

Level of Awareness and Extent of Implementation of the Child Protection Policy in Flora District

ABSTRACT

Purpose:

The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Pupil's safety is of paramount importance in our aspirations to achieve every child matters outcomes for our all children.

Methods:

The study used the descriptive – correlation research design. Since the study dealt with information related to the existing facts regarding the "The level of Implementation of Child Protection Policy" which can be gathered through a questionnaire. Likewise, correlation research because it established the relationship between the profile variables of the respondents and the level of practice of the respondents.

Major Findings:

Based on the gathered data, a big portion of the respondents are female that comprises 110 or 93.22% of the total respondents. On the other hand, male comprises only 8 or 6.78% out of 118 respondents. This shows that the majority of the respondents are female. Prevalent portion of the respondents' age bracket belongs to 26-30 years' old which comprises 35 or 29.66%, followed by 26.27% from the age bracket of 36 – 40. Followed by 16.10% of the age bracket of 31 - 35, next by age bracket of 41 – 45 or 10. Large portion of the respondents belong to married status which comprises 57.63% of the total respondents.

Conclusions:

The teaching personnel have always been there providing valuable aid in the promotion of educational services by means of impressive quality performance. Good performance attracts prospective people who wanted to join the field of educators. Bad performance repels them away. In effect, the foregoing identified problems are the root causes of lousy performance, lax implementation of orders, polices' non-concern to their jobs, low morale, and low use of abilities, and ill-mannered attitudes towards the teaching profession.

KEYWORDS

Bullying, Child, Child Exploitation, Child Protection Policy, Child sexual abuse, Child neglect, Corporal Punishment, Emotional abuse, Implementation, Level of Awareness, Level of Implementation, Physical abuse of a child, Physical neglect, Sexual abuse.

1. INTRODUCTION

"Safety and security don't just happen, they are the result of collective consensus and public investment. We owe our children, the most vulnerable citizens in our society life free of violence and fear." - Nelson Mandela.

Violence against children continues to be a pressing problem in all parts of the world today. Such violence is often manifested in the form of abuse. The Philippines is similar to Protecting children is a collective responsibility. Different stakeholders - including parents, teachers, and medical staff - should all be involved in the process of detecting, managing and preventing maltreatment of children. In order to do this, these stakeholders need to be adequately trained in issues of child protection. Associated laws, policies and regulating systems in the country should oversee and facilitate this process

Education Secretary Leonor Briones said bullying is a reality in schools or online, affecting children nationwide in different ways. Briones emphasized that parents, teachers, child protection advocates, and communities can do something to alter its effects through active promotion of children's rights protection. "DepEd and its partners, like UNICEF and Child Protection Network, have never wavered in the commitment to ensure that all Filipino children are in a child-friendly, gender-sensitive, safe, and nurturing environment where they learn the value of respect for one another, regardless of their background," she said.

Child Protection Policy provides special protection to the children who are gravely threatened or endangered by circumstances which affect their normal development and over which they have no control, and to assist the concerned agencies in their rehabilitation. (Ida Cabantin, 2011).

Republic Act No. 7610, June 17, 1992. An act providing for stronger deterrence and special protection against child abuse, exploitation and discrimination and for other purpose. Article I, Section I is an act shall be known as the Special Protection of Children against abuse, exploitation, and discrimination act. Section 2 on the other hand provides the declaration of state to provide special protection to children from all forms of abuse, neglect, cruelty exploitation and others. The state shall intervene on behalf of the child when the parent, guardian, teachers or person having cared or custody of the child fails or is unable to protect the child against abuse, exploitation and other (Senate and House of Representative of the Philippines in congress, June 17, 1992).

Furthermore, he emphasized that R.A 10627 has enhanced DepEd's existing Child Protection Policy (Dep-Ed Order No. 40 s-2012) which puts primarily importance on the well-being of children. He said that the act contributed to the department's continuing post to develop safe and nurturing learner-centered institutions (ibid).

Child Protection is the process of protecting individual child identified as either suffering, or likely to suffer significant harm as a result of abuse or neglect. It involves measures and structures designed to prevent and respond to abuse and neglect (Emily Roberts, 2014).

For the school year 2013-2014, DepEd has received more than 1700 reports of child abuse and bullying in school out of this cases, 60% have already been resolved. The department reminds that under special protection of children against abuse, exploitation and discrimination Act (RA 7610) and CPP, teachers who humiliate students will face administration sanctions. DepEd continues to equate teachers and school heads with

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1. LEVEL OF AWARENESS ON CASE MANAGEMENT OF TEACHERS ON CHILD PROTECTION
2. Filipino Basic Education Teachers' Awareness of and Attitude towards the Child Protection Policy
3. KNOWLEDGE AND PERCEPTION OF GRADE 11 STUDENTS TOWARDS THE IMPLEMENTATION OF CHILD PROTECTION POLICY AT LAL-LO NATIONAL HIGH SCHOOL

knowledge on child protection policies of the government through a series of forums and consultation. (ibid).

The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. Pupil's safety is of paramount importance in our aspirations to achieve the every child matters outcomes for our all children (Pocklington Montessori, Carrlane, 2000).

The researchers are curious of the day to day contact with individual children during school terms, teachers and other school staff are particularly well behavior or failure to develop. Whether or not school try to support the needs of each individual child by giving the three main elements to child/safeguarding children policy remains to be seen. Thus, this study conceptualized.

2. LITERATURE REVIEW AND RESEARCH METHODS

This study uses the descriptive method in assessing the Level of Implementation on Child Protection Policy in the locality of Flora, exclusively in the present study where it is being conducted. As was presented by Whitney, the descriptive method of research describes the method very useable in finding out the problems and conditions occurring within a group of people at a particular situation through different kind of instrument which helps the collection of data for presentation, analysis, and interpretation to answer the main and specific problems of the study

2.1. Study Design

The study used the descriptive – correlation research design. Since the study dealt with information related to the existing facts regarding the "The level of Implementation of Child Protection Policy" which can be gathered through a questionnaire. Likewise, correlation research because it established the relationship between the profile variables of the respondents and the level of practice of the respondents.

2.2 Participants

The total respondents of this study will be the One Hundred Eighteen Elementary Teachers of Flora District who are all permanent in position. It is a total enumeration of all the teachers of the elementary schools to find out really if the implementation of DepEd program on Child Protection is being totally disseminated in the field.

2.3. Instrumentation

This study presents the analysis and interpretation of the collected data. The chapter is divided into Four (4) parts.

- i. The first part deals with the demographic profile of the respondents' age, sex, civil status, educational attainment, position, length of service, religion and designation if there is.
- ii. The second part deals with the common child abuses which were encountered by the elementary pupils as perceived by the teachers.
- iii. The third part presents the level of awareness of teachers on the Child Protection Policy (CPP) as it is being implemented in all schools.

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O'Flaherty, J., & McCormack, O. (2023). Conceptualisations of care: the understanding of 'care' across Irish educational legislation, policies, circulars and curriculum. *Pastoral Care in Education*, 41(4), 409-429.

Carrillo, I., Skoumalová, I., Bruus, I., Klemm, V., Guerra-Paiva, S., Knežević, B., ... & Mira, J. J. (2024). Psychological safety competency training during the clinical internship from the perspective of health care trainee mentors in 11 pan-european countries: mixed methods observational study. *JMIR medical education*, 10(1), e64125.

Commented [A4]: Add previous research to show what is new in this research, and what is the urgency of this research.

It would be nice to compare with other countries, which have a high rate of child abuse offences

- iv. The fourth part intends to find the level of implementation on the Child Protection Policy (CPP), the level of awareness and extent of the level of implementation on child protection policy in their own respective schools.

4. Data Collection Procedure

Data were collected over a period of four weeks. The researcher administered the questionnaires in person during regular teacher meetings or training sessions to enhance completion rates, explaining the purpose of the study and ensuring confidentiality. Informed consent was obtained from all participants prior to data collection.

5. Data Analysis

The Person's product moment correlation coefficient and the chi-square test for independence were used to test the hypothesis.

6. Ethical Considerations

Ethical approval for the study was obtained from the Institutional Review Board of the Graduate School. Participation was voluntary, and participants were informed of their right to withdraw at any time without penalty.

Tables and Figures

Table 1 presents the demographic profile of the participating teachers, including their sex, age, and years of experience. This information is essential for understanding the context of the findings.

Table 1. Demographic Profile of Respondents

Demographic Variable	Frequency (%)
Gender	
Male	6.78%
Female	93.22%
Age (Years)	
20-30	33.05%
31-40	42.37%
41-50	13.55%
51 and above	4.24%
Years of Experience	
1-5	20.34%

Demographic Variable	Frequency (%)
6-10	23.73%
11-15	18.25%
16-20	12.71%
21-25	16.95%
26 and above	11.02%

The methods outlined provide a clear framework for replicating the study and contribute significantly to understanding the ICT competencies of elementary educators in the Flora District. This structured approach ensures comprehensive assessment and analysis of the necessary competencies required for effective ICT integration in education.

3. RESULTS AND DISCUSSION

3.1 Results

This section presents the results of the study assessing the level of awareness and extent of implementation of the child protection policy among elementary teachers in the Flora District, followed by a detailed discussion of the findings.

3.1.1. Demographic Profile of Teachers

The figure above on Sex shows that 8 out of 118 respondents or 6.78% of the teachers of Flora District are male, 110 out of 118 respondents or 93.22% are female. It shows that in the teaching profession, more female are inclined in this profession than that of the male simply because of the kind of task being done by teachers. It needs one to be diligent in the teaching profession so that children whom they teach can learn much from them. It can also be deduced from this great number of female in the teaching profession is their full commitment in doing other tasks being asked from them. It really takes one to be committed in one's task because your Individual Performance Commitment Review Form (IPCRF) rating is really dependent on how far you've performed in your chosen field.

On the other hand, male teachers are outnumbered because teaching profession for them is not their passion. Most male college graduates though they finished education course prefer to be in the armed forces and in the IT department. They love safeguarding the land rather than educating the young. Some male graduates would say that it is hard to prepare visual materials. Moreover, one really needs to burn his night to prepare for his daily lessons.

3.1.2. Frequency Distribution of Respondents According to their Level of Awareness on the Child Protection Policy

The Level of Awareness of the respondents in terms of the Child Protection Policy of the Department of Education. It can be assessed from the table that the respondents have pointed out "Partial" level of implementation on the following items, 1, 3, 4, 5, 6, & 9.

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On the other hand, the following items were rated as "Aware" as to the level of implementation on the Child Protection Policy, to include items no. 2, 7, &10. It is very imperative that as teachers we must be able to familiarize ourselves and to be aware of all of these Child Protection Policies so that all plans and programs of DepEd will be fully implemented.

3.1.3. Summary on the Level of Awareness on the Child Protection Policy by the Respondents

The summary on the level of awareness on the child protection policy by the respondents. It can be gleaned from the table that Responsibilities of a school head, Duties and Responsibilities of school personnel, and Capacity building of school officials, personnel, parents and students had a PARTIAL verbal interpretation.

On the other hand, Establishment of Child protection policy has a verbal interpretation of AWARE. The overall mean shows that the provisions under the child policy as experienced by the personnel have a PARTIAL verbal interpretation.

3.2 Discussion

The distribution of respondents according to type of abuse being committed by parents, peers, classmates or neighbors, and teachers. It can be seen from the table that most of the abuses are being committed by classmates, peers or neighbors and the most prevalent abuse made was more on kicking. However, such incident is being brought to the school principal for some action.

Furthermore, most of the abuses which were committed were more on physical abuses to include hitting, punching and throwing things at you. It is being followed by parents with emotional abuse to include "poor attention of parents" as the most neglected incident followed by kicking and slapping as other incidents done by parents at home. In school, it is only on throwing things at you, kicking and hitting as the most prevalent incidents committed by some teachers.

However, it is just minimal in form because teachers are now matured enough of not doing these things because they don't want their jobs to be at stake. As being noticed with the committed incidence, only few are being committed because they thought that doing things as mentioned above are in humane before the eyes of the Lord.

The differences between the Level of Awareness and Extent of Implementation of the Child Protection Policy. It shows that as to Age, sex, and civil status there is a great difference as to its implementation and awareness. As to implementation, age and sex have significant difference as compared to level of awareness because the older you are, the more you can understand the impact of things around you. As to level of awareness, it is significant because once you are married, the more you can understand the importance of the policies for once they will punish or maltreat your child, the more you become aggressive and apply or implement the laws on child protection policy. Thus, the level of awareness and level of implementation are INSIGNIFICANTLY DIFFERENT with each other.

On other hand ,Educational Attainment, position, length of Service, religion and designation do not all DIFFER in terms of level of implementation and level of implementation

because both are NOT SIGNIFICANT as to the perception of the respondents on the child protection policy.

The data implies that teachers as we are need to become aware and implement the policies regardless of sex, age, educational attainment, religion, ethnicity, position, and designation. It further shows that we are actually working for the benefit of all children whom we are educating so that in the next future these they will become promising individuals to lead this wonderful world full of love and justice. It is very imperative that as teachers it is our sole function to educate and impart knowledge to our individual clientele, our learners. Moreover, we need to inform and transform our parents to become aware of their role as parents so that they become knowledgeable on the different policies, issues and plans and programs being presented to them.

4. CONCLUSION

The majority of the respondents are females that comprise 110 or 93.22% of the total respondents, contrary to males who comprise only 8 or 6.78% out of 118 total respondents. The average age of the total respondents is 32 years old. Most of them are married, who are solely dependent on their meager salary inclusive of other sidelines to augment their daily life's sustenance. On the other hand, the largest portion of them belonged to those who are holding the rank-and file position or the so-called field positions who are the cream to improve quality basic education under the K – 12 Curriculum.

The teaching personnel have always been there providing valuable aid in the promotion of educational services by means of impressive quality performance. Good performance attracts prospective people who wanted to join the field of educators. Bad performance repels them away. In effect, the foregoing identified problems are the root causes of lousy performance, lax implementation of orders, polices' non-concern to their jobs, low morale, and low use of abilities, and ill-mannered attitudes towards the teaching profession.

Disclaimer (Artificial intelligence)

The author hereby declares that NO generative AI technologies such as Large Language Models (Chat GPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript. All research, analysis, and content creation were performed solely by the authors, ensuring the authenticity and integrity of the work presented in this thesis.

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Appendix A

THE QUESTIONNAIRE.

Name: _____ (Optional)

School: _____

Age: _____ Sex: _____ Civil Status: _____

I. Educational Attainment: Pls. Check one that applies:

Baccalaureate: _____

With M.A Units: _____

M. A Graduate : _____

With Ph.D Units: _____

Ph.D Graduate : _____

II. Position: Pls. check one that is applicable to you:

Teacher 1 ()

Teacher 11 ()

Teacher 111 ()

Master Teacher 1 ()

Master Teacher 11()

III Length of Service :

1 - 5 Years ()

6 - 10 Years ()

11 -15 Years ()

16-20 Years ()

21-25 Years ()

26 and Above ()

IV. Religion:

1. Roman Catholic ()

2. Iglesia Ni Cristo ()

3. Pentecostal ()

4. Anglican ()

5. Aglipayan ()

6. Jehovah's Witnesses ()

7. Others: Pls. specify _____

V. Designation: (Aside from being a Class Adviser)

1. LIS Coordinator _____

2. Science & Math Club Adviser _____

3. English & Filipino Club Adviser _____

4. SPGO Adviser _____

5. Arts Club (P.E) _____

6. DRRM Coordinator _____

7. SBM Coordinator _____

8. Phil. IRI, ECCD & SReYA Coordinator _____

9. Others: Pls. specify here _____

PART 1. DIRECTION: Identity which among these common child abuses were encountered by the elementary pupils as perceived by the teachers. Put a Check (/) mark whether this has been committed by the parents (2nd Column), Committed by peers, classmates or neighbors (3rd Column), and if it is committed by teachers (Column).

Type of Abuse	Committed by parents	Committed by peers, Classmates or neighbors	Committed by teachers
A. Physical Abuse			
1. Hitting			
2. Smacking			
3. Slapping			
4. Punching			
5. Kicking			
6. Pinching			
7. Biting			
8. Spitting			
9. Using deadly weapons			
10. Throwing Things at you			
B. Sexual Abuse			
1. Touching or kissing a child's Genital			
2. Forcing a child to undress.			
3. Spying on a child in the bathroom or bedroom			
4. Exposing genitals			
5. Telling "dirty" stories			
6. Showing pornography to a child.			
7. Sexual exploitation through child prostitution			
C. Emotional Abuse			
1. Belittling			
2. Humiliating			
3. Ridiculing			
4. Poor attention of parents			
5. Lack of affection			
D. Child Neglect Abuse			
1. Being dirty or unbathed			
2. Extreme hunger			
3. Apparent lack of supervision			
4. Clothing unsuited to the weather			
5. Abandonment of children			

PART II.

DIRECTION: Please check your level of awareness of the following rules under the DepEd Child Protection Policy (CPP). Use the scale below, where 1 as the lowest and 3 as the highest:

1 – Not Aware

2 – Partially Aware

3 - Aware

Provisions under the Child protection policy	LEVEL OF AWARENESS				LEVEL OF IMPLEMENTATION	
	1 (Not Aware)	2 (Partially Aware)	3 (Aware)	1 Not implemented	2 Partially implemented	3 Highly implemented
Responsibilities of school head						
1. The school head shall ensure the institution of effective child protection policies and procedures.						
2.The school head ensure that the school adopts a child protection policy						

3. The school head ensure that all pupils, students or learners, school personnel, parents, guardians or custodians, and visitors are made aware of child protection policy.						
4. The school head conduct the capacity building activities for the members of the Child Protection Committee.						
5. The school head conduct disciplinary proceedings in cases of offenses committed by pupils, students or learners.						
6. The school head ensure the rights of children in all matters and procedures affecting their welfare.						
7. The school head maintain a record of proceedings related to bullying or peer abuse and submit after each school year to the Division Office						
9. The school head conduct the appropriate training and capability-building activities on child protection measures and protocols.						
10. The school head ensure that all incidents of abuse, violence, exploitation, discrimination, bullying and other similar acts are addressed in accordance with the provisions.						
Duties and Responsibilities of school personnel						
Keep them in their company and support, educate and instruct them by right precept and good example						
Give them love and attention, advice and counsel, companionship and understanding						
Enhance, protect, preserve and maintain their physical and mental at all times						
Establishment of Child protection policy						
Draft a school child protection policy with a code of conduct and a plan to ensure child protection and safety which shall be reviewed every three (3) years.						
Initiate information and dissemination programs and organize activities for the protection of children from abuse, exploitation, violence, discrimination and bullying of peer abuse						
Establish a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs.						
Capacity building of school officials, personnel, parents and students						
Integration of education sessions on corporal punishment and positive discipline in the initiatives of the Parent- Teachers Associations (PTAs)						
Encouraging and supporting the formation and initiatives of support groups among teaching and non-teaching staff, and parents and caregivers						
Implementing specific parenting orientation sessions with the parents and caregivers and other activities						
Procedures in handling bullying incidents						
The child and the parents or guardians must be informed of the complaint in writing						
The child shall be given the opportunity to answer the complaint in writing, with the assistance of the parent or guardian						
The decision of the school head must be in writing, stating the facts and the reasons for the decision						
The decision of the school head may be appealed in existing rules of the Department						