasive and far-reaching in schools.

To relate the theory to the current study, parents play a vital role in preventing child abuse. Parents can help the students understand this by keeping the line of communication open. School heads and teachers in school play as "second parents" to the students. They play a major role in preventing child abuse. They should show concern and love to the students and they should serve as role models on how to treat others with kindness and respect.

The theory of Erik Ericson on Psychosocial Development mentions that the adolescent stage of an individual is quite crucial as there is a crisis possibility on identity and role confusion if not managed well. As cited by Stuart and Sundeen (1995), parental influence is strongest during early childhood and this continues to have a significant impact through adolescence and young adulthood. Over time, the power and influence of friends and other adults increase and they become the significant others to the individual. Hence, the parents who are the immediate family members, the school, considered as the second home and other agencies concerned on human development, play crucial roles in the development of an individual to have dignity and worth. The school, therefore, being considered as one of the major pillars in human development, needs to be aware of any issue concerning the safety and protection of every child under its care. Thus, this study

is pursued as this would relate to the awareness of the secondary school heads and the teachers regarding the Child Protection Policy.

Based on the above premise, the researcher believes that the Functionalist Social Theory of Durkheim, Parsons and Erik Ericson on Psychosocial Development is best fit to anchor his study on the belief that human development is not a function of one institution alone but of several institutions which have interrelated functions.

The framework depicts the different major institutions in society responsible for human development. These are the family, the school, the local DSWD, the government, and other agencies. The arrows indicate the interrelationship of the different social agents which are instrumental in the shaping of the child's personality.

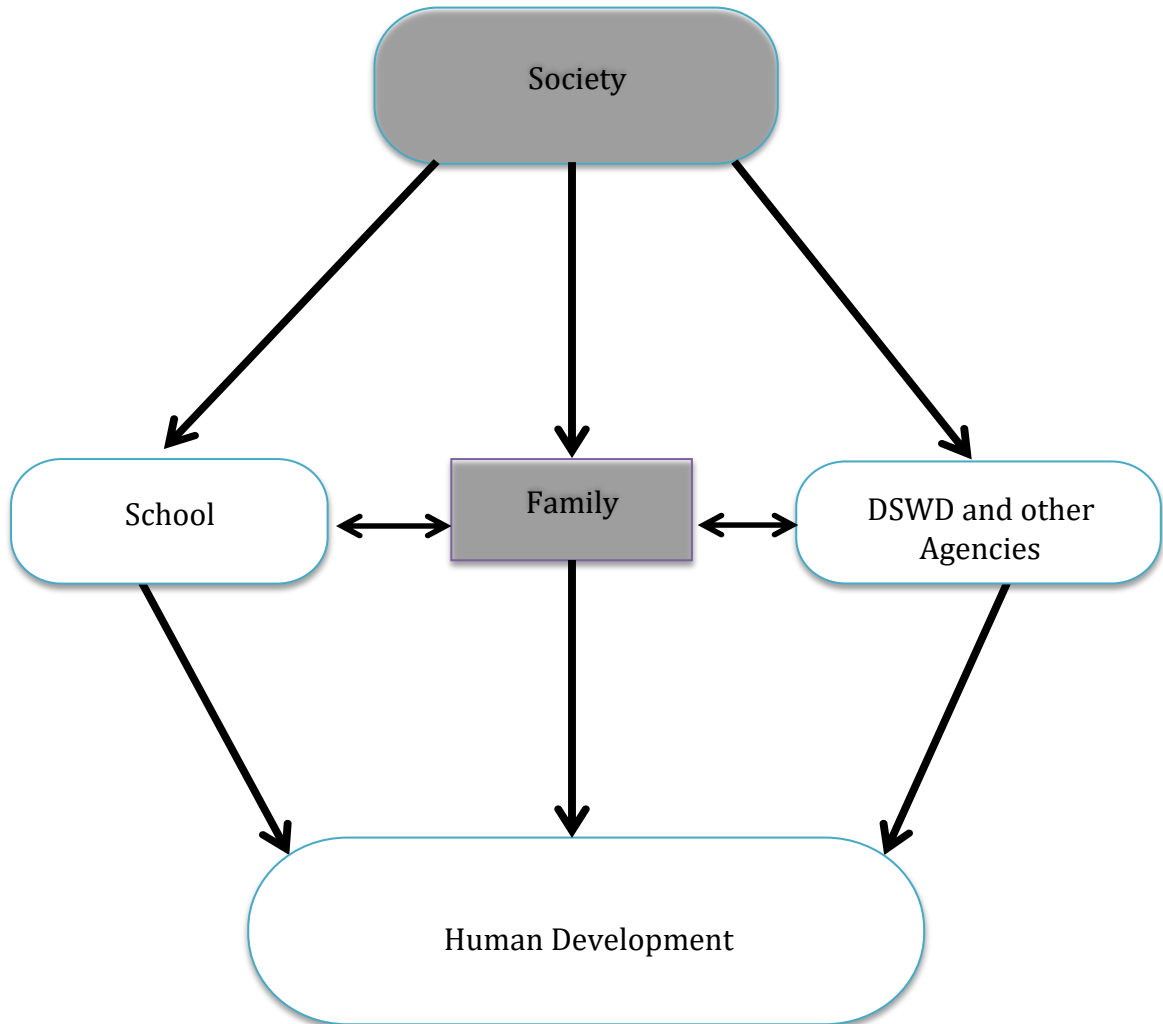


Figure 1. Schematic Diagram of the Theoretical Framework of the Study.

Review of Related Literature and Studies

This part shows the research work done by the researcher which he believes to be relevant with his study. This includes related literature and studies taken from both foreign and local sources dealing with or relating to the Child Protection Policy.

Legal bases. As mandated in the 1987 Philippine Constitution, it is the duty of the state to defend the right of children to assistance, to promote health through proper nutrition, and to protect children from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development (Article XV, Section 3.2).

Furthermore, the Constitution mandates that all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific, and technological knowledge, and promote vocational efficiency (Article XIV, Section 3.2). The Convention on the Rights of the Child (CRC) asserts that State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect, or negligent treatment, maltreatment or exploitation, including sexual abuse. Such protective measures should, as appropriate, include effective procedures for the establishment of social program to provide necessary support

for the child and for those who have the care of the child, as well as for other forms of prevention and identification, reporting, referral, investigation, treatment, and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement (CRC Art. 19).

The enactment of R.A. No. 7610 (s. 1992), otherwise known as “Special Protection of Children Against Abuse, Exploitation and Discrimination Act,” provides a stronger deterrence and special protection against child abuse, exploitation and discrimination. The State shall intervene on behalf of the child when the parents, guardian, teacher or person having care or custody of the child fails, or is unable to protect the child against abuse exploitation and discrimination; or when such acts against the child are committed by the said parents, guardian, teacher, or person having care and custody of the child.

The best interest of the children shall be the paramount consideration in all actions concerning them whether undertaken by public or private social welfare institutions, courts of law, administrative authorities and legislative bodies, consistent with the principle of First Call for Children as enunciated in the United Nations Conventions of the Rights of the Child. Every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life (R.A. 7610, Sec. 1-2).

Furthermore, Executive Order No. 53, otherwise known as “Strengthening the Committee for the Special Protection of Children, Amending for this Purpose Executive Order No. 275 (S. 1995) states that the CSPC is strengthened and reorganized to effectively function as the body principally responsible for

coordination and monitoring the investigation and prosecution of cases involving violations of R.A. No. 7610 and other child related criminal laws. The CSPC vision statement states that all children in the Philippines and Filipino children elsewhere are protected from all forms of violence, abuse, exploitation and discrimination (Executive Order No. 53, S. 2011).

The Convention of the Rights of the Child (CRC) aims to defend children from all forms of violence or abuse, either physical, mental, injury, neglect, maltreatment and exploitation, including sexual abuse. The convention moreover establishes the right of the Child to education with the aim of achieving this right progressively on the basis of equal opportunity. It also requires the government to take the necessary steps to encourage the children's regular attendance in school and to reduce the rate of dropouts. Thus, it is made compulsory to all schools that all appropriate measures be undertaken to ensure that discipline is administered in a way consistent with the child's human dignity and in accordance with the Child Protection Policy.

Role of the school. The school is a learning environment where pupils, teachers, parents and other people in the community interact favorably with each other. Learning does not only occur within the four walls of the classroom but it takes place when a learner interacts with the people around him/her. A healthy learning environment not only enhances the child's academic achievement but it also ensures his or her physical, psychological, social and emotional growth. The school is more than just a place for formal learning. It is an institution that recognizes and respects the range of rights of children and not just their right to be educated. These rights

also include their rights to be healthy, to be given opportunities for play and leisure, to be protected from harm and abuse, to express their views freely, and to participate in decision-making according to evolving capacities (Department of Education, 2002).

The Department of Education embarked on the Child-friendly School Program to contribute to improving the quality of education by creating a school environment that is friendly, welcoming and protective of children and to make the school a place that they can call their “second home”. It is involved with families and communities as it builds connections between school and family and encourages partnership in school management (Department of Education, 2004).

The school is for children and it should be child-friendly. A child-friendly school is child-centered. It is said to be caring and protective of all children when it safeguards and provides security for children, helps defend and protect children from harm and abuse, encourages children to care for each other, does not tolerate physical abuse on children and has clear guidelines for conduct between and among students and does not allow bullying (Department of Education, 2002).

The Department of Education, in collaboration with its partners and stakeholders, shall ensure that all schools are conducive to the education of children. The interest of the child shall be the primary consideration in all decisions and actions which involve children, whether this is undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, in accordance with the principle of First Call of Children, as stated in the

CRC. Teachers in schools are the secondary parents of children. They act as “loco parentis” and are expected to discharge their functions and duties as second parents to the children under their care.

The Family Code empowers the school and its staff to engage in child care, to exercise their special authority as second parents, and to do their responsibility over the child while he/she is under their supervision, instruction or custody.

Status of child abuse in the Philippines. The Department of Education had issued an order to all public and private schools to organize a Child Protection Committee (CPC) and to ensure that all cases of abuse are closely monitored and investigations conducted expeditiously. According to DepED Secretary Leonor Briones, “Children must be protected from all forms of abuse and violence and schools must provide an environment that is safe, free from fear and motivating to learning.” The creation of the School Child Protection Committees is provided for under DepED Order No. 40, series of 2012, on the Child Protection Policy. The establishment of a CPC in all schools was emphasized after the two incidents in Iriga City where two students were hit by their teachers. Secretary of Education Leonor Briones (Phil. Daily Inquirer, 2017) stressed that she prohibits the use of corporal punishment by any school personnel, student or adult, who has been given authority for punishment or discipline for an alleged or actual offense. For the school year 2014- 2015, there were 11, 448 incidents of bullying and 2, 706 cases of child abuse that were reported to the Department of Education.

The child Protection Policy in the school is very important for the child’s protection in the campus. This will protect the child from all kinds of violence and abuse.

Incidences happened in the schools with the school heads knowing about them but there were times when the school heads did not have any knowledge of the incidences at all because the teachers, who were the front liners, did not have enough courage to ask for assistance on how to handle the cases. There were times when the teachers themselves were the ones who settled the situation which supposedly should not have been done by them; or worst, the teachers just ignored the situation. In short, the teachers had little knowledge on how to handle such situations. There were cases where the school heads would only find out about a case when the student concerned is already under the custody of the Department of Social Works and Development (DSWD); or with the Philippine National Police because the teacher had reported to them the student's absences or the student eventually dropping from school, as the case may be. There is no clear delineation as to the roles and functions of the school heads and teachers relative to the functionality of the Child Protection Policy in the schools. School heads and teachers have little awareness about the said policy (CAPIN Manual).

The Department of Education anticipates that cases of abuse may escalate as a result of the school heads' and teachers' unawareness and insufficiency of knowledge relative to the CPP. The school heads, teachers, and other officials within and outside the school may face difficult situations in handling child abuse cases.

The Special Committee for the Protection of Children of the Department of Justice in 2006 emphasized that the parents and the school authorities should never neglect the child for reasons other than poverty, adequate food, clothing, shelter, basic education or medical care as these will seriously endanger the physical, mental,

social and emotional growth and development of the child; otherwise they can be charged administratively and criminally liable when something happens to the child if they do not report a child abuse case. (Executive Order No. 53, S. 2011)

The School heads and teachers play a major role in the implementation of the Child Protection Policy in the school. Their full awareness of the law and its protocol will enhance their capabilities in preventing abuses to be committed on students and proper handling if such cases occur. This study then is undertaken to find out the level of awareness of the School heads and teachers about the Child Protection Policy.

An increasing number of children in the Philippines have become victims of child abuse. Moreover, the country does not have a child protection monitoring and reporting system to determine the exact number of children who are victims of child abuse. Nonetheless, the UNICEF continues to work with the local government in providing a safe and protective environment for vulnerable children and those who are victims of abuse (UNICEF Philippines-Child Protection).

A child may be exposed to the different types of child abuse such as violence, exploitation, and other forms of abuse. Changes in legislation, policies, services and social norms can improve the protection of children in multiple ways. UNICEF works with other social institutions to strengthen the child protection systems and to promote a positive social norm in all contexts' development and emergency- to prevent child abuse cases.

Protecting children is a collective responsibility of all agencies and institutions concerned in human development. Stakeholders, including parents,

teachers, and members of the medical staff, should be involved in the prevention of child abuse cases. Parents should work hand in hand with the school to prevent child abuse that exists in school. Hence, they likewise need to be trained in child protection. According to Naeem, (2014) associated laws, policies and regulating systems in the country should oversee and facilitate this process.

Role of teachers and school personnel. Filipino children consider their school teachers as their “second parents”. The law itself grants special parental authority on teachers over children while under their supervision, instruction or custody. Because of their regular contact with the children outside the home, they are often the first persons to whom children disclose abuse. Teachers are also the first ones to notice the symptoms of abuse. Aside from identifying and reporting the cases of abuse, teachers and school personnel play an important role after a case of child abuse had been filed against a perpetrator. They are the ones to give the child victim support and refer her/him to the proper agencies for appropriate intervention. As stated in R.A. 7610, IRR, Sec. 5, it shall be the duty of all teachers and administrators in public schools and other government officials and employees whose work involves dealing with children to report all incidents of possible child abuse.

It is interesting to note that a person, acting in good faith, who shall report a case of child abuse shall be free from any civil or administrative liability. It is presumed that any such person acted in good faith (R.A. 7610, IRR, Sec. 7). Schools should develop a method of identifying and reporting suspected child abuse cases

according to their resources and put in place strategies to quickly and effectively refer children to available services (Department of Education, 2004).

School personnel face many conflicting responsibilities and barriers to protect children which consequently presents many challenges for pre-service teacher preparation. The prevalence and negative effects of child abuse on the children's development and teaching practices are well documented, yet there is a conscious lack of literature on successful child-protection strategies (Fenton 2012). According to a research by Naeem (2014) on Teachers Understanding of Child Protection Issues, only 15% of the teacher respondents received a formal training on child abuse and neglect. She further unveiled that the teachers lack knowledge and understanding on critical areas relative to child protection particularly on physical abuse and sexual abuse.

Fenton (2012), in his research project, investigated an approach that will enhance the area of child protection education. The use of a strengths approach in social services yielded positive results and this suggested potential use in education. He further disclosed the significant practical and moral demands of child-protection education for pre-service teachers. The participants further disclosed that their preparation relative to child protection was inadequate which serves as barrier to protection. The strengths approach was found to contribute to an increased awareness and understanding of the child protection-education. The participants' reactions to the strength approach to child protection education are critical and pragmatic. The research indicated that a strength approach to pre-service

childprotection training could provide a positive alternative to the child protection workshop currently offered by most teacher- education courses.

Early childhood teachers occupy positions where children, families and communities trust them. Their study in child abuse and neglect has a great influence as their policy and practice areas widen and span varied early childhood settings such as community and private long day care services, kindergartens, and the early years of school. Teachers in early childhood have an excellent background when it comes to child development. They are trained to be keen in observing and recording young children playing and learning and their practices focus on individual needs and interests. These practices made them competent in performing their role in child protection. They are equipped with the knowledge about child abuse and neglect, making notifications on child protection catering to the needs of child victims, teaching children self-protection strategies, and families through partnership with other agencies (Bridgstock, Farrell & Walsh 2006).

In a research by Bridgstock, Farrell & Walsh (2006), they were particularly concerned with that part of the teachers' role that involves child protection notification. Child protection notifications in Australia are reported to statutory authorities asserting child abuse or neglect even without proof or reasonable suspicion. Making a protection notification is the final stage of a process whereby a teacher must first detect the abuse or neglect and then finally decide to report it to proper authorities. The purposes of making child protection notifications are to identify suspected child victim to stop abuse or neglect, to prevent it from reoccurring, to obtain assistance for children and non-offending family members,

and to bring child abusers to justice. Making child protection notifications therefore is an initial task to address the harm and injustices caused by child abuse and neglect even though, in itself, it is not a solution to the problem. The case of child-abuse must be brought before a court of law to prevent it from reoccurring. As a prevention strategy, making child protection notification to prepare authorities of any suspicions of child abuse should be acted with much broader and comprehensive community responses for the protection of children.

Internationally, researchers have cited some factors influencing professionals to detect and report practices and they are as follows: characteristics of the abusive event and the individuals involved; individual and professional characteristics of the observer; and the characteristics of the organization that create contexts for handling cases of abuse and neglect. Teachers are better at reporting any kind of child abuse over other kinds. They are more likely to report cases of physical abuse than emotional abuse or neglect and to consider physical abuse cases more. This tendency is due to the teachers' difficulty in recognizing symptoms as evidence of abuse and the complexities involved in determining if the abuse has occurred when the signs and symptoms of abuse are difficult to distinguish from other childhood and developmental difficulties. Teacher gender, parental status, years of experience, and teaching context may predict whether teachers will report the case or not. In US studies, male teachers are less tolerant of abuse and neglect and will recognize and report it more frequently and more consistently. Studies in the United States of America have found out that female teachers are more likely to report and to assist others in making a report. However, their status as a parent decreases the

likelihood that they will detect or report child abuse. Experienced teachers have the tendency to report, or to assist with a report.

Special education teachers are also more likely to report. Teachers who work with big classes cannot detect accurately child abuse and neglect cases, hence they report them less. The teachers' knowledge about the indicators of child abuse and neglect and reporting procedures gave them the confidence to report these cases to the proper authorities. Much of the literature in both of these areas have consistently criticized teacher- training as being inadequate to equip teachers with the knowledge necessary to report any child abuse and neglect cases. Teachers themselves feel unprepared and inadequate to meet the challenges of detecting and reporting any case of child abuse. It is evident that a number of critical factors have hindered teachers to report child abuse and neglect cases. To detect abuse or neglect, teachers must make complex judgments about their suspicions. To report it, they must decide to take action by informing statutory authorities. Areas in the Child Protection Policy, which involve decision making judgment and actions, are the major concerns of the child protection workers and professionals. They need to analyze the child protection notification they have received. They have to consider the risk of their assessment and they have to order investigations about the suspected child abuse and neglect (Bridgstock, Farrell & Walsh 2006).

The school personnel, particularly teachers and the school guidance counselor, are the first line of defense in protecting children from abuse. Teachers play a vital role in detecting and reporting child abuse cases. The intimacy that is established between teachers and their students can help in determining cases of

child abuse. By virtue of their work, they have an on going contact with children, thus placing them in a strategic position to detect signs of child abuse. Furthermore, children spend most of their time with their teachers, thus, teachers are in a position to observe children every day and they can compare their students' behavior with peer norms and/or their past behavior. Likewise, the school guidance counselor is also in the position to identify and report child abuse cases. Much of the current literature, however, indicates that the school personnel, particularly teachers, do not report suspected cases of child maltreatment in schools. It was noted that schools which have low rate of reported cases on child abuse are reporting milder cases of maltreatment. This act of reporting highlights the important role of which teachers have to play. Many educators now are already involved in responding to this issue, yet more can be done to address maltreatment. Perhaps, trainings relative to child abuse need to be conducted for prospective teachers in their coursework or in the tertiary education (Sinanan 2011).

According to a research conducted by Sinanan (2011), there are a variety of reasons why school personnel may not feel comfortable in making the decision to report a possible child abuse case. These reasons include possible legal ramifications for false allegations, consequences of disclosure, lack of knowledge regarding how to detect and report child abuse, and possible deterioration of the relationship between the school and the family. Sinanan (2011) further disclosed that the school personnel has that deep fear of the consequences if the allegation was proven to be false due to inaccurate report. Some of the education personnel may lack the necessary knowledge of the child reporting law or of their obligation as mandated

reporters. It was also found out in the study of Sinanan (2011) that only one third of the teaching staff in school is well aware of the legislative requirement and standard of child abuse reporting procedures. Moreover, only 3% of the teachers reported that they were aware of their school's procedures for reporting child abuse. Many school heads prefer to handle child abuse cases within the school level only or the community level. Others may personally investigate cases of suspected abuse brought to them by their teachers before making a report. However, both of these actions are not in compliance with most state's child abuse reporting laws. Several studies reported that teachers do not have adequate training on child abuse during their college education or in-service training programs. Generally, Sinanan (2011) concluded that majority of the teachers do not have a minimal understanding and knowledge on how to identify, report, and intervene in suspected cases of child abuse and neglect.

Setting up a CPP System in school. To set up a CPP system in the school, the following steps could be taken; first, the school personnel should be trained on the legal and ecological aspects of identifying and reporting child abuse. This can be done through trainings or learning action cells (LAC session). Second, the principal should designate an appropriate staff member to receive reports and coordinate suspected child abuse cases and another staff member as an alternate to assist. In the absence of the primary staff coordinator, maybe the guidance counselor, a master teacher, the school nurse or the principal himself or herself can do the job. Third, the principal should issue a memorandum or directive to the school personnel requiring the reporting of all cases of abuse to the designated staff

coordinator. The staff coordinator should determine the most responsive reporting agency for the area within one month from his or her designation as such by the principal. Fourth, the staff coordinator should scout for a quiet, private place within the school wherein the school personnel may listen to and document the child's disclosure and complete the report form. This is where the child will also be interviewed by other investigating agencies. Fifth, children should be taught how to recognize situations that may lead to abusive actions and how to prevent them. Lastly, the parents and community members should be involved in the child abuse prevention training through the Parents, Teachers, Community Association (PTCA) (Department of Education, 2004).

On respondents' profile. Profile of the respondents such as age, sex, educational qualification, and plantilla position were included in this study with the assumption that these will influence the knowledge and the awareness of the school heads and teachers of the of their roles and responsibilities in protecting the child from any form of abuse.

age. Several studies in the past have shown the association of age with performance. The studies of Pasquil (2012) and Suan (2011) revealed that age is significantly related to the school heads' performance. In the study of Calumpang (2013), majority of the school heads were on the upper age bracket and they were more experienced compared to the younger ones. Applying the theory of Constructivism, an individual gains more knowledge, skills values and attitude as he gains more experiences and interacts with the world around him ("Constructivism as a Paradigm", n.d.).

McShane and Von Glinow (2010) cited that as a person ages, he is open to experience and this leads him/her to gain in knowledge (awareness) and skills.

The study of Ramirez (2018), disclosed the significance of age in relation to the school heads conscientiousness, agreeableness, emotional stability and openness to experience.

sex. A review of related literature and studies showed that the issues of men and women when it comes to performance have not yet been resolved and to a large extent, are still not understood. The issues on sex differences have not entirely disappeared from the workplace (Powell, 2008).

The study of Merced (2014) disclosed that sex influences the school heads' supervisory functions. However, the studies of Englis (2014); Bersabal (2014) and Calumpang (2013) have proven that sex is not a determinant of the school heads' managerial skills and performance. The inclusion of sex as a variable in the study is only to review if it really has an influence on performance.

educational qualification. As cited by Kress (2010), professional development should be emphasized for sustainability. School heads and teachers who are responsible for the operation of the educational system need strong and efficient professional competence. Hence, they need to grow personally and professionally as persons.

The studies of Englis (2014); Calumpang (2013); and Suan (2011) proved that educational qualifications is an important predictor of the school heads' managerial competence.

In the study of Cervantes (2017), he disclosed that teachers with higher educational qualifications have a higher extent of awareness about bullying.

As stipulated in the Department of Education Service Manual (2000), the efficiency and effectiveness of the services that the educational system offers to the public depends largely on the quality of its human resource.

Gregorio (1978) cited that teaching is the noblest of all human endeavors, the greatest of all privileges and the most sacred duty that one can undertake. One of the most interesting features of the teacher's work is that there is no limit to the improvement which is possible for him/her to make; hence, the teacher does not leave the training school a finished product but must expect to improve with experience. Like the pupils, the teacher must grow and this growth must be long lines both professionally and generally.

plantilla position. Plantilla position goes with the experience and educational qualification. As stated in the DECS Service Manual (2000), Chapter VIII, Sec. 8, a teacher can be promoted to the next higher position if he/she meets the qualification requirement of the involved. Hence, it follows that the higher the teacher's educational qualification and teaching experience are, the higher would be his/her plantilla position.

The studies of Umbac (2014) and Mira (2014) proved that the teachers' plantilla position is associated to their competency level. It is also considered a determinant of the teachers' strengths and weaknesses as revealed in the study of Amores (2012).

In the study of Ramirez (2018), plantilla position was found out to be significantly related to the school heads' personality dimension in terms of conscientiousness and agreeableness. As cited by Robbins (2012), a person who is conscientious is answerable for the discharge of his duties and responsibilities. He is enduring and can be relied upon and is achievement-oriented.

Conceptual Framework of the Study

Figure 2 illustrates the conceptual framework of the study which serves as the blueprint for the researcher in his study.

The framework is presented in the form of an input, process output diagram.

The input refers to the school heads and the teachers' awareness of Department Order #40, s. 2012, otherwise known as the Department of Education Child Protection Policy, and the school heads and teachers' profile in terms of age, sex, and educational qualification.

The process refers to the survey that will be conducted to determine the extent of awareness of the school heads and the teachers as to the Child Protection Policy. Data based on the survey will be analyzed and interpreted to determine their extent of awareness, thereby, appropriate reinforcement strategies or program can be undertaken as output of the study to enhance the school heads and the teachers' awareness of the Child Protection Policy.

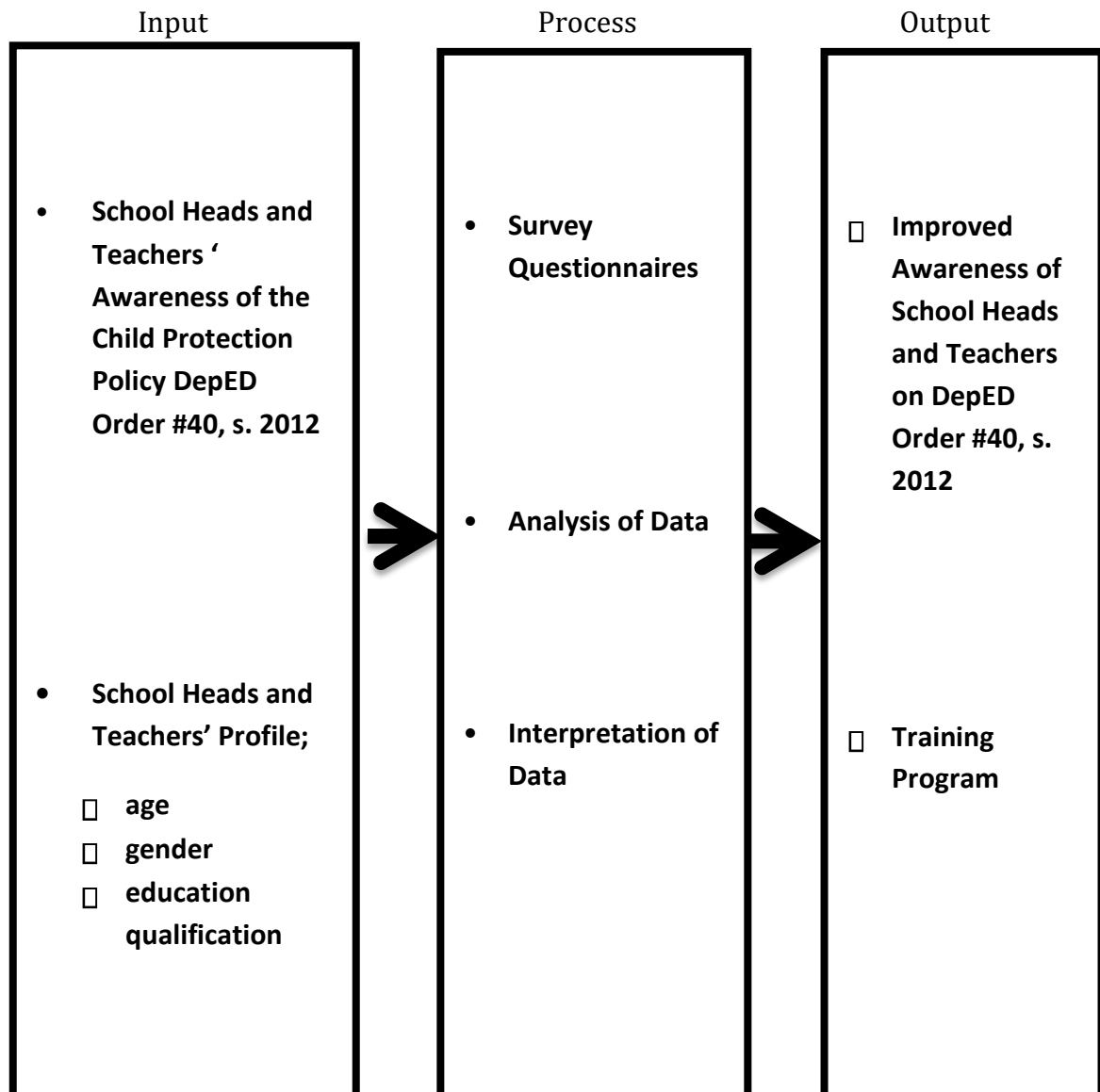


Figure 2: Conceptual Framework of the Study

Statement of the Problem

This study aims to determine the extent of awareness of the school heads and teachers on DepED Order No. 40, s. of 2012 otherwise known as the Child Protection Policy.

Specifically, it seeks to answer the following questions:

1. To what extent are school heads and teachers' awareness of DepED Order No. 40, s. of 2012 otherwise known as Child Protection Policy in terms of:
 - 1.1. composition of the CPP and the proper procedure in handling cases;
 - 1.2. duties and responsibilities of school heads;
 - 1.3. duties and responsibilities of guidance counselor; and
 - 1.4. duties and responsibilities of teachers?
2. Is there a significant difference between school heads and teachers' extent of awareness of the Child Protection Policy?
3. Is there a significant relationship between the school heads and teachers' extent of awareness of the Child Protection Policy and their profile in terms of:
 - 3.1. age;
 - 3.2. sex;
 - 3.3. educational qualification; and
 - 3.4. plantilla position?

Statement of the Null Hypotheses

H₀₁. There is no significant difference between the school heads and teachers' extent of awareness of the Child Protection Policy.

H02. There is no significant relationship between the School Heads and Teachers' extent of awareness of the Child Protection Policy and their profile.

Significance of the Study

This study is relevant since it will attempt to determine the awareness of School Heads and Teachers on the Child Protection Policy.

Specifically, this study is beneficial to the following:

Students. The students who are the ultimate beneficiaries of the study will be benefitted as this concerns their welfare and protection against any form of abuse which can threaten the physical, social, and emotional aspects of their development. Through the teachers awareness of the Child Protection Policy, the school will be safer as any form of child abuse will be prevented. Students who will feel safe and happy in school will perform better.

Teachers. This study would equip teachers with the knowledge and awareness of the different forms of Child abuse and how to handle these cases. Their knowledge and awareness about the Child Protection Policy will help them prevent the furtherance of any form of abuse.

Parents. The parents would be benefitted the most as they will be assured that their children are safe and in good hands. They can be at peace knowing that their children are in a safe place and are protected by their teachers. They will have the assurance that the school is a safe and a happy place for their children.

School Heads. This study would give them the direction on how to deal with child abuse cases. Child abuse cases will be prevented or minimized if the school heads and the teachers are aware and are equipped with the necessary knowledge about child abuse, the Child Protection Policy and how to handle any form of child abuse. Results of this study will also guide them in designing training programs enhancing the teachers awareness about child abuse.

Researcher. This study would enrich his knowledge about the Child Protection Policy. Being a school head himself, he will be capacitated in handling cases of child abuse.

Scope and Limitation of the Study

Scope. This study will focus mainly in determining the level of awareness of the school heads and teachers' on the Child Protection Policy. The determination of awareness of the school heads and teachers as to the Child Protection Policy will be based on their own perception and assessment. Hence, the researcher will just rely on the honesty and truthfulness of the respondents as to their level of awareness which can also be considered as limitations.

Limitations. This undertaking will be limited only on the awareness of the Child Protection Policy in schools by the school heads and teachers particularly on their roles and functions relative to child abuse among secondary schools, specifically, in the Division of Dumaguete for the School Year 2018- 2019.

This study is perceptual in nature. The school head and teacher respondents might overestimate or underestimate their capabilities in the implementation of the

law and might affect the results of this study. Nonetheless, the researcher will firmly rely on the school heads and teachers objectiveness in assessing themselves.

The researcher also anticipates problems in the retrieval of the questionnaires as some may take the study with passivity, thereby a 100% retrieval is not assured, hence limits the study.

Lastly, the researcher would like to stress that the findings this study will uncover, may or may not hold true to other schools or other divisions.

Research Methodology

This part of the study will present the research design, research environment, research subjects, research instruments and research procedures.

Research design. The study will utilize the descriptive and correlational method of research using a self- made questionnaire as the main tool in gathering data.

Descriptive since it will describe the level of awareness of the school heads and the teachers of the seven (7) secondary public schools in the Division of Dumaguete City relative to the Child Protection Policy. Data obtained from descriptive research will be correlated to establish the relationships between variables considered in the study.

An interview will also be conducted by the researcher randomly among school heads and teachers to supplement the answers made by the respondents in the questionnaire.

Research environment. This study will be conducted in the seven (7) secondary public schools in the Division of Dumaguete, Negros Oriental.

The Division of Dumaguete was separated from the Province of Negros Oriental in 1975 and is blessed with twenty five elementary and secondary public schools. It is headed by a Superintendent with an Assistant Superintendent. Following the rationalization plan, it is composed of the two (2) functional divisions namely: the Curriculum and Implementation Division (CID) and the Schools Governance and Operating Division.

The division is composed of eighteen (18) elementary schools and seven (7) secondary schools namely: Camanjac National High School (CNHS), Dumaguete City National High School (DCNHS), Herminigilda F. Gloria Memorial High School (HGMFHS), Junob National High School (JNHS), Piapi High School (PHS), RPTM-Dumaguete Science High School (RPTMDSHS) and Taclobo National High School (TNHS).

Research respondents. The study will focus on the seven (7) secondary public school heads and the secondary school teachers in the Division of Dumaguete.

School heads and teachers will be randomly chosen as respondents of the study. School heads will be taken universally while the teachers will be subjected to sampling. The teacher-respondents will represent 61 percent of the total number of respondents.

The table below shows the distribution of the respondents.

| Name of School | Number of School Heads | Teachers- Respondents | N |
|---|------------------------|-----------------------|------------|
| | | N | |
| Camanjac National High School (CNHS) | 1 | 20 | 12 |
| Dumaguete City National High School (DCNHS) | 2 | 77 | 47 |
| Herminigilda F. Gloria Memorial High School (HFGHS) | 1 | 10 | 6 |
| JunobNational High School (JNHS) | 2 | 41 | 25 |
| Piapi High School (PHS) | 1 | 26 | 16 |
| RPTM- Dumaguete Science High School (RPTM- DSHS) | 2 | 38 | 23 |
| Taclobo National High School (TNHS) | 2 | 46 | 28 |
| Total | 11 | 258 | 157 |

Research instrument. This study will utilize a researcher made questionnaire to gather data and their pertinent information from the respondents. The researcher will do a careful and thorough reading of books, articles, journals, and electronic sources related to this study in the construction of the questionnaire. To ensure content validity, the questionnaire will be subjected for perusal by a panel of experts as well as his adviser to make sure that the intention of the study is covered. Every word or concept in every item in the questionnaire will be closely scrutinized. Appropriate changes, corrections, and modifications will be made to ensure that the questions are clear and understandable for the respondents. The questionnaire will undergo a dry run among school heads and teachers not covered in the study to ensure coefficient reliability. The Test- Retest Method and Pearson r will be utilized

to determine coefficient reliability. Result of the dryrun will reveal a coefficient stability of 0.90.

Finally, the questionnaires will be administered to the school heads and teachers to generate information about their awareness of the Child Protection Policy. The items that will be included in the instrument will be in line with the problems sought in this study.

Data gathering procedure. The researcher will ask permission from the Office of the Superintendent of the Division of Dumaguete City to conduct the study during the School Year 2018- 2019. He will likewise seek the permission of the school heads. The final copy of the questionnaire will be attached to the approved letter-request and will finally be administered to the respondents. Schedule will be set with the respondents to avoid inconveniences or unpreparedness on their part. Confidentiality of their responses was assured and that no names would be mentioned in any part of the study. Moreover, an interview was also conducted by the researcher to some selected school heads and teachers to supplement their responses made in the questionnaire.

The questionnaires will be retrieved and data will be tabulated and treated based on the problems asked in the study.

Statistical Treatment of Data

The following statistical tools will be used in the treatment of data.

Frequency Distribution. This will be used to place every variable in its corresponding category.

Percentage. This will be used to determine the relationship of the part from the whole.

Formula:

$$\text{Percentage} = \frac{\text{Part}}{\text{Whole}} \times 100$$

Where:

Part= the actual number of cases; and

Whole= the total sample considered in the study

Weighted Mean ($\omega\bar{x}$). This will be used to determine the level of awareness of the school heads and the teachers on the Child Protection Policy and their knowledge and awareness of their roles and functions in protecting the rights of the child.

$$w\bar{x} = \frac{\Sigma fw}{n}$$

Where:

$w\bar{x}$ = weighted mean

f = frequency w =

weight n = number

Σ = summation sign

Chi-square (χ^2). This will be used to determine the relationship between the level of awareness of the school heads and the teachers on the Child Protection

Policy and their profile in terms of age, sex, educational qualification and plantilla position. The formula will be as follows:

Formula:

$$x^2 = \sum \frac{(O-E)^2}{E}$$

Where:

x^2 = chi-square

O= observed frequency

E= expected frequency

Σ = summation sign

t-test. This will be used to determine if significant difference exists in the level of awareness of school heads and teachers relative to the Child Protection Policy.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{SD\bar{X}}$$

t = t ratio

\bar{X}_1 = mean of the first group

\bar{X}_2 = mean of the second group

$SD\bar{X}$ = standard error of the difference

$$SD\bar{X} = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}$$

$\sum X_1^2$ = sum of the squares for distribution 1 $\sum X_2^2$ =

sum of the squares for distribution 2

n_1 = no. of cases for distribution 1

n_2 = no. of cases for distribution 2

$\sqrt{\quad}$ = square root sign

2 = constant

Operational Definition of Terms

Children. They are human beings below 18 years old.

Child abuse. This refers to the infliction of physical, mental, emotional or psychological injury to the child.

Children in need of special protection. They are individuals below 18 years of age who are abandoned, neglected, exploited, abuse or discriminated against (e.g. children who are victims of sexual abuse, physical and emotional abuse, and displaced children).

Emotional abuse. This refers to the intentional act which leads to failure to provide a supportive environment which in turn will affect the child's emotion and development.

Neglect. This refers to the failure to provide for the development of the child despite of available resources.

Physical abuse. This refers to the act which produces actual physical harm or pain.

School personnel. These include the school heads, teachers, school nurse, guidance counselors and other child care personnel.

Sexual abuse. This refers to the act in which a child is used for sexual gratification.

Awareness. Refers to one's consciousness or knowledge of the Child Protection Policy.

Child Protection Policy. Refers to the legislative program of the government to protect children against abuse and violence.

Composition of the CPP. Refers to a group of persons who comprises the Child Protection Policy program. They are authorized by law to handle child abuse cases.

Chapter II

Presentation, Analysis and Interpretation of Data This chapter presents, analysis, and interprets the data gathered in the course of the study. The data pertain to the extent of awareness of the school heads and teachers relative to the Child Protection Policy (CPP) in terms of its composition, the proper protocol in handling child abuse cases, the duties and responsibilities of the school heads, the guidance counselors and the teachers. Results of the study give adequate feedback as to the training needs of school heads and teachers for the successful implementation of the CPP program.

The findings are treated with appropriate statistical tools that lead to the rejection or non-rejection of the null hypothesis formulated earlier.

The data are presented in tabular form and are systematically sequenced to suit the order of the problems posed earlier in this study.

To give meaning and relationship to the data presented, analysis and interpretations are built-in after the findings.

Profile of the Respondents

The respondents' profile includes age, sex, educational qualification and plantilla position. The aforementioned profile items are taken on the assumption that these could influence the respondents' extent of awareness of the Child Protection Policy. The inclusion of these profile items is based on literature background and studies which reveal their increasing importance in relation to job performance.

Table 1.1

School Heads and Teachers' Extent of Awareness of the Child Protection Policy (CPP) in terms of its Composition and Proper Procedure in Handling child abuse cases. n=168

| Indicators | School Heads (n=11) | | Teachers (n=157) | |
|--|------------------------|-----|---------------------|-----|
| | w̄ | V.D | w̄ | V.D |
| I am aware that the following are considered under the CPP: | | | | |
| 1. DepEd Order # 40, Series 2012 | 4.91 | VA | 3.75 | A |
| 2. Proper protocol in handling cases/issues/concern. | 3.91 | A | 3.66 | A |
| 3. Proper flow of incident reporting. | 4.00 | A | 3.61 | A |
| 4. Authorized/Proper persons to get help. | 4.45 | VA | 3.69 | A |
| 5. Authorized person to be informed in the School, Division (DepEd). | 4.54 | VA | 3.69 | A |
| 6. Proper use of intake form. | 3.55 | A | 3.31 | MA |
| 7. Composition of Persons in the localized School Child Protection Policy Committee. | 3.55 | A | 3.45 | A |
| 8. Composition of Persons in the Child Protection Unit (CPU) available in the City. | 2.45 | LA | 3.20 | MA |
| 9. Designated School Worker in the Barangay where students enrolled come from. | 2.00 | LA | 3.05 | MA |
| Average w̄ | 3.71 | A | 3.49 | A |

Legend:

| Scale | Verbal Description |
|-------------|--------------------|
| 4.21 – 5.00 | Very Aware |
| 3.41 – 4.20 | Aware |
| 2.61 – 3.40 | Moderately Aware |
| 1.81 – 2.60 | Less aware |
| 1.00 – 1.80 | Not aware |

Table 1.1 presents school heads and teachers' extent of awareness of the Child Protection Policy (CPP) in terms of its composition and the proper protocol on reporting and referring child abuse cases.

With regard to school heads, they claimed that they are “Aware” of the CPP composition and the proper protocol in handling child abuse cases as evidenced in the high average $w\bar{x}$ of 3.71. Nonetheless, they disclosed to be “Very Aware” when it comes to DepEd Order No. 40, s. 2012, referring to authorized person to get help, and the authorized person to be informed in the school and in the division office receiving a very high weighted mean of 4.91, 4.45, and 4.54, respectively. However, in terms of the composition of the Child Protection Unit (CPU) available in the city or municipality and the designated school worker in the barangay where the students enrolled come from, the school heads disclosed that they are “Less Aware” as indicated in the low $w\bar{x}$ of 2.45 and 2.00, respectively.

The teachers likewise claimed that they are “Aware” of the CPP program. However, in terms of magnitude they are a little bit lower compared to the school heads’ extent of awareness of the CPP program evident in the $w\bar{x}$ of 3.49. Nevertheless, the teachers claimed that they are “Moderately Aware” in areas such as the proper use of intake form, the composition of persons in the CPU available in the city or municipality, and the designated school worker in the barangay where the students enrolled come from receiving a $w\bar{x}$ of 3.31, 3.20, and 3.05, respectively. These values are a little bit higher compared to the school heads extent of awareness on these areas.

To synthesize, both the school heads and the teachers disclosed that they are “Aware” of the CPP in terms of its composition and the proper protocol on handling child abuse cases as evidenced in the $w\bar{x}$ of 3.71 of the school heads and 3.49 of the

teachers, respectively. This reveals a higher extent of awareness on the part of the school heads as reflected in the obtained weighted mean.

This result implies that the school heads, being the key personnel of the school, ought to be the first ones to be highly aware of their duties and responsibilities to the community they serve. As mandated in the Governance of Basic Education Act of 2001 (R.A. 9155, Sec. 6.2, p. 10), it is the duty of the school head to establish school and community networks and to encourage the active participation of teacher organization, non-academic personnel or public and parents- teachers association. Moreover, the school as a child-friendly institution should engage the support and interaction of the community institutions and other individuals for its projects, programs and activities for children such as the safety of the children not only within the school premises but also on their way to and from school (Department of Education, 2002).

Furthermore, it is the duty of all teachers and school heads in public schools and of the other government officials and employees whose work involves dealing with children to report all incidents of possible abuse (R.A. 7610, IRR, Sec. 5). Moreover, Sec. 7 of R. A. 7610 states that a person who is acting in good faith to report a child being abused shall be free from any civil or administrative liability.

Table 1.2

School Heads and Teacher's Extent of Awareness in terms of the Former's Duties and Responsibilities in the Implementation of the CPP. n= 168

| Indicators | School Heads (n=11) | | Teachers (n=157) | |
|---|---------------------|------|------------------|------|
| | w \bar{x} | V.D. | w \bar{x} | V.D. |
| 1. Lead the establishment of the Child Protection Committee. | 5.00 | VA | 3.73 | A |
| 2. Ensure that there is a functional desk in his/her school. | 4.00 | A | 3.57 | A |
| 3. Discuss localized CPP especially the code of conduct during school orientation so that parents will also be aware about CPP. | 4.27 | VA | 3.61 | A |
| 4. Address all issues/concerns of the violation of the CPP. | 4.55 | VA | 3.56 | A |
| 5. Work hand in hand with the Guidance Counselor, Teachers, Teacher-Adviser and CPU. | 4.91 | VA | 3.94 | A |
| 6. Follow the standard procedure/flow chart in handling the violation of the CPP cases. | 4.54 | VA | 3.70 | A |
| 7. Report cases to the Guidance Counselor. | 4.92 | VA | 3.99 | A |
| Average w \bar{x} | 4.60 | VA | 3.73 | A |

Legend:

| Scale | Verbal Description |
|-------------|--------------------|
| 4.21 - 5.00 | Very Aware |
| 3.41 - 4.20 | Aware |
| 2.61 - 3.40 | Moderately Aware |
| 1.81 - 2.60 | Less Aware |
| 1.00 - 1.80 | Not Aware |

Presented in Table 1.2. is the school heads and teachers' extent of awareness relative to the former's duties and responsibilities in the implementation of the Child Protection Policy.

As can be gleaned on the table, it is worthwhile to note that the school heads are "Very Aware" of their duties and responsibilities in the implementation of the

CPP as indicated in the very high composite mean of 4.60.

On the other hand, the teachers declared that they are “Aware” of the duties and responsibilities of the school heads relative to the Child Protection Policy evident in the composite mean of 3.73.

This result could be attributed to the government’s effort in legislating policies, programs and activities for the protection of children against abuse. As reported, child abuse cases in the Philippines are escalating. The country does not have a child protection monitoring and reporting system to determine the exact number of children who are victims of child abuse (UNICEF Philippines - Child Protection).

The Department of Education anticipates that cases of child abuse will increase if the school heads and teachers lack awareness and knowledge of the Child Protection Policy. To this effect, DepEd Order No. 40, series of 2012 or the Child Protection Policy was issued to protect the children from all forms of abuse and violence. The order provides the creation of a School Child Protection Committee to be spearheaded by the school head. The school head is tasked to take the lead in the training of all school personnel on the legal and ecological aspects of identifying and reporting child abuse. He or she is responsible in designating an appropriate staff member to receive reports and coordinate suspected child abuse cases and an alternate to assist in the absence of the primary staff coordinator. The school head is responsible in the issuance of memorandum and directives to all school personnel requiring them to report all cases of abuse to the designated staff coordinator (Department of Education Manual, 2004).

According to the Secretary of the Department of Education, Dr. Leonor Briones, (Philippine Daily Inquirer, 2017), all schools must provide an environment that is safe, free from fear and motivating to learning. She stressed that she prohibits the use of corporal punishment by any school personnel, student or adult who has been given the authority for punishment or discipline for an alleged or actual offense.

With the immense responsibilities given to the school heads, they need to be equipped with the necessary competencies and awareness in dealing with or handling school problems such as child abuse cases.

Results imply that school heads and teachers need to have the full awareness of the law relative to child protection and its protocol as these will enhance their capabilities in preventing child abuse cases. Most importantly, the school heads need to be more knowledgeable and aware about the programs as its effectiveness depends on them.

Manifested in Table 1.3 is the school heads' and teachers' extent of awareness relative to the duties and responsibilities of the guidance counselors in the implementation of the Child Protection Policy.

Data reveal that the school heads are "Very Aware" of the duties and responsibilities of the guidance counselor as evidenced in the high composite mean of 4.81. On the part of the teachers, they claimed that they are "Aware" of the duties and responsibilities of the guidance counselor as shown in the composite mean of 3.80.

Table 1.3

School Heads and Teachers' Extent of Awareness Relative to the Duties and Responsibilities of the Guidance Counselor in the Implementation of the CPP.
 n=168

| Indicators | School Heads (n=11) | | Teachers (n=157) | |
|---|------------------------|------|---------------------|------|
| | w̄ | V.D. | w̄ | V.D. |
| 1. Ensure the strict implementation of the CPP. | 4.91 | VA | 3.69 | A |
| 2. Keep oneself of the latest updates, development, issues on Child Protection. | 4.55 | VA | 3.56 | A |
| 3. Follow strict standard procedure of the CPP | 4.73 | VA | 3.64 | A |
| 4. Ensure confidentiality in all cases. | 4.92 | VA | 4.07 | A |
| 5. Make sure that all cases are documented. | 4.92 | VA | 4.03 | A |
| Average w̄ | 4.81 | VA | 3.80 | A |

Legend:

| Scale | Verbal Description |
|-------------|--------------------|
| 4.21 – 5.00 | Very Aware |
| 3.41 – 4.20 | Aware |
| 2.61 – 3.40 | Moderately Aware |
| 1.81 – 2.60 | Less Aware |
| 1.00 – 1.80 | Not Aware |

It should be noted that the guidance counselor in the school serves as the staff coordinator to receive reports and investigate suspected child abuse cases. The staff coordinator must have completed trainings on Protective and Inclusive ChildfriendlySchools or any training related to child abuse and protection. As stated in the manual on school protocol on reporting and referring child abuse cases, the school head, to ensure confidentiality, needs to scout for a quiet, private place within the school wherein the staff coordinator and other school personnel could listen to and document the child's disclosure and complete the report form (Department of Education Manual, 2004).

As can be gleaned from the data, it is but logical to expect that the school heads, being the key persons in the schools are “Very Aware” of the duties and responsibilities of the guidance counselor. On the part of the teachers, however, there is still a felt need to make them fully aware of the Child Protection Policy as every teacher is considered a guidance teacher. Guidance is the central function of any school. Every teacher needs to be fully aware of what is happening to every pupil/student under his/her custody. Just a mere awareness of the Child Protection Policy is not enough. Teachers really need to be fully aware of their duties and responsibilities to protect every child entrusted to them.

According to Eikerman (2011), teachers are responsible and accountable for every child under their custody. They should be aware of what is going on inside the classroom. They should keep track of students and ensure that they are safe and protected against abuse or from any form of harm. Teachers act as pillars whom students can lean on.

Furthermore, Gregorio (1978) stressed that a good teacher is one who finds the hidden laws of the growing mind and then shapes that mind according to a splendid plan. The teacher must understand the child’s total growth and the end or goals toward which the teacher should direct his/her effort.

So much is expected from the teachers because young minds are entrusted to their care. According to an outstanding philosopher, Bertrand Russell (in Zulueta, 2006), “teachers are more than any other class, the guardian of civilization. They should be intimately aware of what civilization is and desirous of imparting a civilized attitude to their pupils/students.”

Table 1.4

School Heads and Teachers' Extent of Awareness Relative to the Duties and Responsibilities of the Latter in the Implementation of the CPP. n = 168

| Indicators | School Heads (n = 11) | | Teachers (n = 157) | |
|---|-----------------------|-----|--------------------|------|
| | \bar{w} | V.D | \bar{w} | V.D. |
| 1. Recognize that the interest and welfare of learners are his/her first and foremost concern. | 4.91 | VA | 4.28 | VA |
| 2. Shall not be biased under no circumstances. | 4.91 | VA | 4.28 | VA |
| 3. Shall evaluate student progress on a regular basis and maintain accurate, complete, and correct records as required by law. | 4.64 | VA | 4.15 | A |
| 4. Shall take necessary and reasonable precaution to protect students and proper care of their well-being while and during school hours. | 4.91 | VA | 4.20 | A |
| 5. Shall exercise utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner. | 4.92 | VA | 4.27 | VA |
| 6. Shall not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings. | 4.92 | VA | 4.29 | VA |
| 7. Shall be caring, fair and committed to the best interest of the students. | 4.92 | VA | 4.29 | VA |
| 8. Shall act with honesty and integrity in all aspects of his/her work. | 4.91 | VA | 4.33 | VA |
| 9. Shall respect the privacy of others and the confidentiality of information gained in the course of professional practice. | 4.92 | VA | 4.36 | VA |
| 10. Shall report a weekly attendance to the teacher-adviser, shall report to the assigned teacher in each level to monitor the student's attendance. | 4.36 | VA | 3.99 | A |
| 11. Shall make incident report to the Guidance Counselor relative to matters which impart on student's welfare. | 4.36 | VA | 4.13 | A |
| 12. Shall take tie for a home visit when necessary. | 4.54 | VA | 4.30 | VA |
| 13. Shall ensure that any communication with students, colleagues, parents, school management and other is media such as email, texting and social networking sites. | 4.92 | VA | 4.28 | VA |
| 14. Shall not take students on an official outing, invitations and meetings (all official activities must be noted by the principal and with proper communication to parents). | 4.82 | VA | 4.32 | VA |
| 15. Must NOT engage students in sexually provocative acts, including but not limited to flirting, inappropriate touching, and acting in a sexually aggressive manner, making sexual innuendoes and telling joke with sexual undertones (must avoid intimate/private conversation or talks with students). | 4.92 | VA | 4.54 | VA |
| 16. Must observe at all times effective proper classroom management to maintain discipline. | 4.91 | VA | 4.44 | VA |
| 17. Must not send students for a personal errand. | 4.92 | VA | 4.38 | VA |
| 18. Should ensure that there will be no disruption of classes. | 4.72 | VA | 4.38 | VA |
| 19. Should not allow parents to talk to other students except to their own child (in any case, they should be referred to the Guidance Counselor/Designate). | 4.92 | VA | 4.29 | VA |

| | | | | |
|---|-------------------|------|------|------|
| 20. Critic teachers should inform their practice teachers regarding CPU to avoid violation of Policy. | 4.72 | VA | 4.16 | A |
| | Average \bar{w} | 4.80 | VA | 4.28 |

Legend:

| Scale | Verbal Description | | |
|-------------|--------------------|-------------|------------|
| 4.21 – 5.00 | Very Aware | | |
| 3.41 – 4.20 | Aware | 1.81 – 2.60 | Less Aware |
| 2.61 – 3.40 | Moderately Aware | 1.00 – 1.80 | Not Aware |

Table 1.4 reflects the school heads' and teachers' awareness as to the duties and

responsibilities in the implementation of the Child Protection Policy. From the

data presented, it is worthwhile to note that both school heads and teachers are

“Very Aware” of the duties and responsibilities of the latter relative to the Child

Protection Policy as indicated in the very high composite mean of 4.80 on the part

of the school heads and 4.28 on the part of the teachers.

There are some areas, however, on the part of the teachers wherein they disclosed that they are not fully aware. These refer to the evaluation of the students' progress, the protection and caring for students well-being, the reporting of the students' weekly attendance to the teacher-adviser, the making of incident reports to be submitted to the guidance counselor or staff coordinator on matters which impact on the students' welfare, and the giving of information to practice teachers regarding the Child Protection Policy program. Teachers claimed that they are not very much aware of the aforementioned responsibilities.

Nonetheless, the result manifests that teachers are already knowledgeable of their duties and responsibilities relative to the CPP program. What the teachers need is only a refresher or an enhancement program that will make them fully aware of their duties and responsibilities in protecting the children in the schools from abuse, violence, exploitation, discrimination, bullying and other forms of abuse.

The Department of Education emphasizes a zero tolerance policy for any act of child abuse. Teachers, therefore, are expected to discharge their duties and responsibilities conscientiously and they should bear in mind that the best interest of the child shall be the paramount consideration in all their decisions and actions involving children. Furthermore, the Family Code empowers the school heads and the teachers, and the other entities or institutions engaged in child care to exercise the special parental authority and responsibility over the child while under their supervision, instruction or custody (DepEd Order No. 40, s. 2012, Section 2). In the words of Henry Adams Brooks, "a teacher affects eternity; he can never tell where his influence stops. He greatly influences the learners that come his way through the years."

As stated in the NCBTS Toolkit IV, teachers today are facing big and diverse challenges that test their creativity and patience. A myriad of concerns confront school teachers each day. They need continuous learning to better perform their duties and responsibilities towards their students. They need to know the legality of their actions particularly on the Child Protection Policy.

As per interview with selected teachers, they declared that they had not attended trainings relative to child abuse. Their awareness about child abuse only became possible through media and reports.

Table 1.5 is a summary table relative to the school heads and teachers' extent of awareness of the Child Protection Policy.

As shown on the table, the school heads declared that they are "Very Aware" of their duties and responsibilities in the implementation of the CPP as well as that of the

guidance counselor and teachers as reflected in the very high $w\bar{x}$ of 4.60, 4.81 and 4.80 respectively. One area, however, which pertains to the composition of the CPP and the proper procedure in handling child abuse cases was declared by the school heads as something that they are not fully aware as shown in the $w\bar{x}$ of 3.71.

Table 1.5

Summary Table as to the School Heads and Teachers' Extent of Awareness of the Child Protection Policy
 n = 168

| Indicators | School Heads (n=11) | | Teachers (n=157) | |
|---|------------------------|---------|---------------------|------|
| | $w\bar{x}$ | V.D. | $w\bar{x}$ | V.D. |
| School Heads' and Teachers' Extent of Awareness in | | s of: A | | |
| 1. Composition of the CPP and Proper Procedure in Handling child abuse cases. | 3.74 | | 3.49 | A |
| 2. Duties and Responsibilities of School Heads. | 4.60 | VA | 3.73 | A |
| 3. Duties and Responsibilities of Guidance Counselors. | 4.81 | VA | 3.80 | A |
| 4. Duties and Responsibilities of Teachers | 4.80 | VA | 4.28 | VA |

Legend:

| Scale | Verbal Description |
|-------------|--------------------|
| 4.21 - 5.00 | Very Aware |
| 3.14 - 4.20 | Aware |
| 2.61 - 3.40 | Moderately Aware |
| 1.00 - 1.80 | Aware |

Meanwhile, on the part of the teachers, they disclosed that they are "Very Aware" of their duties and responsibilities relative to the CPP and there is evident in the high $w\bar{x}$ of 4.28. However, in terms of the CPP composition and the proper procedure in handling child abuse cases as well as the duties and responsibilities of the school heads and guidance counselor, they claimed that they are not fully aware as shown in the $w\bar{x}$ of 3.49, 3.73, and 3.80, respectively.

Result manifests a felt need for school heads and teachers to be fully aware of the proper protocol in reporting and referring child abuse cases. They should know the proper authorities to whom they are going to report and refer cases of child abuse. The school heads can do a great deal to prevent child abuse in the schools and to protect students. However, they cannot do it by themselves unless the power of the school personnel and community stakeholders is brought together. The school heads, teachers, parents and even the students themselves have roles to play in preventing child abuse in the schools.

According to the US Department of Health and Human Resources (n.d.) one mechanism to engage parents and youth in the child abuse prevention program is to organize a school safety committee. This can bring the community together to keep child abuse prevention at school active and focused. When parents and youth take part in the solution of the problem, students feel safer and can focus on learning; parents will worry less; and teachers and staff can focus on their work more.

Moreover, in a study conducted by Ancho (2013) on the programs and policies on school violence in the Philippines, he recommended that lectures on nonviolence and human rights education should be a compulsory part of the curriculum to serve as a strategic move in instilling values among students. He pointed out that it will also work for teachers and school personnel since it would help them work with the theories and principles of peace and interpersonal relationship. He further recommended that in order for anti- school violence measures to be strictly implemented, the Philippine government should appropriate substantial budget allocation for the program and project to ensure a successful policy implementation.

School heads and teachers then need to have the full knowledge and awareness of the Child Protection Policy program particularly on the procedural aspect of reporting and referring child abuse cases.

As cited in the CAPIN Manual (n. d.) incidences of child abuse have been happening in schools and there are times when school heads have no knowledge about these because the teachers failed to report these cases. Teachers sometimes do not have the courage or do not bother to ask for assistance on how to handle child abuse cases, or worst, they will just ignore them. In short, teachers do not have the full knowledge on how to handle child abuse cases.

The Department of Education mandates that all schools should develop a method or system for identifying and reporting suspected child abuse cases according to the resources and put in place strategies to quickly and effectively refer children to available services (Department of Education Manual, 2004).

Table 2 presents a test on the significant difference between the school heads' and teachers' extent of awareness of the Child Protection Policy.

Data indeed reveal that school heads and teachers differ significantly in their extent of awareness relative to the Child Protection Policy as signified by the computed t-values which are greatly higher compared to their p-values at 0.05 level of significance, with their respective degrees of freedom. Evidence is sufficient to reject the null hypothesis earlier stated that no significant difference exists between the extent of awareness of the school levels and teachers as to the Child Policy. Consequently, the null hypothesis is rejected.

Table 2

Test on Significant Difference Between the School Heads and Teachers' Extent of Awareness of the Child Protection Policy

$n_1=11, n_2=157$ Total = 168

| Area of Awareness | Mean | $D\bar{X}$ | T | df | P-value (two-tailed) | Decision Rule | Remarks |
|--|--|------------|--------|----|----------------------|-----------------|-------------------------|
| 1. Composition of the CPP and Proper Procedure in Handling Abuse cases | $\bar{X}_1 = 3.72$ $\bar{X}_2 = 3.49$ | 0.2267 | +0.70 | 16 | 0.49398 | Reject H_{01} | Significantly different |
| 2. Duties and Responsibilities of School Heads | $\bar{X}_1 = 4.60$ $\bar{X}_2 = 3.73$ | 0.87 | +5.6 | 12 | 0.000116 | Reject H_{01} | Significantly different |
| 3. Duties and Responsibilities of Guidance Counselor | $\bar{X}_1 = 4.81$ $\bar{X}_2 = 3.80$ | 1.008 | +7.86 | 8 | 0.0001 | Reject H_{01} | Significantly different |
| 4. Duties and Responsibilities of Teachers | $\bar{X}_1 = 4.80$ $\bar{X}_2 = 4.28$ | 0.5205 | +10.48 | 38 | 0.0001 | Reject H_{01} | Significantly different |

Legend:

n_1 = no. of samples for the 1st group

n_2 = no. of samples for the 2nd group

\bar{X}_1 = mean of the 1st group (school heads)

\bar{X}_2 = mean of the 2nd group (teachers)

$D\bar{X}$ = mean difference between the 1st and 2nd group
 t = computed t-value

p-value = observed significance level

These results can be interwoven with the data reflected in the preceding tables

(Tables 1.1- 1.5) which show that school heads have higher extent of awareness of the Child Protection Policy compared to their teachers. School heads, being the key personnel in schools, are expected to be more aware and knowledgeable of the CPC.

As mandated in DepEd Order No. 40, s. 2012, Section 7, it is the duty of the school head to conduct capability building activities for the members of the CPC and the teachers to ensure that all pupils, students, school personnel, parents, guardian or custodians are fully aware of the CPC. This can be done through the Learning Action Cells or LAC Session in school. The school head can coordinate with the appropriate offices and other agencies or instrumentalities for appropriate assistance and intervention, as may be required in the performance of their functions and they should ensure that the school complies with the child protection policies and procedures. It is also the responsibility of the school heads to involve parents and community members in the child abuse prevention training through the PTCA. Result simply shows that teachers need more trainings to keep them fully aware of their duties and responsibilities in the implementation of the Child Protection Policy program. As stated in R.A. 7610, s. 1992, the State shall intervene on behalf of the child when the parents, guardian, teacher or person having care or custody of the child fails or is unable to protect the child against abuse.

Moreover, DepEd Order No. 40, s. 2012, Sec. 16, paragraph G states that failure to submit an incident report or to render a decision involving a child abuse case without any justifiable cause shall be a ground for administrative action for neglect of duty against the responsible official.

With the aforecited issuances, school heads and teachers need to be fully aware and knowledgeable of the Child Protection Policy, particularly on the legal and ecological aspects of identifying and reporting child abuse as it is said that “ignorance of the law excuses no one.”

Table 3 presents the respondents' profile in terms of age, sex, educational qualification and plantilla position. The aforementioned profile items are considered on the assumption that these could possibly influence the school heads and the teachers extent of awareness of the Child Protection Policy Program.

Table 3

Respondents' Profile n=168

| Profile | Frequency | Percentage |
|--|-----------|------------|
| Age: | | |
| 50 yrs. old and above | 26 | 15.48 |
| 40-49 yrs. old | 52 | 30.95 |
| 30-39 yrs. old | 55 | 32.74 |
| Below 30 yrs. old | 35 | 20.83 |
| Total: | 168 | 100.00 |
| Average = 39 yrs. old Sex: | | |
| Male | | |
| | 64 | 38.10 |
| Female | | |
| | 104 | 61.90 |
| Total: | 168 | 100.00 |
| Educational/Qualification: Baccalaureate Degree | | |
| With M.A. units | 116 | 69.05 |
| Full-Pledged M.A. | 30 | 17.86 |
| With units in Doctorate Program | 15 | 8.93 |
| Ed.D/Ph.D | 2 | 1.19 |
| | 5 | 2.97 |
| Total: | 168 | 100.00 |
| Plantilla Position: Teacher I | | |
| | 83 | 49.40 |
| Teacher II | 22 | 13.09 |
| Teacher III | 41 | 24.40 |
| Master Teacher | 11 | 6.55 |
| Principal I | 9 | 5.36 |
| Principal II | 1 | 0.60 |
| Principal III | 1 | 0.60 |
| Total: | 168 | 100.00 |

As to age, of the 168 respondents, a great majority comprising of 90 (or 53.57 percent) is below 40 years old. Result disclosed an average age of 39. With regards to sex, of the total 168 respondents, a great majority comprising of 104 (or 61.90 percent) are female and 64 or (38.10 percent) are male. In terms of educational qualification, of the 168 respondents, a great majority comprising of 111 (or 69.05 percent) have not advanced professionally; 30 (or 17.86 percent) have units in the Masteral Program; 15 (or 8.93 percent) are full-fledged Master of Arts; and 7 (or 4.16 percent) have Post Graduate Studies. As regards to the respondents plantilla position, a little less than one-half, comprising of 83 (or 49.40 percent) occupy Teacher 1 plantilla position; 22 (or 13.09 percent) are Teacher 2; 41 (or 24.40 percent) hold the Teacher 3 plantilla position; 11 (or 6.55 percent) occupy the Master Teacher plantilla position; and 11 (or 6.56 percent) have administrative positions occupying the Principal plantilla position.

Table 3.1

Test on Significant Relationship Between the Respondents' Extent of Awareness of the CPP and their Profile in terms of Age. n=168

| Variables | VA | AwardMA | LA | Total | $W\bar{X}$ | χ^2 | Decision Rule | Remarks |
|-------------------|----|---------|----|-------|------------|----------|---------------|---------------------|
| Age: | | | | | | | | |
| 50 yrs. old – up | 10 | 11 | 4 | 1 | 26 | 4.15 | | |
| 40-49 yrs. old | 15 | 22 | 9 | 6 | 52 | 3.88 | 5.845 | Do not Reject H_0 |
| 30-39 yrs. old | 17 | 29 | 5 | 4 | 55 | 4.07 | | Not significant |
| Below 30 yrs. old | 9 | 15 | 8 | 3 | 35 | 3.86 | | |
| Total | 51 | 77 | 26 | 14 | 168 | | | |

χ^2 tabular value at 0.05, 9df = 16.919

Table 3.1 is a test on relationships between the respondents' extent of awareness of the Child Protection Policy and their profile in terms of age. The result reveals that no relationship exists between the respondents' extent of awareness of the CPP and their age as indicated in the computed χ^2 value of 5.845, which is lesser compared to its χ^2 table value of 16.919 at 0.05 level of significance with 9 degrees of freedom. Evidence is not sufficient to reject the null hypothesis which states that no relationship exists between the respondents extent of awareness of the CPP and their age. Hence, the null hypothesis relative to the relationship of the aforementioned variable is not rejected. This result indicates that age is not a determinant of the respondents' extent of awareness of the CPP. This means that regardless of age, the school heads and teachers are aware of their duties and responsibilities of the Child Protection Policy program.

Though age is considered as one of the workplace diversities that may make employees dissimilar as cited by Powell (2008) it could not be considered a factor for school heads and teachers to be ignorant of the law relative to child abuse. With the so many issuances and orders promulgated by the Department of Education and trainings conducted relative to child abuse, there is no reason for the school heads and the teachers to be unaware of the Child Protection Policy. Regardless of age, all teachers are exposed to trainings when it comes to the welfare of the Child. The Department of Education Order No. 40, s. 2012, Sections 2 mandates that all school heads in both public and private elementary and secondary schools and all other concerned agencies engaged in child care shall exercise the special parental

authority and responsibility over the child while under their supervision, instruction, or custody.

The result implies that when it comes to the legality of actions, school heads and teachers need to be aware of their duties and responsibilities as a public trust.

Chapter 4, Section 1 of the DECS Service Manual (2000), mandates that in any organization, a kind of discipline must be present in order that subordinates can willingly carry out the instruction of their superior and abide by the established and known rules of conduct in the organization. Hence, ignorance of one's duties and responsibilities is not an excuse for a civil servant.

Table 3.2

Test on Significant Relationship Between the Respondents' Extent of Awareness of the CPP and their Profile in terms of Sex. n=168

| Variables | Extent of Awareness | | | | Total | W \bar{X} | χ^2 | Decision Rule | Remarks |
|-----------|---------------------|----|----|----|-------|-------------|----------|---------------------|-----------------|
| | VA | A | MA | LA | | | | | |
| Sex: | | | | | | | | | |
| Male | 19 | 30 | 13 | 2 | 64 | 4.03 | | | |
| Female | 32 | 47 | 13 | 12 | 104 | 3.95 | 4.968 | Do not Reject H_0 | Not significant |
| Total | 51 | 77 | 26 | 14 | 168 | | | | |

χ^2 tabular value at 0.05, 3 df = 7.815

Presented in Table 3.2 is a test on the relationship between the respondents' extent of awareness of the Child Protection Policy and their sex. Result of the test reveals that no relationship exists between the respondents' extent of awareness of the CPP and their sex as shown in the computed χ^2 value of 4.968 which is lesser compared to its χ^2 table value of 7.815 at 0.05 level of significance with 3 degrees of freedom. Evidence is not sufficient to reject the null hypothesis earlier formulated

that no relationship exists between the respondents' extent of awareness of the Child Protection Policy and their sex. Thus, the null hypothesis is not rejected. This means that sex is not a determinant of the respondents' extent of awareness of the CPP program.

As can be gleaned on the table, both male and female respondents more or less have the same extent of awareness of the Child Protection Policy as evidenced in the $w\bar{x}$ of 4.03 for male and 3.95 for female.

This result affirms the statement of Robbins (2012) that women perform as well on their job as men do. According to him, significant changes had occurred in the states of and interactions between men and women at work in recent years. In fact many believe that a person's sex has no longer an effect on him/ her at work. The studies of Englis (2014), Bersabal (2014) and Calumpang (2013), though they focused on school heads, have relevance to the current study in the sense that they likewise disclosed that sex is not a determinant of the school heads managerial skills and performance.

Table 3.3

Test on Significant Relationship Between the Respondents' Extent of Awareness of the CPP and their Profile in terms of Educational Qualification. n=168

| Variables | t of A | | | | Total | $w\bar{X}$ | χ^2 | Decision Rule | Remarks |
|----------------------------|--------|----|----|----|-------|------------|----------|---------------|--------------------|
| | VA | A | MA | LA | | | | | |
| Educational Qualification: | | | | | | | | | |
| Baccalaureate Degree | 28 | 61 | 15 | 12 | 116 | 3.91 | 14.630 | H_0 | Reject Significant |
| With MA units | 11 | 12 | 6 | 1 | 30 | 4.10 | | | |
| M.A/Ed.D. | 12 | 4 | 5 | 1 | 22 | 4.23 | | | |
| Total | 51 | 77 | 26 | 14 | 168 | | | | |

χ^2 tabular value at 0.05, 6 df = 12.591

Shown in Table 3.3 is a test on the relationship between the respondents' extent of awareness of the Child Protection Policy and their educational qualification. The result of the test shows a significant relationship between the school heads and the teachers' extent of awareness of the CPP and their educational qualifications as signified by the computed χ^2 value of 14.630, which is greater compared to its table value of 12.591 at 0.05 level of significance with 6 degree of freedom. Evidence is sufficient to reject the null hypothesis earlier formulated which states that no relationship exists between the respondents' extent of awareness of the CPP and their educational qualification. The two variables are dependent on each other. Hence, the null hypothesis is rejected. This result indicates that the educational qualification is a determinant of the school heads and the teachers' awareness of the CPP.

A thorough perusal of the data further show that the teachers and the school heads with higher educational qualifications have a higher extent of awareness of the CPP as manifested in the obtained weighted mean (\bar{w}) of the respondents grouped according to educational qualifications.

This result supports the statement of Kress (2010) that professional development should be emphasized for sustainability. As cited in DECS Service Manual (2000), the efficiency and effectiveness that the educational system offers to the public depend largely on the performance of its human resource. One of the domains of the National Competency-Based Teacher Standard (NCBTS) requires teachers to grow professionally so that they can carry out their duties and responsibilities effectively. Domain 7 of the NCBTS, which refers to Professional Growth and

Professional Development (PGPD), emphasizes the value of professional development and continuous improvement of teachers. Teachers should continually seek self - improvement by attending graduate studies and reading professional books and magazines. A strong desire for self-improvement is a dynamic force in teaching and in life.

Several studies in the past have proven the significance of the teachers educational qualification to performance. The studies of Amores (2012); Merced (2013); and Mira (2014) show that teachers with a higher educational qualification have a higher level of competence compared to those who have lower educational qualification.

Moreover, the study of Cervantes (2017) on teachers and pupils' extent of awareness about bullying, disclosed that the teachers' educational qualification is significantly related to their extent of awareness about bullying which is one of the violent acts of child abuse. It further disclosed that educational qualification is a determinant of the teachers extent of awareness of child abuse, specifically, bullying.

Table 3.4

Test on the Relationship Between the Respondents' Extent of Awareness of the CPP and their Profile in terms of Plantilla Position. n=168

| Variables | Extent of Awareness | | | Total | WX | χ^2 | Decision Rule | Remarks |
|---------------------|---------------------|----|----|-------|-----|----------|---------------|--------------------------|
| | VA | A | MA | | | | | |
| Plantilla Position: | | | | | | | | |
| Teacher I | 23 | 36 | 14 | 10 | 83 | 3.87 | | |
| Teacher II | 6 | 13 | 2 | 1 | 22 | 4.10 | | |
| Teacher III | 12 | 21 | 6 | 2 | 41 | 4.05 | 23.330 | Reject H_0 Significant |
| Master Teacher | 1 | 5 | 4 | 1 | 11 | 3.55 | | |
| Principal | 9 | 2 | - | - | 11 | 4.82 | | |
| Total | 51 | 77 | 26 | 14 | 168 | | | |

χ^2 tabular value at 0.05, 12 df = 21.026

Shown in Table 3.4 is a test on the relationship between the respondents' extent of awareness of the Child Protection Policy and their plantilla position. Result of the test reveals a significant relationship between the two aforcited variables as indicated in the computed χ^2 value of 23.330, which is greater compared to the table value of 21.026 at 0.05 level of significance with 12 degrees of freedom. Evidence is sufficient to reject the null hypothesis earlier stated that no relationship exists between the respondents' extent of awareness of the CPP and their profile in terms of plantilla position. The two variables are dependent on each other. Hence, the null hypothesis is rejected. Result shows that the plantilla position is indicative of the respondents' extent of awareness of the Child Protection Policy. As can be gleaned on the table, respondents who occupy the highest ladder of the plantilla position showed a higher extent of awareness of the CPP than those who belong to the lower ladder.

Theaforecited findings could be interwoven with the data reflected in the preceding tables (Tables 1.1-1.5) wherein the school heads really showed a higher extent of awareness of the CPP compared to their teachers. There is a saying which states that “a person cannot give what he/she does not have.” Hence, the school heads being placed in a strategic position in school, are expected to have an above average intelligence compared to their subordinates in order to be effective. According to Wolf (cited in Leveriza), the leader’s contribution in the development of his peoples in the organization is considered the most crucial and important function of his supervisory leadership.

It should be noted that plantilla position goes with experience and educational qualification. As stated in the DECS Service Manual 2000, Chapter VIII, Sec. 8, a teacher can be promoted to the next higher position if he/she meets the qualification requirements of the involved. The change in position title will have a corresponding increase in salary grade and this requires the issuance of an appointment. Hence, it follows that the higher is the teacher’s educational qualification and teaching experience, the higher would be his/her plantilla position. Thus, it is but logical to expect that those who hold higher plantilla position will have higher extent of awareness of the CPP considering their experiences and educational qualification.

The studies of Umbac (2014), and Mira (2014) support the current finding that teachers’ plantilla position is significantly related to their competency level. It is also considered as a determinant of the teachers’ strengths and weaknesses as revealed in the study of Amores (2012).

As can be gleaned on the data, however, Master Teachers showed a slightly lower extent of awareness of the CPP as reflected in the weighted mean, nonetheless, their extent of awareness is still high. This result could be attributed to the fact that Master Teachers are more focused on their teaching competence. According to Coates (2012), Master Teachers are high performing teachers who have a deep and extensive knowledge of their specialization going beyond the set of programmes they teach. They have the command of the classroom, skillfully leading, encouraging and extending pupils. Moreover, Coates (2011) reported that Master Teachers are experts and enthusiastic about their specialization or the subject. They have a strong sense of the significance of what they teach in the context of the whole curriculum. Master Teachers develop innovative teaching strategies which will improve learning, so that every young person from every walk of life realizes his full potential.

On the part of school heads, they are expected to be more competent in their administrative and supervisory functions. Hence, it is but logical to expect that school heads being placed in a strategic position have the full awareness of the Child Protection Policy (CPP) as part of their administrative functions.

Table 3.5

Summary Table on the Relationship Between the Respondents' Extent of Awareness of the CPP and their Profile. n=168

| Variables | x ² value | | Df | Decision Rule | Remarks |
|---------------------------|----------------------|-----------------|----|------------------------------|-----------------|
| | Computed | Tabular at 0.05 | | | |
| Profile: | | | | | |
| Age | 5.845 | 16.919 | 9 | Do not reject H ₀ | Not Significant |
| Sex | 4.968 | 7.815 | 3 | Do not reject H ₀ | Not Significant |
| Educational Qualification | 14.630 | 12.591 | 6 | Reject H ₀ | Significant |
| Plantilla Position | 23.330 | 21.026 | 12 | Reject H ₀ | Significant |

Table 3.5 is a summary table on the relationship between the respondents' extent of awareness of the CPP and their profile. Results reveal that the respondents' educational qualification and plantilla position are significantly correlated to their extent of awareness of the CPP. Result indicates that educational qualification and plantilla position are determinants of the respondents' extent of awareness of the CPP. This means that the higher the educational qualification and plantilla position of the respondents, the higher is their extent of awareness of the CPP.

On the other hand, the respondents' age and sex are found not significant in relation to the extent awareness of the respondents about the CPP program.

Chapter III

Summary of Findings, Conclusions, and Recommendations

This chapter presents the summary of findings revealed in the study, the conclusions drawn, and the recommendations offered to enhance the school heads and the teachers' awareness of the Child Protection Policy.

Restatement of the Problem

This study aimed to determine the extent of awareness of the school heads and the teachers on DepEd Order No. 40, series of 2012 otherwise known as the DepEd Child Protection Policy.

Specifically, it sought to answer the following questions:

1. To what extent is school heads and teachers awareness of DepEd Order No. 40, series of 2012 otherwise known as Child Protection Policy in terms of:
 - 1.1. composition of the CPP and the proper procedure in handling cases;
 - 1.2. duties and responsibilities of school heads;
 - 1.3. duties and responsibilities of guidance counselor; and
 - 1.4. duties and responsibilities of teachers?
2. Is there a significant difference between school heads and teachers' extent of awareness of the Child Protection Policy?
3. Is there a significant relationship between school heads and teachers' extent of awareness of the Child Protection Policy and their profile in terms of:
 - 3.1. age;
 - 3.2. sex;

- 3.3. educational qualification; and
- 3.4. plantilla position?

Restatement of the Null Hypotheses

In order to establish evidence to answer the specific questions that are presented in this chapter, the following null hypotheses were tested at 0.05 level of significance.

Ho₁. There is no significant difference between the school heads and teachers' extent of awareness of the Child Protection Policy.

Ho₂. There is no significant relationship between the school heads and teachers' extent of awareness of the Child Protection Policy and their profile in terms of:

- 2.1. age;
- 2.2. sex;
- 2.3. educational qualification; and
- 2.4. plantilla position.

Summary of findings

1. School Heads and Teachers' Extent of Awareness of the Child Protection Policy

1.1. In terms of the Composition of the CPP and the Proper Procedure in Handling Child Abuses Cases

Result showed that both the school heads and the teachers disclosed that they are "Aware" of the CPP in terms of its composition and the proper protocol in handling child abuse cases as evidenced in the $\bar{W}\bar{X}$ of 3.71, and 3.49, respectively, revealing a higher extent of awareness on the part of the school heads.

1.2. As to the Duties and Responsibilities of the School Heads

Data revealed that the school heads are “Very Aware” of their duties and responsibilities in the implementation of the CPP as indicated in the very high composite mean of 4.60. On the part of the teachers, they claimed that they are “Aware” of the duties and responsibilities of the school heads in the implementation of the CPP evident in the composite mean of 3.73.

1.3. Relative to the Duties and Responsibilities of the Guidance Counselor

Data revealed that school heads are “Very Aware” of the duties and responsibilities of the guidance counselor as evidenced in the very high composite mean of 4.81. On the part of the teachers, they disclosed that they are “Aware” of the duties and responsibilities of the guidance counselor as shown in the composite mean of 3.80.

1.4. As Regards Duties and Responsibilities of Teachers

Data disclosed that both the school heads and the teachers are “Very Aware” of the duties and responsibilities of the latter relative to the Child Protection Policy as indicated in the very high composite mean of 4.80 on the part of the school heads and 4.28 on the part of the teachers.

Test on Significant Difference Between the School Heads and Teachers' Extent of Awareness of the Child Protection Policy

Result of the test revealed that the school heads and the teachers differ significantly in their extent of awareness relative to the Child Protection Policy as signified by the computed t-values of which values are greatly higher compared to their p-values, at 0.05 level of significance with their respective degrees of freedom.

Hence, the null hypothesis which states that no significant difference exists between the extent of awareness of school heads and teachers relative to the Child Protection Policy is rejected. School heads and teachers differed significantly in their extent of awareness of the CPP.

Test on Significant Relationship Between the School Heads and Teachers' Extent of Awareness of the CPP and their Profile

Relationship between the Respondents' Extent of Awareness of the CPP and

their Age. Result disclosed that no relationship exists between

the respondents' extent of awareness of the CPP and their age as indicated in the computed χ^2 value of 5.845 value of which is lesser compared to its χ^2 table value of 16.919, at 0.05 level of significance, with 9 degrees of freedom. Consequently, the null hypothesis which states that no relationship exists between the respondents' extent of awareness of the CPP and their age is not rejected.

Relationship between the Respondents' Extent of Awareness of the

CPP and their Sex. Result of the test likewise disclosed that no relationship exists between the respondents' extent of awareness of the CPP and their sex as shown in χ^2 the computed χ^2 value of 4.968, value of which is lesser compared to its χ^2 table value of 7.815 at 0.05 level of significance, with 3 degrees of freedom. Thus, the null hypothesis earlier formulated which states that no relationship exists between the respondents' extent of

awareness of the CPP and their sex is not rejected. This means that sex is not a determinant of the respondents' extent of awareness of the CPP.

3.3. Relationship between the Respondents' Extent of Awareness of the CPP and their Educational Qualification. Result of the test showed a significant relationship between the school heads and teachers' extent of awareness of the CPP and their educational qualification as signified by the computed χ^2 value of 14.630, which is greater compared to its table value of 12.591, at 0.05 level of significance with 6 degrees of freedom. The two variables are dependent on each other. Hence, the null hypothesis which states that no relationship exists between the respondents' extent of awareness of the CPP and their educational qualification is a determinant of the school heads and teachers' extent of awareness of the CPP.

3.4. Relationship between the Respondents' Extent of Awareness of the CPP and their Plantilla Position. Result of the test disclosed a significant relationship between the respondents' extent of awareness of the CPP and their plantilla position as indicated in the computed χ^2 value of 23.330, value of which is greater compared to its table value of 21.026, at 0.05 level of significance, with 12 degrees of freedom. Evidence is sufficient to reject the null hypothesis earlier stated that no relationship exists between the respondents' extent of awareness of the CPP and their plantilla position. The two variables are dependent on each other. Hence, the null hypothesis is rejected. This result indicates that plantilla position is a determinant of the respondents' extent of awareness of the CPP.

Conclusions

In the light of the findings, the following conclusions are hereby drawn:

1. School heads and teachers reveal that they are “Very Aware” of their duties and responsibilities relative to the Child Protection Policy except on the composition of the CPP and the proper protocol in handling child abuse cases which they claimed they are not fully aware.
2. School heads and teachers differ significantly in their extent of awareness of the CPP revealing a higher degree of awareness on the part of the school heads.
3. The respondents’ profile in terms of educational qualification and plantilla position is significantly related to their extent of awareness of the CPP except for age and sex which were found not significant.

Recommendations

In the light of the findings and conclusions drawn, the following are hereby recommended:

1. School heads may coordinate regularly with the Child Protection Unit (CPU) available in the city or municipality where the school is situated.
2. School mapping may be conducted every year to serve as baseline data of students enrolled in the school particularly their family background in terms of family size, family income, parental custody of the students and geographical locations.

3. A child-friendly environment must be observed in all schools wherein the pupils/students, teachers, parents and other people in the community interact harmoniously with each other in an environment which is safe, secure and conducive for pupils'/ students' learning.
4. Posters on child abuse recognition and prevention may be posted in conspicuous places in the schools to enhance students' awareness.
5. Finally, a training program is hereby recommended for implementation to enhance school stakeholders' awareness of the Child Protection Policy.

Training Program

General Program Information

Program Title: A One-Day Training Program on the Child Protection Policy

Introduction:

Child abuse in the Philippines is becoming an issue and is prevalent in schools. Cases of abuse are increasing as a result of the difficult situations faced by teachers and other school personnel within and outside the school. Incidences of child abuse have been happening in schools and some of these were just ignored due to the limited knowledge of the school personnel to handle the situation. There were times that school heads would only find out that their students are already under the custody of the Department of Social Works and Development (DSWD) or with the PNP. There were times that students would just stop schooling for reasons unknown to the teachers.

There is no clear delineation as to the duties and responsibilities of the school stakeholders relative to the functionality of the Child Protection Policy in school. School stakeholders both internal and external do not have the full awareness on how to handle cases of child abuse.

This training program is designed to enhance the school stakeholders' awareness of the Child Protection Policy to safeguard the safety of the school children in school from abuse, violence, exploitation, discrimination, bullying and other forms of abuse.

Pre-requisite Program: None
Duration of the Training: 1 day
Management Level: District Level

Delivery Mode: Formal Face-to-Face (F₃), Workshop, and Focused Group
Discussion (FGD)

Target Participants: School Stakeholders (School Head, Teachers, Parents, PTA,

Supreme Student Government (SSG), LGU, Chair in Education)

Rationale:

This program is an answer to the research findings which showed the training needs of school stakeholders. Despite of the so many issuances in the field by the Department of Education relative to the Child Protection Policy, child abuse is still prevalent in schools. School stakeholders, particularly school heads and teachers, do not have the full awareness of the Child Protection Policy (CPP) specifically on the proper protocol in handling child abuse cases in school as well as its composition.

As stated in R.A. 7610, IRR, Sec. 5, it shall be the duty of all teachers and administrators in public schools and other government officials whose work involves dealing with children, to report all incidents of possible child abuse. This mandate calls for a full awareness of what child abuse is on the part of the teachers. The duties and responsibilities of the school heads and the teachers to every child under their custody or care are very delicate. DepEd Order No. 40, s. 2012 provides that all school personnel with their stakeholders shall ensure that all schools are conducive to the education of the children. The best interest of the child shall be the paramount consideration in all the decisions and actions concerning children, whether undertaken by public or private social welfare institutions, court of law, administrative authorities, and legislative bodies, consistent with the principle of First Call for Children as enunciated in the CRC. School administrators and teachers, being empowered under the Family Code, exercise special parental authority and responsibility over the child under their supervision, instruction or custody and are

expected to discharge their duties and responsibilities with the best interest of the child being given paramount importance.

III. Central Objective

At the end of the one-day training, the school heads and the teachers and other school stakeholders may have gained sufficient knowledge and skills on the proper protocol in handling and reporting child abuse cases in school.

IV. Contributory Objectives

1. Discuss the different legal bases of the Child Protection Policy (CPP).
2. Identify the different forms and symptoms of child abuse.
3. Familiarize oneself on the proper protocol in reporting and referring child abuse cases.
4. Gain knowledge on how to put up a CPP system.
5. Delineate the duties and responsibilities of school heads, teacher, guidance counselors, CPP staff coordinator and other stakeholders whose work involves dealing with children.
6. Create a child-friendly school.

V. Program of Activities

Training Matrix

| Time | Activities | Person Responsible |
|-------------|--|-----------------------------|
| 7:30-8:00 | Registration of Participants | Division T & D Staff |
| 8:00-8:30 | Opening Program -Philippine National Anthem -Opening Prayer -Welcome Remarks -Presentation of Seminar Objectives -Introduction of Resource Speakers | |
| 8:30-9:30 | Plenary 1: Lecture/Discussion of Child Protection Policy/Legal Bases | Resource Speaker |
| 9:30-9:45 | Break | |
| 9:45-10:45 | Plenary 2: Lecture/Discussion on the forms and Symptoms of Child Abuse | Resource Speaker |
| 10:45-12:00 | Plenary 3: Lecture/Discussion on the Proper Protocol in Reporting and Referring Child Abuse Cases | Resource Speaker |
| 12:00-1:00 | Lunch Break | |
| 1:00-2:00 | Workshop 1: Situational Analysis observance of the Proper Protocol on Reporting and Referring Child Abuse Cases -Talking to the victim -Task of the teacher-confidant -Reporting and referral process -Flow Chart in reporting cases | Participants |
| 2:00-3:00 | Workshop 2: Feedbacking on W ₁ (FGD) | Participants |
| 3:00-3:40 | Plenary 4: Lecture/Discussion Duties and Responsibilities of School Heads, Teachers, Guidance Counselor in the CPP program | Resource Speaker |
| 3:40-4:30 | Plenary 5: Lecture/Discussion -Putting Up a CPP System in School -Child-friendly School | Chief, T & D Staff |
| 4:30-5:00 | Synthesis Evaluation of the Training Closing Program Commitment | T & D Staff Participants |

VI. Evaluation:

Evaluation will be made through an evaluation tool specifically constructed by the researcher for the seminar. This will be accomplished by the participants at the end of the training.

VII. Budgetary Requirements:

| | Amount |
|---|--------------------------------|
| Encoding and Printing of the Program | PHP 500.00 |
| Honoraria for Resource Speakers (2 speakers) | 2,000.00 |
| Certificates for the Speakers | 300.00 |
| Meals and Snacks for the Participants (100 paxs at 150.00/person) | <u>15,000.00</u> |
| | PHP17,800.00 Sources of Funds: |
| SEF for Training | |
| MOOE (5% for training) | |
| PTA Fund | |
| School Stakeholders | |

Prepared by:

Alden A. Rabina

(Researcher) Seminar on the Child Protection Policy Program

Evaluation tool

Please put a check mark (✓) on the column which best describes the criterion

| Criteria | Rating | | | | |
|--|-----------|-----------|------|------|------|
| | Excellent | Very Good | Good | Fair | Poor |
| At the end of the training, the following objectives were met: | | | | | |
| 1. As to the content: | | | | | |
| 1.1. Discussed what Child Protection Policy is. | | | | | |
| 1.2. Discussed the different legal bases of the CPP. | | | | | |
| 1.3. Identified the different forms and symptoms of child abuse | | | | | |
| 1.4. Familiarized oneself on the proper protocol in reporting and referring child abuse cases. | | | | | |
| 1.5. Delineated the duties and responsibilities of school heads, teachers, guidance counselor relative to the CPP. | | | | | |
| 1.6. Acquired knowledge on how to put up a CPP system in school. | | | | | |
| 1.7. Gained knowledge on how to create a Child-Friendly School | | | | | |
| 2. As to the conduct of the seminar: | | | | | |
| 2.1. Created a positive environment for learning. | | | | | |
| 2.2. Observed proper time management. | | | | | |
| 2.3. Gave participants the opportunity to be involved in the seminar's activities | | | | | |
| Remarks: | | | | | |

Interview Guide

1. Are you aware of DepEd Order No. 40, series of 2012? If so, what is your idea about this?
2. Have you encountered any cases about this?
3. How did you settle this kind of problem?
4. Have you attended any training about child abuse?
5. What makes you aware about child abuse?
6. Do you have a Child Protection Committee in your school?
7. Are you conducting school mapping? If so, what information do you usually gather?
 - a. No. of children in the family
 - b. Occupation of parents
 - c. Family income
 - d. Parental Custody of the Child
 - e. Grade Year/ level of the child
8. Do you know the proper or authorized person to ask for assistance if you encounter any case of child abuse?
9. Are you familiar with the signs of physical abuse and sexual abuse?
10. Are you familiar with the reporting and referred process relative to child abuse cases?

Ethnographic Notes of the Interview

Respondent :
Sex :
A
Female
Age : 43
Educational Qualification: With M.A. units
Plantilla Position: Teacher III

Researcher : Are you aware of DepED Order No. 40, s. 2012?
A : It's about child abuse.
Researcher : Have you encountered any case about this?
A : I haven't encountered serious child abuse cases.
Researcher : Well in case there is how will you settle it?
A : I will call the attention of parents.
Researcher : Have you attended any training about child abuse?
A : I had never attended about child abuse. What I had attended was about a Child-Friendly School.
Researcher : What makes you aware of child abuse?
A : Through readings and media.
Researcher : Do you have a Child Protection Committee in school?
A : Not so functional.
Researcher : Are you conducting school mapping?
A : We did it once when we were required to conduct.
Researcher : Are you familiar with the signs of physical abuse and sexual abuse?
A : For physical, it quite visible but for sexual I am not so familiar unless the victim will disclose.
Researcher : Are you familiar with the reporting and referral process relative to child abuse?

Ethnographic Notes of the Interview

Respondent :
Sex :
A : No only refer it to our school head.

Respondent : B
Sex : Female
Age : 31
Educational Qualification : Baccalaureate Degree
Plantilla Position : Teacher I

Researcher : Are you aware of DepEd Order No. 40, s. 2012?

B : I can't recall if what is that order about.

Researcher : Have you encountered any case about child abuse?

B : I haven't encountered any.

Researcher : Well, in case you can encounter, how will you settle it?

B : Usual practice, call the attention of parents and refer the case
to the principal.

Researcher : Do you have any training about child abuse?

B : None.

Researcher : What made you aware about child abuse?

B : Through media and readings.

Researcher : Do you have a Child Protection Committee in your school?

B : We have not organized, what we have is only Grievance Committee.

Researcher : Are you conducting school mapping?

B : We don't conduct school mapping. For the necessary information, we have forms to be filled up by parents/guardian relative to occupation of parents, parental custody, number of children in the family and their grade level, etc.

Ethnographic Notes of the Interview

- Respondent :
- Sex :
- Researcher : Do you know the proper or authorized person to ask for assistance if you encounter any case of child abuse?
- B : Just refer it to the principal.
- Researcher : Are you familiar with the signs of physical abuse and sexual abuse?
- B : Not so for sexual abuse.
- C
- Male
- Age : 29
- Educational Qualification: Baccalaureate Degree
- Plantilla Position : Teacher I
-
- Researcher : Are you aware of DepEd Order No. 40, s. 2012?
- C : Is that about Child Protection Policy.
- Researcher : Have you encountered any case of child abuse?
- C : Wala pa gid Sir.
- Researcher : In case you can encounter, how will you settle it?
- C : Sa attitude na sang teacher Sir. If cruel ang teacher there is the possibility that he/she can encounter.
- Researcher : Have you attended any training about child abuse?
- C : Sa media and through new report.
- Researcher : Do you have a Child Protection Committee in your school?
- C : We have only a teacher assigned as guidance counselor. But for a committee we have not organized.
- Researcher : Are you conducting school mapping?
- C : No.
- Researcher : Are you familiar with the signs of physical abuse and sexual abuse?

Ethnographic Notes of the Interview

Respondent :
Sex :
C : For physical, it is visible but for sexual I am not familiar.
Researcher : How about in the reporting and referral process relative to
child abuse?
C : All I know Sir is just to refer to the school head.

Ethnographic Notes of the Interview

Respondent :
Sex :
D
Female
Age : 50
Educational Qualification: With M.A. units
Plantilla Position : MT I

Researcher : Are you aware of DepEd Order No. 40, series 2012? If so, what is your idea about this?
D : Sure, it is about the Child Protection Policy.
Researcher : Have you encountered any case about this?
D : Yes, bullying and other form of sexual abuse.
Researcher : How did you settle this kind of problem?
D : For minor problems we settle them within the school level but for grave misconduct we have to follow the proper protocol.
Researcher : Have you attended any training about child abuse?
D : I haven't attended any but through median and some incidents happening in school we just learn about it.
Researcher : Do you have a Child Protection Committee in your school?
D : Actually we don't have a committee, all cases were just reported to the school head or to the designated guidance counselor.
Researcher : Are you conducting school mapping?
D : We did it once. We have forms for students to fill up with the necessary information.
Researcher : Do you know the proper or authorized person to ask for assistance if you encounter any case of child abuse?
D : It was only lately wen a serious incident happened in our school.

Ethnographic Notes of the Interview

- Respondent :
- Sex :
- Researcher : Are you familiar with the reporting and referral process relative to child abuse?
- D : Actually we are not so familiar of this referral process but with
this serious incident that happened in our school, we learned about it.
- E
- Female
- Age : 43
- Educational Qualification: With M.A. unit
- Plantilla Position: Teacher 3
-
- Researcher : Are you aware of DepEd Order No. 40, s. 2012?
- E : I'm not so familiar with number.
- Researcher : It's about the "Child Protection Policy". Have you encountered any case of child
abuse?
- E : I've heard about one Sir lately. But I am not sure whether it is true or not.
- Researcher : In can you yourself can encounter, how will you settle it?
- E : I will refer it to my school principal.
- Researcher : Have you attended any training about child abuse?
- E : No Sir. We learn it only through media.
- Researcher : What makes you aware about child abuse?
- E : It's a hot issue Sir in our school especially when teachers are
already involved.
- Researcher : Do you have a Child Protection Committee in your school?
- E : We have only grievance committee to settle conflict in school
but in the case of child abuse, we usually refer it to our school head.
- Researcher : Are you conducting school mapping?

Ethnographic Notes of the Interview

- Respondent :
Sex :
E : We did it once.
- Researcher : Are you familiar with the signs of physical abuse and sexual abuse?
E : For physical, it is obvious but for sexual, it is hard to detect
- Researcher : How about in the reporting and referral process relative to child abuse?
E : We just refer to our school head.

References:

- Abrahams, N., Casey, K., & Daro, D. (1992). Teachers' knowledge, attitudes and beliefs about child abuse and its prevention. *Child Abuse & Neglect*, 16, 229–238.
- Ancho, J.V. (2013). School violence in the Philippines: A study on programs and policies. *Advanced Science and Technology Letters* Vol. 36 (Education 2013) pp. 27-31. Retrieved from online.
present.org/proceedings/vol.36_2013/7pdf.
- Baguio, E. L. (2018). Parents' disciplinary practice pupils' bullying experiences and academic performance in the school year 2017- 2018: Basis for a school bullying intervention program. Unpublished Doctorate Dissertation, Foundation University, Dumaguete City.
- Bersabal, N.L. (2014). Perceived extent of implementation of R.A. 9155 relative to school administrators' functions in relation to schools' performance: A basis

Ethnographic Notes of the Interview

Respondent :
Sex :
for a Program Design. Unpublished Dissertation, Foundation University,
Dumaguete City.

Bridgstock, R. S. et. al. (2006). The contested terrain of teachers detecting and reporting child abuse and neglect: the need for empirical research in an Australian state with unique reporting laws. *Journal of Early Childhood Research*, 4 (1), 65-76.

Calumpang, E.N. (2013). Competency level of secondary school heads base on the national competency-based standards for school heads (NCBS-SH) in relation to their job performance. Unpublished Dissertation, Foundation University, Dumaguete City.

Cervantes, N.M. (2017). Teachers and pupils' awareness about bullying and its effect on pupils performance. Unpublished Masters' Thesis, Foundation University, Dumaguete City.

Coates, S. (April 26, 2012), "Great teachers could become Master Teachers." News and Press Notices, London. Retrieved from www.education.gov.uk/.

Coates, S. (December 2011), "Second report of the independent review of Master Teachers' Standards, Post threshold, excellent teachers and skill teachers standards". Retrieved from www.education.gov.uk/.

Ethnographic Notes of the Interview

Respondent :

Sex :

Constructivism as a Paradigm for Teaching and Learning: Concept to classroom

(n.d.) WNET/EDUCATION. Retrieved from
www.thirteen.org/edenline/concept2class/constructivism.

Department of Education, Culture and Sports Service Manual 2000. DECS Central Office.

Department of Education (2004). School protocol on reporting and referring child abuse cases. Pamphlet published by the Department of Education in cooperation with the United Nations Children Funds (UNICEF).

Department of Education (2002). Is your school child-friendly? A self-assessment guide. Pamphlet published by the Department of Education in cooperation with the United Nations Children's Fund (UNICEF).

DepEd Order No. 40, s. 2012 "Policy and guidelines on protecting children in school from abuse, violence, exploitation, discrimination, bullying and other forms of abuse.

Eikerman, D. (2011). "Sixteen qualities of good teachers". *Slinging the Bull*. July 2, 2011.

Englis, A.S. (2014). Competency level of elementary school administrators in relation to school performance: A basis for a training program. Unpublished Dissertation. Foundation University, Dumaguete City.

Executive Order No. 53 s. 2011 (2018). Strengthening the Committee for the Special Protection of Children, Amending for this Purpose Executive Order

Ethnographic Notes of the Interview

Respondent :
Sex :
No. 275. Child Protection Program. Republic of the Philippines Department of Justice. Retrieved from <http://www.doj.gov.ph/child-protectionprogram.html>.

Farley, E.F. and Flota, M. W. (2011). *Sociology* (6th Edition). Taylor and Francis Group. ISBN- 10:1594518041

Fenton, A. K. (2012). *A strengths approach to child-protection education*. PhD thesis, James Cook University. Retrieved from <http://eprints.jcu.au/24044/>

Graham, A., Phelps, R., Maddison, C., and Fitzgerald, R. (2011). Supporting children's mental health in schools: Teacher views. *Teachers and Teaching*, 17(4), 479-496.

Greco, A. M., Guilera, G. & Pereda, N. (2017). School staff members experience and knowledge in the reporting of potential child and youth victimization. *Child Abuse & Neglect*, 72, 22-31.

Gregorio, H.C. (1978). *Principles of teaching*, Revised Edition. Quezon City: R.P. Garcia Publishing Company.

Kenny, M. C. (2000). Child abuse reporting: teachers' perceived deterrents. *Child Abuse & Neglect*, 25, 81-92.

Kenny, M. C. (2004). Teachers' attitudes toward and knowledge of child maltreatment. *Child Abuse & Neglect*, 28, 1311-1319.

Ethnographic Notes of the Interview

Respondent :

Sex :

Kress, G. (2010). A curriculum for the future. *Cambridge Journal of Education*. 30.1, 2010; 133-145.

LI. S. Department of Health and Human Resources (n.d.). Prevent bullying. 200 Independence Avenue, S.W. Washington D.C. 20201. Retrieved from www.stopbullying.gov/prevention/index.html.

Merced, A.A. (2014). School heads' observance of the instructional supervision standards and its relationship to school performance: A basis for program design. Unpublished dissertation, Foundation University, Dumaguete City.

McGrath, P. et. al. (1987). Teacher awareness program on child abuse: a randomized controlled trial. *Child Abuse & Neglect*, 11, 125-132.

McKee, B. E. & Dillenburger, K. (2009). Child abuse and neglect. Training needs of student teachers. *International Journal of Educational Research*, 48, 320-330.

McShane, S.L. & Von Glinow, M.A. (2010). Organizational behavior. (International Ed.) Singapore: McGraw Hill Book Companies, Inc.

Naemm, M. (2014). *Teachers Undertsanding of Child Protection Issues-Pakistan*. Master's Thesis. Master of Philosophy in Special Needs Education Department of Special Needs Education. University of Oslo.

Ethnographic Notes of the Interview

Respondent :

Sex :

National Competency-Based Teacher Standards (NCBTS) toolkit. Republic of the Philippines, Department of Education, Teacher Education and Development Program (TEDP) Technical Working Group Basic Education Sector Reform Agenda (BESRA), DepEd Complex, Pasig City.

Pasquil, B.L. (2012). Level of school-based management practices of elementary school administrators in relation to job performance: Basis for a work plan. Unpublished Dissertation, Foundation University, Dumaguete City.

Powell, G.N. (2008). Women & men in management (4th ed.) SAGE Publication. International Educational and Professional Publisher, Nembury Park. ISBN 08039-5223-6.

Ramirez, S.D. (2018). School heads' big five personality dimensions in relation to job performance: Basis for a personality enhancement program.

Republic Act 7610 S. 1992: An act providing for stronger deterrence and special protection against child abuse, exploitation and discrimination, providing penalties for its violation, and for other purposes and its implementing rules and regulations.

Robbins, S.P. (2012). Organizational behavior: Concepts, controversies, application (15th ed.). Prentice Hall ISBN-10:0132834871.

Ethnographic Notes of the Interview

Respondent :

Sex :

Sinanan, A. (2011). Bridging the gap of teacher education about child abuse.

Educational Foundations. Sociology Guide (n. d.). A student guide to sociology. MA in Social Research. University of Sheffield.

Special Committee for the Protection of Children (2006). Department of Justice,

Padre Faura, Manila. <http://www.doj.gov.ph/child-protection-program.html>

Stone, S., Astor, R. & Benbenishty, R. (2009). Teacher and principal perceptions of student victimization and the school's response to violence: the contributions of context on staff and congruence. *International Journal of Educational Research*, 48, 194-213.

Stuart, G.W. and Sundeen, S. C. (1995). Principles and practice of psychiatric nursing. (5th Edition) Missouri: Mosley Year Book Inc.

Thompson, C. (2009). Functionalist Social Theory. Truynhan School Dorset, United Kingdom, Grammarly. Instant Grammar Checker.

Tite, R. (1993). How teachers define and respond to child abuse: the distinction between theoretical and reportable cases. *Child Abuse & Neglect*, 17, 591-603.

Tower, C. C. (2003). *The role of educators in preventing and responding to child abuse and neglect*. Caliber Associates, Fairfax, VA.

Ethnographic Notes of the Interview

Respondent :

Sex :

Umbac, J.T. (2014). Elementary teachers', competency level in relation to teachers' and pupils' performance. Unpublished Dissertation, Foundation University, Dumaguete City.

Uy, Jocelyn, R., report in <http://newsinfo.inquirer.net/806134/deped-stresseschild-protection>.

Zulueta, F. M. (2006). Principles and Methods of teaching. Mandaluyong City, Philippines: National Book Store.

Ethnographic Notes of the Interview

Respondent :

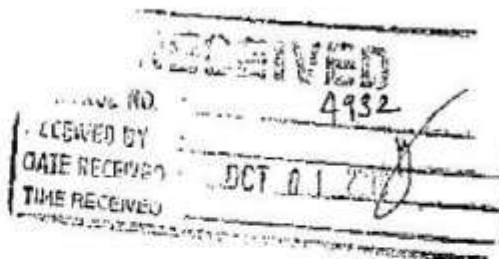
Sex :

APPENDICES

APPENDIX A
Letter to the Superintendent

October 1, 2018

DR. EVANGEL M. LUMINARIAS
Schools Division Superintendent
Division of Dumaguete City



Dear Dr. Luminarias,

Greetings!

I have the honor to request permission from you to administer my questionnaire to the secondary School Heads and Teachers in the Division of Dumaguete.

This is in connection with my thesis entitled "School Heads and Teachers' Awareness of the Child Protection Policy: A Basis for a Training Program" in partial fulfillment of the degree Master of Arts in Education, Administration at Foundation University, Dumaguete City.

I will assure you the confidentiality of all data gathered and that they shall only be used solely for the purpose of this research.

I look forward to your favorable response to this request.

Thank you very much and more power.

Very truly yours,


ALDEN A. RABINA
Researcher

Ethnographic Notes of the Interview
APPENDIX B Endorsement letter from the Division Office



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF DUMAGUETE CITY
Dumaguete City



| | |
|-----------------|-------------|
| RELEASED | |
| CONTROL NO. | 1082 |
| RELEASED BY | ed |
| DATE RELEASED | OCT 04 2018 |
| TIME RELEASED | |
| RECEIVED BY | |
| DATE RECEIVED | |

Endorsement
October 3, 2018

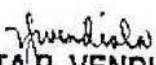
Respectfully referred to all Secondary School Principals, the herein letter request of Alden A. Rabina, Researcher, asking permission to administer his questionnaire in connection with his thesis entitled **'School Heads and Teachers' Awareness of the Child Protection Policy: A Basis for a Training Program**" to the Secondary School Heads and Teachers.

The undersigned is interposing no objection of the said activity provided that the following must be observed:

- Time on Task Policy must be adhered to;
- Data collected must be held with utmost confidentiality

For the SDS:

EVANGEL M. LUMINARIAS, Ph.D., CESO V
Schools Division Superintendent


ANTONIETA P. VENDIOLA, Ed.D.
EPS- Science and Technology
Officer-in-Charge

APPENDIX B

Ethnographic Notes of the Interview

Respondent :

Sex :

APPENDIX C
Survey Questionnaire

**School Heads and Teachers' Awareness of the Child Protection Policy: A
basis for a Training Program**

Direction: Please fill out the information below and put a check mark on the space provided for your answer. The researcher will ensure you of the information gathered will be kept confidential and used strictly for the purpose of this research only. However, the usefulness of the information will depend on your honesty.

Part I: Profile of the School Heads and Teachers

Name (optional): _____ Educational Qualification: _____ Age: _____
_____ Sex: Male (), Female () Position:

___ Teacher I

___ Teacher II

___ Teacher III

___ Head Teacher I

___ Head Teacher II

___ Head Teacher III

___ Master Teacher I

___ Master Teacher II

___ Master Teacher III

___ Asst. Principal Designate

___ Officer- In- Charge

Ethnographic Notes of the Interview

Respondent :

Sex :

___Sec. School Principal I

___Sec. School Principal II

___Sec. School Principal III

Part II: Questionnaire for School Heads and Teachers as to their extent of Awareness of DepEd Order 40, s. 2012.

Directions: Kindly put a check (✓) mark on the column provided which best describe your level of awareness. Please be guided by the scale that follows.

Verbal Description

Range according to the level of awareness

Very Aware

The respondents level of awareness is very high or within 81 – 100%.

Aware

The respondents level of awareness is high or within 61-80%.

Moderately Aware

The respondents level of awareness is moderate or within 41- 60%.

Less Aware

The respondents level of awareness is low or within 21-40 %.

Not Aware

The respondents level of awareness is very low or within 020%.

| | I.Child Protection Policy I am aware that the following are considered under the CPP; | Very Aware | Aware | Moderately Aware | Less Aware | Not Aware |
|---|---|------------|-------|------------------|------------|-----------|
| 1 | DepEd Order # 40. Series 2012 | | | | | |
| 2 | Proper protocol in handing cases /issues/ concern. | | | | | |
| 3 | Proper flow of incident reporting. | | | | | |
| 4 | Authorized/Proper persons to get help. | | | | | |
| 5 | Authorized person to be informed in the School, Division (DepEd). | | | | | |
| 6 | Proper use of intake form. | | | | | |
| 7 | Composition of Persons in the localized School Child Protection Policy Committee. | | | | | |
| 8 | Composition of Persons in the Child Protection Unit (CPU) available in the City. | | | | | |

Ethnographic Notes of the Interview

Respondent :

Sex :

| | | | | | | |
|---|---|--|--|--|--|--|
| 9 | Designated Social Worker in the Barangay where students enrolled come from. | | | | | |
|---|---|--|--|--|--|--|

(taken from the CAPINManual)

| | I.Duties and Responsibilities of the <u>SchoolHead</u> in the Implementation of the Child Protection Policy in the School. I am aware that the following are considered under the CPP; | Very Aware | Aware | Moderately Aware | Less Aware | Not Aware |
|---|--|------------|-------|------------------|------------|-----------|
| 1 | Lead the establishment of the Child Protection Committee. | | | | | |
| 2 | Ensure that there is a functional desk in his/her school. | | | | | |
| | | Very Aware | Aware | Moderately Aware | Less Aware | Not Aware |
| 3 | Discuss localized CPP especially the code of conduct during school orientation so that parents will also be aware about the CPP | | | | | |
| 4 | Address all issues/concerns on the violation of the CPP. | | | | | |
| 5 | Work hand in hand with the Guidance Counselor, Teachers, Teacher-Adviser and CPU. | | | | | |
| 6 | Follow the standard procedure/flowchart in handling violation of the CPP cases. | | | | | |
| 7 | Report cases to the Guidance Counselor. | | | | | |

| | II.Duties and Responsibilities of the <u>Guidance Counselor</u> in the Implementation of the Child Protection Policy in the School. I am aware that the following are considered under the CPP; | Very Aware | Aware | Moderately Aware | Less Aware | Not Aware |
|---|---|------------|-------|------------------|------------|-----------|
| 1 | Ensure the strict implementation of the LCPP. | | | | | |
| 2 | Keep oneself of the latest updates, development, issues on Child Protection. | | | | | |
| 3 | Follow strict standard procedure of the CPP | | | | | |
| 4 | Ensure confidentiality in all cases. | | | | | |
| 5 | Make sure that all cases are documented. | | | | | |

Ethnographic Notes of the Interview

Respondent :

Sex :

| | III. Duties and Responsibilities of Teachers in the Implementation of the Child Protection Policy in the School. I am aware that the following are considered under the CPP; | Very Aware | Aware | Moderately Aware | Less Aware | Not Aware |
|---|---|------------|-------|------------------|------------|-----------|
| 1 | Recognize that the interest and welfare of learners are his/her first and foremost concern. | | | | | |
| 2 | Shall not be biased under no circumstances. | | | | | |
| 3 | Shall evaluate student progress on a regular basis and maintain accurate, complete, and correct records as required by law. | | | | | |
| 4 | Shall take necessary and reasonable precaution to protect students and proper care of their well-being while and during school hours. | | | | | |

| | | Very Aware | Aware | Moderately Aware | Less Aware | Not Aware |
|----|--|------------|-------|------------------|------------|-----------|
| 5 | Shall exercise utmost professional discretion to avoid scandal, gossip and preferential treatment of the learner. | | | | | |
| 6 | Shall not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings. | | | | | |
| 7 | Shall be caring, fair and committed to the best interest of the students. | | | | | |
| 8 | Shall act with honesty and integrity in all aspects of his/her work. | | | | | |
| 9 | Shall respect the privacy of others and the confidentiality of information gained in the course of professional practice. | | | | | |
| 10 | Shall report a weekly attendance to the teacher-adviser. Shall report to the assigned teacher in each level to monitor the student's attendance. | | | | | |

Ethnographic Notes of the Interview

Respondent :

Sex :

| | | | | | | |
|----|--|------------|-------|------------------|------------|-----------|
| 11 | Shall make incident report to the Guidance Counselor relative to matters which impart on student's welfare. | | | | | |
| 12 | Shall take time for a home visit when necessary. | | | | | |
| 13 | Shall ensure that any communication with students, colleagues, parents, school management and other is appropriate, including communication via electronic media such as email, texting and social networking sites. | | | | | |
| 14 | Shall not take students on an official outing, invitations and meetings (all official activities must be noted by the Principal and with proper communication to parents). | | | | | |
| 15 | Must NOT engage students in sexually provocative acts, including but not limited to flirting, inappropriate touching, and acting in a sexually aggressive manner, making sexual innuendoes and telling jokes with sexual undertones (must avoid intimate/private conversation or talks with students). | | | | | |
| 16 | Must observe at all times effective proper classroom management to maintain discipline. | | | | | |
| | | Very Aware | Aware | Moderately Aware | Less Aware | Not Aware |
| 17 | Must not send students for a personal errand. | | | | | |
| 18 | Should ensure that there will be no disruption of classes | | | | | |
| 19 | Should not allow parents to talk to other students except to their own child (in any case, they should be referred to the Guidance Counselor/Designate). | | | | | |
| 20 | Critic teachers should inform their practice teachers regarding CPP to avoid violation of the Policy. | | | | | |

Ethnographic Notes of the Interview

Respondent :

Sex :

(localized CPP), **Adapted from the CAPIN Manual and Localized School Child Protection Policy based on D.O. #40, s. 2012.**

Curriculum Vitae

Personal Profile

Name: Alden Arbon Rabina

Date of Birth: April 22, 1971

Place of Birth: Dumaguete City

Home Address: 321 Dr. Meciano Road, Taclobo, Dumaguete City

Spouse: Anna Jane B. Sarmago-Rabina

Child: Natalie Alyza Jane S. Rabina

Aljen Nicolai S. Rabina

Ethnographic Notes of the Interview

Respondent :

Sex :

Educational Background

Graduate Studies: Master of Arts in Education, Major in
Administration and Supervision

Foundation University

March 2019

Tertiary: Bachelor of Secondary Education

Silliman University

April 1994

Secondary: University High School

Foundation University

Dumaguete City

March 1988

Elementary: Foundation University

Dumaguete City

March 1984

Work Experience: OIC-Principal

Dumaguete City High School

Dumaguete City

Ethnographic Notes of the Interview

Respondent :

Sex :

August 30, 2018-present

Assistant Principal

Dumaguete City High School

Dumaguete City

May 7, 2015- August 30, 2018

Classroom Teacher

Dumaguete City High School

Dumaguete City

2000-2015

Teacher

Infant Jesus School of Bukidnon

Valencia, Bukidnon

1994-1997

Awards Received: Best Teacher (2006)

Division of Dumaguete City

Dumaguete City

Ethnographic Notes of the Interview

Respondent :

Sex :

Outstanding Student Teacher (1994)

College of Education

Silliman University

Examination Passed:

National Qualifying Examination for School

Heads (2017)

Professional Board Examination for Teachers

(1995)