

# 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).

With the emergence and need for CPP implementation, most studies focused on implementation level of CPP and the implementers' and concerned officials' awareness levels of these policies as bases in the formulation of intervention programs, action plans, and frameworks for assessment (Asio et al., 2020;Baronia, 2020;Bayuca, 2020;Segundo &Guia, 2019;Estremea, 2018). These various studies revealed high level of awareness and satisfactory to very high level of implementation. ...

Accordingly, investigation is needed on the capacity-building opportunities available to teachers in both public and private schools. In addition, Bayuca (2020) underscored that conducting studies on the monitoring schemes of CPP implementation are needed. Meanwhile, Dapit (2018) suggested that case studies are needed to investigate the issues, challenges, or problems in the implementation of the CPP. ...

The CPP provides rules and guidelines to CPP Committee in establishing a safe and secured environment for learners. Unfortunately, studies revealed the need to investigate the monitoring schemes afforded to the CPP implementation (Bayuca, 2020;Cervancia et al., 2019). In such context, this study was conducted to describe the experiences of the CPP committee in monitoring the CPP program.

The knowledge, and the skills that could positively transform the world. The Preamble of the UN Convention on the Rights of the Child (UNICEF, 1989) mirrors the holistic development of the child's personality in a family environment that is happy, full of love, and understanding. The child is also viewed to be equipped fully to live his or her life in a society that is peaceful, dignified, free, equal and in solidarity. From these ideals, the Child Protection Policy (CPP) was conceptualized. As inscribed in Article XV (The Family),

Section 3(b) of the Philippine Constitution (1987), the state shall defend “the right of the children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation

Additionally, the educational institutions as stated in Article XIV (Education), Section 3(b) of the constitution, shall “inculcate patriotism and nationalism, foster love of humanity, and respect for human rights.” Furthermore, Article 218, 220 and 233 of the Family Code of the Philippines (1987) “gives the school, its administrators and teachers, or the individual, entity or institution engaged in child care the special parental authority and responsibility over the minor child while under their supervision, instruction or custody.” Collaborating with partners and stakeholders, the Department of Education (DepEd) Philippines ensures that schools are conducive to children’s education. The children’s best interest shall be the primary consideration in all policies and actions of educational institutions. Teachers are surrogate parents and are expected to ensure the welfare of the children under their tutelage. With this intent, the DepEd Order No. 40, also known as the Child Protection Policy of 2012, was conceived. While the children’s best interest is guarded, the teacher is left with no choice but to comply with these ideals and thrusts of the department. Included in the thrust is to protect the children. Because of the call of duty, the teacher strives to the best of his or her ability to take the stand and comply and be worthy of the trust and responsibility he or she took an oath of. While the teacher is trying his best to perform his or her functions, the CPP has posed apprehensions on the teachers’ part. Is the CPP teacher-friendly? Does it cater to the interest of both the students and the teachers? Is it fair to both parties? While the children’s rights are guarded, is it the same with the rights of the teachers? In schools today, teachers struggle to keep control of a classroom full of students. Sometimes, students go home and ruin the teacher’s reputation very easily by using social media or by texting and instant messaging. They may spread rumors that there is a bullying teacher situation at school. There are countless social media pages set up simply to embarrass and harass teachers and other faculty members in schools.

Previous studies revealed that teachers have also experienced several forms of bullying both from students, parents, and even superiors (Cemaloglu, 2007a; Cemaloglu, 2007b; De Wet, 2010; Fahie, & Devine, 2014; Koiv, 2015; Korkmaz & Cemaloglu, 2010; Ozkilic, 2012; Russo et al., 2008).

It has been a reality that the media is too quick in reporting about child abuse and complaints allegedly done by teachers. The teachers then become victims of trial by publicity. These are all because of the alleged violation of the CPP. A teacher can be sued because of any suspected violation. Dilemma runs in the minds of the teachers, then. Training and seminars on the CPP gave assurances that the welfare of the educators is also safeguarded. According to policy interpreters, CPP sets limits so that teachers will not be put into jeopardy as they discharge their role as second parents.

Child maltreatment is a global health priority affecting up to half of all children worldwide, with profound and ongoing impacts on physical, social, and emotional well-being. The perinatal period (pregnancy to two years postpartum) is critical for parents with a history of childhood maltreatment. Parents may experience ‘triggering’ of trauma responses during perinatal care or caring for their distressed infant. The long-lasting relational effects may impede the capacity of parents to nurture their children and lead to intergenerational cycles of trauma. Conversely, the perinatal period offers a unique life-course opportunity for parental healing and prevention of child maltreatment. This scoping

review aims to map perinatal evidence regarding theories, intergenerational pathways, parents' views, interventions, and measurement tools involving parents with a history of maltreatment in their childhoods (Chamberlain et al., 2019).

Policymakers increasingly focus on children's participation in the child protection system (CPS). However, research shows that actual practice still needs to be improved. Embedding children's participation in legislation and policy documents is a prerequisite for meaningful participation in child protection practice. In this study, the participation of children in the Dutch CPS under the new Youth Act is critically analyzed. National legislation and policy documents were studied using a "meaningful participation" model based on Article 12 of the UNCRC. Results show that the idea of children's participation is deeply embedded in the current Dutch CPS (Bouma et al., 2018).

Parenting capacity assessment continues to engender public concern in cases of suspected harm to children. This paper outlines a model for approaching this task based on applying three key domains of knowledge in social work relating to facts, theory, and practice wisdom. The McMaster Model of Family Assessment is identified out of this process and reworked to give it a sharper focus on parenting roles and responsibilities. Seven formative dimensions of parenting are then elicited and combined with an analytical process of identifying strengths, concerns, prospects for growth, and impact on child outcomes. The resulting assessment framework, it is argued, adds rigor to professional judgment about parenting capacity and enhances formulations on risk in child protection (Houston, 2016)

International evidence confirms that early childhood educators can enter professional practice unprepared for child protection due to inadequate pre-service preparation. This paper makes an original contribution using the Child Protection Questionnaire for Educators (CPQE) to examine early childhood and primary teaching students' pre-and post-intervention child maltreatment and protection knowledge. At the same time, students' knowledge increases significantly after participating in a child protection training program, Pastoral Pathway (Mckee et al. 2012).

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

According to the PISA 2019, 65% of Filipino students reported being victims of any type of bullying at least a few times in a month, with 40% being bullied frequently (once a week or more). On the other hand, the PISA 2022 reports that out of 3 Filipino students are being bullied in schools. This is about 43% of girls and 53% of boys in the Philippines encounter bullying incidents multiple times in a month. This is much higher than the OECD average of 20% of girls and 21% of boys.

In order to contextualize 'care' across Irish educational legislation, policies, circulars and curriculum, care will be discussed from a number of philosophical perspectives that include the ethics of care, pastoral care, well-being and holistic development. Bronfenbrenner (Citation 1978, p. 774) suggests that 'in order to develop, a child needs the enduring, irrational involvement of one or more adults in care and joint activity with the child'. This duality of care

is reflected in Thomas' (Citation1993) work through 'caring for someone' (carrying out caring work) and 'caring about someone' (having caring feelings). Noddings (Citation1995) distinguishes between an 'ethics of care' and 'natural care'. An ethics of care relates to caring relationships: 'where ethical discussions must be made in caring interactions with those affected by the discussion' (Noddings, Citation1995, p. 129). Ethics of care has to be summoned while 'natural care' is described as 'spontaneous response ... to another's plight' (ibid). An ethics of care 'emphasizes the difference between assumed needs and expressed needs' (Noddings, Citation2012, p. 773). Those who function from an ethics of care perspective begin any encounter, not with the individual or the collective, but rather with the relation, where one person acts as carer and the other as cared-for (Buber, Citation1965).

Calvert (Citation2009) suggests that historically the term 'pastoral care' rather than 'care' has more resonance in schools and was often provided for by various religious orders. He defines pastoral care as 'the structures, practices and approaches to support the welfare, well-being and development of children and young people' (Calvert, Citation2009, p. 267). Marland's (Citation1974) seminal work in the area of pastoral care advocated that pastoral care was the central task of the school, and therefore must be planned and institutionalized through the use of both pastoral roles and structures. Framed by the work of Erickson and many other educational theorists, Marland set forth that 'the core of pastoral need' are the questions of 'What do I want to make of myself, and what do I have to work with?' (Marland, Citation1974, p. 2). Pastoral care therefore is more than a way of supporting students' academic achievement, but rather focusing on the total welfare of the individual (Marland, Citation1974). In order to achieve this mission, pastoral care must begin with the needs and lives of the students; be supported by the teacher, who is enabled and facilitated by senior management; remain cognisant of the unity of the 'pastoral' and the 'academic', therefore including a curriculum dimension (Best, Citation2014). This view of pastoral care is echoed by Edmond and Price (Citation2009, p. 303) who suggest that in essence pastoral care is not an activity 'separate from, or peripheral to, the teaching of the curriculum, but as integral to teaching practice'. Interestingly, Collins and McNiff (Citation1999) describe previous conceptions of pastoral care in Ireland as ranging from 'the back door for religious education' to 'the front door to mere humanism'.

Care can also be conceptualized as a focus on well-being. The World Health Organization (WHO, Citation1948) views health as 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.' Well-being has since been conceptualized in many ways (Diener et al., Citation2018) reflecting psychological/emotional states, commonly associated with health, including happiness and self-esteem (Tov, Citation2018). Two primary approaches are evident in the literature, hedonic and eudaimonic well-being (Ryan & Deci, Citation2001). A hedonic lens focuses on subjective well-being (SWB), and is commonly understood as the presence of positive mood and life-satisfaction, often summarized as happiness (Keyes & Annas, Citation2009). Eudaimonic psychological well-being (PWB) is conceptualized from the perspective that there are certain qualities or needs that are essential for one's psychological growth and development; and fulfilment of these needs can result in achieving one's full potential (Tov, Citation2018). A hedonic approach is usually about how people feel while an eudaimonic approach is about functioning well (Ryan & Deci, Citation2001). Finally, care can be conceptualized from the perspective of whole child or holistic development. Whole child education or holistic development has been interpreted in a variety of ways including emotional, social and moral development (O'Flaherty et al., Citation2019). Teachers are frequently viewed as having a 'moral' role due to their duty of care and the moral aspect of their decision-making that is, teaching approaches, pupil differentiation, discipline, and inclusion/exclusion strategies

(Abbott & MacTaggart, Citation2009; Conway et al., Citation2009; Gleeson & O'Flaherty, Citation2016; Husu & Tirri, Citation2007; Noddings, Citation1997).

Noddings (Citation2015) calls for a radical change in both curriculum and teaching to reach all children, noting that the central aim of education is in fact a moral one, that centers on nurturing the growth of competent and caring individuals. In light of increased focus on academic achievement, Noddings puts forward a view of curriculum that focuses on schools as centers of care that promote care for oneself, for others, for plants, the earth and human ideas. Key here is the notion of not placing academic achievement and care at odds with each other but rather 'swings of the pendulum' between traditional and progressive perspectives that place care at the center of educational endeavors. Noddings (Citation2015, p. 5) suggests the need for public school responsiveness to students and staff in tandem with accountability, acknowledging a 'tyranny of opposing purposes' at times evident in education. It is imperative therefore that schools listen attentively and respond to the care needs of students. Importantly, this requires implicitly, a commitment to progressive philosophies of education, acknowledging the value of disciplinary knowledge. Noddings (Citation2015) suggests that disciplinary boundaries need to be 'stretched from within'. The Irish Ministry of Education equally acknowledges the unprecedented challenge of the global COVID-19 pandemic suggesting that 'a crisis like this affects the wellbeing of everyone' (DES, Citation2020), p. 2). Carroll and McCoy (Citation2021, p. 176) suggested the COVID-19 pandemic has 'laid bare the fault lines underneath our education system ... fault lines [that] have primarily been exposed and exacerbated by the pandemic, rather than created by it'.

While care can be conceptualized from a variety of perspectives, it is also interesting to consider how care can be supported and enabled as an explicit outcome in schools. Louis and Murphy (Citation2017), amongst others (Beck, Citation1994; Hargreaves & Giles, Citation2003; Noddings, Citation1992, Citation2012) stress the importance of care as an aspect of effective schools. Therefore, 'the primary aim of every educational effort must be the maintenance and enhancement of caring' (Noddings, Citation1984, p. 172). Stoll and Louis (Citation2007) suggest that schools work more effectively when interpersonal care permeates school life, with effective schools developing institutionalised practices and supportive structures that reflect a commitment to caring for students and staff (Louis & Murphy, Citation2017). Within such contexts, a culture of caring exists that is situated in long-term relationships based on trust and commitment to active care (Hargreaves & Fullan, Citation2012). From a leadership and school management perspective, Cody (Citation2017) investigated how school principals in high schools consider the health and well-being of students in their schools through developing 'a culture of care'. Results indicated that academic achievement was supported when principals created an environment that values and cares for students and views health as a necessary precursor to students' academic success. School management focused on relationships and students social and emotional needs – not just because of the benefits for academic success but also as they felt a 'duty to care' (Cody, Citation2017). Cody (Citation2017) proposed a leadership framework grounded in a 'culture of care' encompassing two simultaneous roles: instructional leadership lens (prosocial relationships, student identity and voice, holistic pedagogy) and organisational leadership lens (staff development, distributed leadership and community partnership). Mayeroff's (Citation1971) definition of caring, as involving a core set of established attitudes and values that are rooted in helping others grow and develop while reaching their own potential as human beings, underpinned the study. This particular study was significantly influenced by Noddings (Citation1984, Citation1992) and Gilligan's concept of 'ethics of care', within the context of teacher–student relationships.

Reflecting an emphasis on relationships, Ellerbrock et al. (Citation2015) perceived care as a sense of support and connections evident in relationships and actions. They suggested that care is reciprocal and described the importance of the teacher–student relationship being based on care, stating that adolescents in post-primary school need to feel that their educators care about them. Ellerbrock et al. (Citation2015) advocated it is the teacher’s responsibility to create and maintain a safe and academic focus in the classroom. Teachers should, the authors contend, create shared norms and values for their students and advocate for open and honest communication that allows everyone to get to know one another. Focus on these areas, the authors argue could facilitate a culture of mutual respect, that encourages care and mutual responsibility. Gard (Citation2014) reports on the implementation of an academic advisory programme in high school focused on students’ relationship within the school community. The advisory programme was implemented during the school day. Emphasis was placed on attachment building, so that students felt part of the school community and that someone in the school cared about their success, thus facilitating students to have protected time, within the school day, to work on their course work and have one-to-one time with their teachers in areas they may be struggling with.

From an experiential perspective, Das (Citation2016) identified the ‘care aim of education’, as the all-round development of a child, that is, intellectual, physically, moral, spiritual, emotional, social and aesthetic development. The author highlights the importance of co-curricular activities in a post-primary school in India. They stress the need for the inclusion of co-curricular activities in order to increase student well-being. Results from Das (Citation2016) study suggest that students’ engagement in co-curricular activities had a positive impact on physical, psychological, social, cultural and disciplinary well-being. The author suggests that all schools should understand the importance of such activities alongside the students’ academic learning for the overall growth of the student. Mortari and Ubbiali (Citation2017) describe the educative project *MelArete*, which focuses on educating students about ethics and a pedagogy of care. Within the project care is presented as central to life, without which people cannot flourish. The pedagogical theory underpinning the project is that we must educate to care. The project therefore aims to explore the concepts of care and virtues through exploring, for example, the philosophies of Plato and Aristotle. The difference between ethics and morality are also explored. The authors reported that such a focus helped students to understand the concept of virtue and showed them how to reflect on their actions. Students were enabled to distinguish between various virtuous actions, such as thought, emotions, consequences and choice, which can all be acted and seen. Meanwhile, Dadvand and Cuervo (Citation2019) investigated the lived experience of two girls in a post-primary school in Australia. These students experienced exclusion and othering as a result of not conforming to the school’s norms and values. This paper draws on a relational understanding of belonging along with ‘the ethic of care’ in order to understand student disengagement from school. The authors found that while care was expressed for students from staff at the school, this was only experienced by students who conform and fit in with the values of the school. The authors highlighted the need to care for all students, to foster a sense of belonging for everyone and not just students who can fit into the norms and routines of the school. They highlight how not doing so can reproduce social inequalities.

The study is the first to address how psychological safety competencies are being taught to future health care professionals from the point of view of mentors and with a pan-European scope. Our study results showed a medium to low level of acquisition of psychological safety competencies among health care trainees in a pan-European setting as perceived by their mentors. According to this group, the solution to this competency gap should be comprehensive and consider the following aspects: training in communication skills and patient safety, environmental conditioning factors (safety culture and work climate) and

individual attitudes, a reference person for trainees, formal incorporation into the curricula of health care degree programs and specialization pathways, specific systems and mechanisms to give trainees a voice, institutional risk management, regulations, guidelines and standards, supervision, and resources to support trainees.

The results of our study emphasize the importance of taking multiple actions to establish psychological safety in clinical environments. Academia should seek to formally teach psychological safety competencies during formal training by incorporating them into the curriculum and using innovative teaching methodologies based on technological tools and solutions. It should also strengthen communication and coordination mechanisms with the clinical institutions where trainees perform their internships and maintain a contact person in academia to assist them during the process and supervise their experience. Health care institutions, for their part, should actively promote a just safety culture free of blame and punishment by providing training in patient safety and psychological safety to all members of their staff with the commitment and direct involvement of the management. Mentors should receive specialized education to train trainees in patient safety and promote psychological safety behaviors such as speaking up. They should also supervise the development of these competencies in the trainees under their charge and be their reference person. As for trainees, they should develop from the beginning of their careers a solid commitment to patient safety and a willingness to speak openly about their patient safety concerns and initiatives and stay in a cycle of learning and improvement. They must learn that this commitment is not to themselves but to patients and the delivery of quality care.

The proposal for measures described in this study aims to facilitate the translation of international guidelines into practice and clinical settings in the pan-European context. Further research on the combined effectiveness of these measures is needed to achieve competent trainees and health care professionals in psychological safety and patient safety. Psychological safety is critical in creating learning health care organizations and safer clinical environments for patients.

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).

Shakewell (2013), Child protection is committed to create and maintain a safe and secure environment for pupils, staff, volunteer visitors and promoting a climate where children and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. The role of workers attitudes and child wishes in child protection workers assessment and recommendation on removal and reunification of children risk are influenced by the child and the mother wishes regarding removal and associated with the workers own attitude (Deviu, 2008).

Child protection is a part of the wider work to safeguarding and promote the welfare of children and young people. It refers to the activity that undertaken to protect specific children who are suffering from any form of abuse and neglect. As parents are primary caregivers of children, it is necessary to learn more about parent perceptions, attitudes and behaviors towards child safety (Taylor et al,2005).

The republic Act 10627 or the Anti-Bullying Act of 2013 was signed into law by President Benigno Aquino III on September 6, 2013. The law requires all elementary and secondary schools in the country to adopt an anti-bullying policy. According to a study conducted on 2008 by the



Britain-Based Plan International, 50 percent of school children in the Philippines experienced bullying either by their teachers or their peers (Flores,Helen, 2013).

This study considers the following studies conducted by the researchers and stakeholders regarding the level of implementation of child protection policy and the perspective of the community.

Devorah Daro, PhD. (2012). Child Maltreatment Prevention: Past, Present, Future. Child abuse prevention efforts have grown exponentially over the past 30 years. Some of this expansion reflects new public policies and expanded formal services such as parent education classes, support groups, home visitation programs and safety education for children. Preventing child abuse is not simply matter of parents doing a better job, but rather it is about creating a context in which “doing better” is easier. It remains important to remind the public that the child abuse and neglect are serious treats to a child healthy development and overt violence towards children and a persistent lack of attention to their care and supervision are unacceptable. When the problem is owned by all individuals and communities prevention will progress, and fewer children will remain risk. Lussine Shahinyan (2004). Child protection in Armenia. The study has revealed evidence of improvement in the child protection system in Armenia, such a reforms in legal fields, implementation of new program and cooperation between different actors in child protection sphere. But the major change seen as a result of the study was the three tired system, which although, needs to past a long way in order to read its full and effective operation. As the sudy was chosen for a city which was the representative of a Marz a relatively low poverty rate, the study suggest to conduct a research using the same data collection tools,in poorest Marz in Armenia, which is the Shirak Marz. Statistics showed above and compared the result to see more clearly the correlation between the child rights violation cases and poverty and then compre the picture with the result showed in this study. This research study can also conduct country-wide. This will give a comparative look at child rights violations with variation in poverty among all the Marzes in Armenia.

Jay A. Yacat (2011), Child Protection in the Philippines: A situational Analysis. There have been attempts to link child protection with social protection which has now become a trend especially among member countries of the association of Southeast Asian Nations (ASEAN). Save the children defines child protection as measures and structures to prevent and victim, or by being bully them. Large-scale surveys shows that it happen across the world, through it can involve different behaviors and help different meanings in different countries. Telling someone usually help the school. Training should be made available to teachers and other school staff in how to recognize bullying, on how to intervene effectively. It is very positive that most schools in the UK have an anti-bullying policy, but work is needed to ensure consistency and comprehensiveness, so that all young people are afforded the same protection from bullying.

Further research is needed into the effectiveness of different intervention. Dooley et al (2002). In guidance for media reporting on child abuse and neglect. It is stated that sensitive and professional journalism is a key element in any media strategy for improving the quality of reporting concerning human rights and society. The daily challenge to journalist and media organization is particularly felt in coverage of children and their rights. It is hoped that these guidelines will become a useful reference point for journalist and public bodies when it comes to reporting on cases of child abuse. More so media coverage plays an important role in highlighting issues and concern relating to child protection. However, this should always be carried out in sensitive manner with children involved and their family members in mind.

Lynne Benson et al. (2006). In child-safe organization, the child-safe organizations training program and toolkit provide a framework for the development and practical application of child protection policies within local organizations that work with an for children. The training especially target grassroots and local organizations which may not have the benefit of policy department and in house child protection specialist. The most important factor to consider when organization develop policies and guidelines is the best interest of children. It is important the children right are respected in accordance with the United Nations Convention of the right of the child and national laws. Basic right include the right to protection from harm, the right to be listened to and valued.

Julie Des Lauriers (2007). THE Child protection System Response to Domestic Violence. The Australian child protection policies analyzed all approach the issue of co-occurrent Domestic Violence and child maltreatment differently but all present DV as a problem directly linked to child protection issues. Not all policies included a generated analysis of DV use of gendered language also valid. Confidentiality and safety of mothers, children, and workers should be the primary concern of all child protection work and this should also be reflected in policies and procedures. Supporting and empowering women should also be reflected in policies and procedures. Supporting and empowering women should be the cornerstone of working with abused mother as well as providing them with adequate from the perpetrator of DV.

Julie Taylor et al.(2014). Disabled children and Child Protection in Scotland: An investigation into the relationship between the professional practice, and child protection and disability. This research shows these are relevant. Many child protection professionals were aware of the increased vulnerability or disabled children, but there were views that disabled children without communication impairments were not “protected” than other children. The issue that child protection workers struggled with was how to work with and adapt current child protection processes for disabled children needs. There is a whole-hearted commitment across the child protection system for putting the child at the center of practice. However, getting it right for every child does not mean treating every child the same. Consideration needs to be given to how to best to adapt practice, assessment and intervention for children with a range of impairments. Attention should be paid to ensure that disability is not conflated with communication impairments and that all disabled children are given attention and support they need within the child protection system. More needs to be done to ensure disabled children voices are heard and included within formal system. While there positive aspect, this research shows that providing them with that the child protection system is a cause for concern in relation to disabled children.

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. Methodology**

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.
- 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.

## **5. Data Analysis**

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

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%
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

This study is anchored on Child Protection Policy Program under the Anti-bullying Act of 2013 (RA 10627). For purpose of this act, “bullying” shall refer to any severe or repeated use by one or more students of written, verbal or electronic expression, or a physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear or physical or emotional harm or damage to his property, or materially or substantially disrupting the education process or the orderly operation of a school (Congress of the Philippines, 2012). This study also considers the following theories to be verified: UNICEF on Child Protection systems have unique structures, functions, capacities and other components. These are typically assembled in a relation to a set of child protection goals. These system have traditionally neither been the particular focus of the child

protection discourse nor that a child protection “practice” or action. UNICEF have initiated a process to move to more systematic approach in its child protection programming. A child protection system as an identified concept common to all child protection practitioners- is new (JohnFluke,et al, 2010).

Second, Complexity Theory. The protection of children, whether living at home or in residential care, is a core endeavor of residential and field social work with children. Yet, despite broad support from politicians’ policy makers and the majority of the public for this work, child protection practice and practitioners are frequently criticized for perceived or actual failures to protect. Successive inquiries produce reports with similar recommendation, yet children continue to be abused and harmed, sometimes fatally. Clearly, better understanding and more effective protection practices need to be developed. Child protection is not simple because of the multiplicity of factors that result in children being at risk. Complexity theory provides a framework for understanding the processes involved but without the problem of reductionism. It explores the potential contribution of complexity theory and concept that have relevance to the protection of children in both field and residential child care practice. It is argued that complexity theory offers new and helpful ways to conceptualize work with the processes which underpin keeping children safe (Oxford University 2007).

Finally, Child Protection and Child Welfare Theory and practices. Child abuse, child protection and child welfare issues in family remain one of the society’s most challenging and complex issues. For the human service graduate, practitioners can operate in a range of practice and agency context where child abuse is significant issues requiring difficult decisions focused on protection intervene. Understanding child abuse, child protection and child welfare and being able to effectively respond can be vital in dealing with a range of human service practitioner concerns. As such this child protection and child welfare can be issues in a social and political context and highlights the impact of class, gender and race to the process of the policy development and implementation. This aim to make critical perspective available to students of welfare and policy and practice to assist them to understand the content in with policy and practice occur (University of Newcastle Australia,2005).

### **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 graduate 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.

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.

#### **Ethical Approval and consent**

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. Informed consent was obtained from all participants prior to data collection.

#### **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
<b>A. Physical Abuse</b>			
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>B. Sexual Abuse</b>			
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			
<b>C. Emotional Abuse</b>			
1. Belittling			
2. Humiliating			
3. Ridiculing			
4. Poor attention of parents			
5. Lack of affection			
<b>D. Child Neglect Abuse</b>			
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.						
<b>Duties and Responsibilities of school personnel</b>						
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						
<b>Establishment of Child protection policy</b>						
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.						
<b>Capacity building of school officials, personnel, parents and students</b>						
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						
<b>Procedures in handling bullying incidents</b>						
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

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UNDER PEER REVIEW