

The Boons and Banes of Child Protection Policy: The Sorsogon West Landscape

Michael L. Estremera (C.A.R. PhD)

Marinas 1 Elementary School, Sorsogon East, Sorsogon City, Philippines
estremera_michael@yahoo.com

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Abstract - *There have practically been interweaving policies/guidelines issued by the Department of Education (DepEd) chiefly toward the best interest of the students without having to look into its manner of execution, advantages and disadvantages of implementation. This academic piece delved at the extent relevant to the execution and level of awareness by the purposively chosen respondents. The researcher aptly considered the mixed-method of research design as qualitative methods may be used to identify the important variables in an area of interest. To identify the level of awareness of CPC, the researcher-devised questionnaires were fittingly utilized considering frequency and weighted mean statistical tools. Findings reveal that all CPC members are all aware at identifying cases involving child abuse, exploitation, violence, discrimination and bullying. As to linkages and coordination indicator, the CPC members are oriented that whenever CPP violation is committed, it shall be reported and referred to proper authority. Along monitoring and evaluation of activities, the school heads are aware at developing and implementing a school-based referral and monitoring system. Taking into account the foregoing findings, the researcher concluded that the CPC members need further awareness of the CPP framework. Hence, researcher recommends the ff. (i) School heads as chairmen of CPC may further initiate activities that contribute likewise enhance CPC awareness; (ii) CPC members may even unify their actions toward realization of the purposes ad goals of CPP through further activities such as seminars, trainings and team building; and (iii) Teachers may sustain and enhance their classroom practices toward CPP realization in the interest of the clientele.*

Keywords: *Child Protection Policy, Execution, Milieu, Stakeholders, Action Plan*

INTRODUCTION

The school is a place where violence against children occurs and that the need for Child Protection Policy in schools is demand. Childline India Foundation quoted the definition of child protection from the United Nations Children's Fund (UNICEF) [1]. It is stipulated herein that child protection is the "strengthening of country environments, capacities and responses to prevent and protect children from violence, exploitation, abuse, neglect and the effects of conflict". Subsequent to this principle, education systems have important part to play in realizing child protection.

In effect, mandates to this policy are Article XV, Section 3 (2), 1987 Constitution, [2] which implies that:

The state shall defend the rights of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development.

Another is Article XIV, Section 3 (2), 1987 Constitution [3] which underscores that "All educational institutions shall inculcate patriotism and nationalism, foster love of humanity and respect for human rights". Additionally, Article 218, 220, 233 of the Family Code of the Philippines [4] presupposes:

"Give the school, its administrators and teachers, or the individual, entity or institutions engaged in child care the special parental authority and responsibility over the minor child while under their supervision, instruction or custody".

Anent this, however, PD 603 [5] likewise states that "Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school, entity or institution." This policy denotes that teachers and school personnel shall perform their duties and responsibilities in the school appurtenant to children's welfare and protection.

To ascertain the full execution of these duties and responsibilities, the policy requires every school to establish Child Protection Committee (CPC). This is composed of school head/administrator as chairperson, guidance counsel/teacher as vice chairperson, representative of the teachers as designated by the faculty club, representative of parents as designated by the PTA, representative of pupils/students as designated by the student council, representative from the community as designated by the punong barangay, preferably from the BCPC.

Among others, they are tasked to initiate information dissemination programs and organize activities for the protection of children; to establish a system for identifying students who may be suffering from significant harm based any physical, emotional or behavioral signs; to monitor the implementation of positive measures and effective procedures in providing the necessary support for the child and for those who care for the child; and to ensure that the children's right to be heard are respected and upheld in all matters and procedures affecting their welfare.

However, PLAN Philippines [6] cited that the United Nations World Report on Violence against Children accounted on the violence of children in education setting. Specifically, there were occurrences of physical and psychological punishments, gender-based violence and discrimination, bullying, fighting, physical assault and gangs, homicide and physical injury, and weapons in school as violations of children's rights.

Taking into account the above statements, it motivated the researcher to conduct a self-initiated study relative to CPP implementation focusing specifically in one of the districts of the City of Sorsogon to provide comprehensive data for school heads/administrators, parents, teachers and PTA officers which may be significant to achieve its chief purpose of enactment. Conversely, according to Child Abuse Prevention Programme (CAPP) [7], everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children.

This writing shows relevance to the present study insofar as it points out the role school in the promotion of such rights. It emphasizes the persons responsible for

this advocacy and the system that should be adopted to organize and unite their actions.

Moreover, expressed in the Model Framework from Child Abuse, Discrimination, and Sexual Harassment [8] that, school boards must have reporting protocols, to report suspicions about child abuse and complaints resolution protocols that would address discrimination and sexual harassment. These protocols will identify and organize reporting, investigating, and concluding complaints as well as the consequences for committing offenses under child protection policy. The protocols must tailor fit each of three responsible groups – teachers, pupils and other school community members.

The model framework further explains that school boards ensure a policy in place that addresses minimally the statutory obligations in response to child abuse, discrimination and sexual harassment. Consistent implementation of the framework in the division should be ensured by the superintendent and school boards. School-based administrative staff is responsible for taking all reasonable measures to ensure that the learning environment is safe for students and that suspected cases of child abuse are reported accordingly.

To this effect, DepEd Order No. 40, s. 2012 [9] delineates a comprehensive definition of the different terms and concerning child protection. The order further outlines the different forms of child abuse. Child abuse refers to maltreatment, whether habitual or not, of the child which includes 1. Psychological and physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment; 2) any act by deeds or words which debases, degrades or demeans the intrinsic worth dignity of a child as a human being; 3) unreasonable deprivation of his basic needs for survival, such as food and shelter; or 4) failure to immediately give medical treatment of his growth and development or in his permanent incapacity or death.

In the study by Raro [10] which determined the extent of home, school and community partnerships in promoting pupil's academic achievement. It was revealed that partnerships between school and community improved the academic performance of pupils. Parents and retired teachers were involved in the School Reading Remediation and Learning Enrichment Programs. The important element is this pursuit is the interdependence of three components in ensuring a safe environment, welfare, and protection of the pupils. The foregoing view bears relevance to the findings of the study relative to establishing school-community

relations specifically when implementing programs and projects.

Also, Roco and Roco [11] did an assessment on school violence status and preventive measures as basis for promotion of sense of safety and belongingness. It was aimed to determine the status of violence as well as the prevention and management for students of Bauan National Agricultural and Vocational School. Results revealed that students did not experience any violence since they were responsible for their deeds committed. This links to the findings of the study on preventive measures and protocols to observe concerning violence committed involving children.

In the long run, this academic pursuit was confined at probing answers relative to the level of awareness and extent of execution of CPP. It assessed the level of awareness of CPC along implementation, linkages and coordination, and monitoring and evaluation. It, however, delved on the extent as perceived by the school heads along information dissemination, implementation, capability building, linkages and coordination, and monitoring evaluation research variables. In the same vein, it delineated the manners by which teachers execute CPP in the respective classroom as mandated by the Department order. In the long, it came-up with a suggested plan/ proposal to observe uniformity in implementation and circumvent future problems anent the policy.

Thus, the present study is limited only at providing answers on the level of awareness and extent of execution of CPP, the level of awareness of CPC and adverbs of extent along implementation, linkages and coordination, and monitoring and evaluation research variables. Other concerns and issues not within the ambit of this endeavor had been considered unrelated to this pursuit.

OBJECTIVES

This basic research aimed at probing the extent relative to awareness and execution of Child Protection Policy (CPP) in the elementary schools in Sorsogon West, City of Sorsogon for S.Y. 2015-2016. Specifically, this piece of work was designed to: determine the level of awareness of the CPC on the Child Protection Policy along: implementation, linkages and coordination, monitoring and evaluation of activities; to provide significant difference in the level of awareness among CPC members; find-out the extent of execution of the CPC as perceived by the school heads in terms of: information dissemination, implementation, capability building, linkages and

coordination, and monitoring and evaluation; discover how teachers execute CPP in their respective classroom along the cited variables; and provide intervention program may be proposed to strengthen the implementation of the foregoing Policy.

METHODS

The researcher fittingly considered the mixed-method of research design. According to Frankael et. al., [12] mixed methods can help to clarify and explain relationships found to exist between variables. It allows researchers to explore relationships in depth. In this situation, qualitative methods may be used to identify the important variables in an area of interest. In this masterpiece, the element of quantitative method was used to determine the adverbs of extent on awareness and execution also in probing at the significant difference in the level of awareness among CPC members. Qualitative method was used in investigating as to how teachers executed CPP. An observation was likewise done to the subjects of the study upon distribution of questionnaire to enrich this piece of work. Unstructured interview to the respondents enhanced this pursuit for excellence in the field of education.

Sampling

The respondents of this study were the 21 elementary schools from West District of Sorsogon City Division. There were two groups of respondents – Child Protection Committee (CPC) members and the teachers. To get the needed samples, *Slovin's Formula* was used and was able to arrive at a number of respondents shown in Table 1. Out of 21 elementary schools, there were only 19 needed schools to represent the whole elementary schools in the research locale.

The Instrument

The concerned researcher persistently devised a questionnaire of two types. The first one is intended to measure the level of awareness of the CPC members while second type was intended to gauge the extent anent the execution of CPP as perceived by the school heads. It featured three main indicators-implementation, linkages and coordination, monitoring and evaluation. The foregoing main instrument was coded in Filipino to facilitate administration to the Barangay chairmen and parent representatives to better comprehend the content of each item in the questionnaire.

Table 1. Distribution of the Respondents

<i>Sorsogon West Elementary School</i>	<i>cm</i> <i>(CPC members)</i>	<i>Tr</i> <i>(teacher respondents)</i>	<i>cm + tr</i>
1. BASUD	6	10	16
2. BITAN-0	6	8	14
3. BUCALBUCALAN	6	8	14
4. BUENAVISTA	6	6	12
5. CAMBULAGA	6	13	19
6. CAPUY	6	9	15
7. GIMALOTO	6	4	10
8. GUINLAJON	6	12	18
9. PAMURAYAN	6	6	12
10. PANLAYAAN	6	9	15
11. PATRICIA	6	9	15
12. PEÑAPRANCIA	6	5	11
13. PIO JEBULAN	6	6	12
14. RIZAL	6	7	13
15. SALVACION	6	2	8
16. SPES	6	45	51
17. TICOL	6	7	13
18. TUBLIJON	6	5	11
19. TUGOS	6	4	10
<i>Total</i>	6	106	289

On matters pertaining to extent of execution as perceived by the school heads, a separate questionnaires had been distributed to get to the bottom on information dissemination, implementation, capability building, linkages and coordination, monitoring and evaluation activities. Teachers, however, were interviewed to confirm data on execution in their classrooms.

Ethical Issues

This piece of work was undertaken in response to the DepEd's call for research intensification and also systematically finding answers to the challenges encountered by teachers relative to the implementation of CPP and is not categorically divulging the incompetence of the respondents or the inconsistent execution of CPP, if any. In the process of research, the data and information that were taken from the respondents had been held with utmost confidentiality and anonymity. Ensuing research ethics and rules had also been aptly observed by the researcher to circumvent future problems relative to plagiarism, intellectual dishonesty and the like. Cited researchers and authors can be verified as highlighted in the references section.

Data Analysis

To identify the level of awareness of CPC, the researchers-devised questionnaires were fittingly utilized considering frequency and weighted mean statistical tools. The responses were grouped accordingly and had been interpreted using three-point *Likert Scale*: 2.50 - 3.00: Aware; 1.50 - 2.49: Moderately Aware; 1.00 - 1.49: Not Aware.

To determine the significant difference of the six groups of respondents, the non-parametric test named *Krusk-Wallis Test* under *Chi-Square* was used. To identify the extent of execution of CPC, frequency count and weighted mean were deemed necessary adopting the hereunder *Likert scale*: 2.50 - 3.00: Executed; 1.50 - 2.49: Moderately Executed; 1.00 - 1.49: Not Executed.

RESULTS AND DISCUSSION

Table 2 depicts the level of awareness of CPC members on the Child Protection Policy along implementation. The data also reveals that along drafting a school-based child protection policy, the respondents were *moderately aware* yielding only an overall weighed mean of 2.46.

Table 2. Awareness of the CPC Members on Child Protection Policy along Implementation

Indicators	Respondents												OWM	D
	SH		GC		TR		PR		SR		BC			
	WM	D	WM	D	WM	D	WM	D	WM	D	WM	D		
1. Drafting a school-based child protection policy	2.27	A	2.47	A	2.53	A	2.32	MA	2.21	MA	2.47	MA	2.46	MA
2. Creating a code of conduct and a plan that ensures child protection and safety	2.79	A	2.53	A	2.53	A	2.74	A	2.37	MA	2.58	A	2.59	A
3. Identifying cases involving child abuse, exploitation, violence and bullying	2.68	A	2.63	A	2.68	A	2.84	A	2.79	A	2.53	A	2.69	A
4. Ensuring that the children's rights to be heard are respected and upheld in all matters and procedures affecting their welfare	2.95	A	2.79	A	2.84	A	2.79	A	2.74	A	2.53	A	2.79	A
5. Establishing a system for identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs.	2.63	A	2.63	A	2.68	A	2.37	MA	2.37	MA	2.53	A	2.54	A
Composite Mean	2.76	A	2.61	A	2.65	A	2.61	A	2.50	A	2.53	A	2.61	A

Legend:

- | | | |
|------------------------------------|-------------------------------|---------------------------------------------|
| SH - School Head | BC - Barangay Chairman | D - Description |
| GC - Guidance Counselor | MA - Moderately Aware | OWM - Overall WM |
| TR - Teacher Representative | A - Aware | \sum/n - Summation of Mean / no. of Cases |
| PR - Parent Representative | NA - Not Aware | |
| SR - Student Representative | WM - Weighted Mean | |

However, this would still denote that school heads and teachers were oriented that the CPC should be crafting school-based CPP as underscored during trainings both locally and nationally. Most especially the school heads as chairmen of the committee have several seminars and trainings attended for them to be oriented along the mentioned indicator. For other CPC members who emerged to be partly oriented, this could have been attributed to the fact that policy-making requires expertise and trainings.

Moreover, along the four (4) remaining indicators, it gleaned an overall weighted mean of 2.59, 2.69, 2.79 and 2.54 respectively interpreted as *aware* based the three-point Likert-Scale. Yet, the \sum/n of 2.61 would imply that every member of the CPC is aware the CPP have significant impacts in ensuring the welfare of the pupils. This paralleled to the view of McCaffery [13] who implied that individuals involved in the Child Protection Policy should ensure that its purposes are

enforced to make such policy functional. The awareness of every individual in the CPC can take a big role in the CPP implementation in ensuring its functions are served and enjoyed by children in school.

Table 3 presents data on the level of awareness relevant to linkages and coordination aspect. It shows that respondents are moderately aware along coordinating closely with women and Child Protection Desks of the PNP, DWSD and other agencies concerned with overall weighted mean only of 2.48. Be that as it may, it earned an *aware* description along the two (2) remaining indicators.

These turn-outs would mean that the members are conscious of the protocols to observe whenever violations are committed. This has relevance to the Model Framework from Child Abuse [8] which suggested that the school boards must have a reporting protocols that will identify and organize reporting, investigating and committing offenses under CPC

Table 3. Awareness of the CPC Members on Child Protection Policy along Linkages and Coordination

Indicators	Respondents												OWM	D
	SH		GC		TR		PR		SR		BC			
	WM	D	WM	D	WM	D	WM	D	WM	D	WM	D		
1. Referring of reporting to the appropriate offices when children are involved in abuse, exploitation, violence, discrimination, bullying or peer abuse	2.63	A	2.58	A	2.58	A	2.74	MA	2.68	A	2.63	A	2.64	A
2. Giving assistance to parent or guardians, whenever necessary in securing expert guidance counseling from the appropriate offices or institutions	2.58	A	2.79	A	2.70	A	2.74	A	2.63	A	2.60	A	2.67	A
3. Coordinating closely with the Women and Child Protection Desks of the Philippine National Police, the Local Social Welfare and Development (LSWDO), other government agencies, non-governmental organizations (NGO's), whichever is appropriate	2.53	A	2.46	A	2.46	A	2.63	A	2.19	MA	2.60	A	2.48	MA
Composite Mean	2.58	A	2.61	A	2.58	A	2.70	A	2.50	A	2.61	A	2.60	A

Table 4. Awareness of the CPC Members on Child Protection Policy along Monitoring and Evaluation Activities

Indicators	Respondents												OWM	D
	SH		GC		TR		PR		SR		BC			
	WM	D	WM	D	WM	D	WM	D	WM	D	WM	D		
1. Developing and implementing a school-based referral and monitoring system.	2.63	A	2.32	MA	2.40	MA	2.42	MA	1.91	MA	2.33	MA	2.33	MA
2. Reviewing the policy and codes of conduct every three years	2.49	MA	1.93	MA	1.88	MA	2.14	MA	1.58	MA	2.39	MA	2.07	MA
3. Monitoring the implementation of positive measures and effective procedures in providing necessary support for the children and for those who care for children	2.63	A	2.37	MA	2.37	MA	2.38	A	2.42	MA	2.49	MA	2.44	MA
Composite Mean	2.58	A	2.21	MA	2.22	MA	2.31	MA	1.97	MA	2.40	MA	2.28	MA

In the same vein, the foregoing Table 4 displays information on CPP relative to monitoring and evaluation activities. The overall weighted mean of 2.28 would presuppose that CPC members were *moderately aware* along the above indicator. All of the CPC members such as school heads, guidance counselors, teacher representatives, student representatives, parent representatives and barangay chairmen have clasped their hands together in doing their functions and duties.

As for the second indicator, the CPC members have means ranging from 1.58 to 2.49 described *moderately aware*. This result could be related to their less

exposure to this kind of activity insofar as CPP in concerned. They did not undergo any policy review activities yet hence they do not have idea on how this is being facilitated. The absence of school-based policy for CPP in their respective schools may also influence them of their perceptions.

For the third indicator, it turned-out that the school heads were the only aware of implementing positive measures and effective procedures in providing necessary support for the children as evinced by the weighted mean of 2.63. Other CPC members were *moderately aware* with a mean ranging from 1.97 to 2.40.

In effect, the school heads practically understand the monitoring and evaluation anent the implementation of CPP; however, other members of CPC do not have enough understanding on this activity. This could be affected by their role in the CPC. They do not give ample concern to the tasks which are not within the range of their functions.

According to Nti et. al., [14], the monitoring and evaluation of CPP components is very limited and insufficient. This could have been due to M & E processes which are expensive, lengthy, and which may require technical knowledge and skills. However, this category is critical is evaluating impact, and measuring progress and results. This is particularly helpful information for stakeholders, including donors who use this information as benchmarks to assess if a school or resource has been effective in making a notable impact on system strengthening.

Nonetheless, table III highlights the results of the statistical test for significant difference of the perception of CPC members on their level of awareness. The respondents were tested with a confidence interval of 95% and level of significance at 0.05. In addition, the data distribution violates its normality under *Kolmorov-Smirov* due to its computed significant values that fell below the level of significant value of 0.05. Hence, non-parametric test like *Kruss-Wallis Test* under *chi-square* was suitable since its group of respondents were more than three.

Along implementation of CPP, it is observable that the computed value for chi-square using the *Kruss-Wallis Test* is 6.847 and 0.05 as its degree of freedom. The computed value is less than the critical value of 11.070; hence, this result suggests that the null hypothesis is accepted. This hypothesis testing

suggests that there is no significant difference in the perception of the respondents' awareness along the implementation of CPP.

Taking into consideration the above results, it vividly implies that the CPC members were similar with their perceptions on the implementation towards realization of CPP. The CPC members have the same knowledge, understanding and orientation about their roles in implementing CPP. These facts could have been due to their similar exposures and situations because they belong to one community and/or workplace. Although, the school heads being the chairmen should be more knowledgeable, still their level of awareness had no difference with other members of the CPC.

Anent the monitoring and evaluation activities, the hypothesis testing revealed a computed chi-square of 8.50 which is lower than the critical chi-square value of 11.070. This means that the null hypothesis is accepted. Conversely, there is no significant difference in the level of awareness along monitoring and evaluation activities of the CPC members.

Overall, the perception of the six groups of respondents along their awareness of CPP in execution, linkages and coordination and monitoring and evaluation did not vary among one another. They were similar and shows relevance to one another. The CPC had similar level of awareness that could be accounted to trainings and exposures they obtained from CPP

The facts presented above have bearing to the Child Abuse Protection Program [7] that coined on the best practices on child protection. It was emphasized that schools should identify areas of practice that need to be addressed to ensure that children and even staffs are protected.

Table 5. *Difference in the Level of Awareness among the CPC Members*

<i>Description</i>	<i>I</i>	<i>M&E</i>	<i>L & C</i>
<i>Level of Significance</i>	0.05	0.05	0.05
<i>Degree of freedom (df)</i>	5	5	5
<i>Computed Chi-Square</i>	6.854	8.050	1.444
<i>Critical chi-square Value</i>	11.070	11.070	11.070
<i>Significant Probability</i>	0.232	0.153	0.919
<i>Decision on Ho</i>	<i>Do not Reject</i>	<i>Do not Reject</i>	<i>Do not Reject</i>
<i>Interpretation</i>	<i>Not Significant</i>	<i>Not Significant</i>	<i>Not Significant</i>

Legend: I – implementation; M&E - monitoring & evaluation; L&C - linkages and coordination

Table 6. Execution of the Child Protection Policy as Perceived by the School heads

<i>CPP Indicators</i>	<i>w m</i>	<i>Description</i>
<i>Information Dissemination</i>	2.35	<i>Moderately Executed</i>
<i>Implementation</i>	2.39	<i>Moderately Executed</i>
<i>Capability Building</i>	2.21	<i>Moderately Executed</i>
<i>Linkages and Coordination</i>	2.53	<i>Moderately Executed</i>
<i>Monitoring and Evaluation Activities</i>	2.38	<i>Moderately Executed</i>
$\Sigma/n = 2.372$		<i>Moderately Executed</i>

Legend: *wm* - weighted mean *n* – no. of cases Σ/n – summation / no. of cases

Shown in Table 6 is the execution of CPP as perceived by school heads along five (5) indicators, viz: information dissemination, implementation, capability building, linkages and coordination, and monitoring activities. Foremost, anent information dissemination, it obtained a weighted mean of 2.35 and fell under *moderately executed* description. This would probably be so due to intensification component of the policy and efforts to realize the mandates of CPP. School heads failed to intensify and notify the concerned parties perhaps because of the entangling duties and functions in the school as administrators. Be that as it may, school heads have high results in conducting pupils and teacher orientation in anticipation to possible situations prejudicial to children. Some evidences that school heads conducted orientation could be manifested from their meetings and conferences to both internal and external stakeholders with records and minuetts evident.

Insofar as implementation indicator is concerned, it earned a 2.39 mean under the scale of *moderate execution* description. This would suggest that school did not fully implement the CPP and did not revamp the existing curriculum to integrate the CPP in the teaching and learning activities. They can also consider making prototype lessons plans where the mandate of CPP is integrated. However, the school head was able to compose CPC members that will guarantee the implementation of the policy.

Along capability building, the respondents are expectedly under *moderate execution* adverbs of extent which yielded a mean of 2.21 which is lacking by 0.79 to make it to the full implementation. This weighted mean, as for the researchers, probably implies that the school heads perceived the significance of putting up child protection kiosk in their respective schools. They also ensured provision of facility that will contribute to the enhancement of capacity of schools in the execution of CPP. The missing numbers to reach full implementation denotes that capability is the least implemented among the indicators due to the fact that

there had been few or even no activities were conducted by the time this study was conducted.

Furthermore, for linkages and coordination it gleaned the highest weighted mean of 2.53 but still under *moderate execution* classification. This scenario may have been contributed by the fact that even before CPP was issued, the school community and agencies involved have long been doing linkages and coordination activities. They were exposed to this kind of work already and that such activity was no longer a big deal for them. They have been used to merge with one another.

In the long run, monitoring and evaluation activities yielded a weighted mean of only 2.38 which is interpreted as *moderate execution*. This means that school heads lack skills in developing evaluation and monitoring strategies and tools to identify the progress of their CPP programs and projects.

Execution of Teachers of CPP in their Respective Classrooms along the Cited Variables

Teachers along information dissemination seemed to disseminate CPP in their own simple way suing their classroom as their venues. They integrated the salient features of CPP in their lessons. For the implementation component, the observed hands-on activities of teachers would suffice it all. They keep their classrooms clean at all times. This habit does not only keep children from possible danger, they also keep children healthy and comfortable in their rooms which are cited in the policy. As revealed during the interview, teachers were open to any seminars and training to enhance their capacity relative to CPP. They also do linkages and coordination and monitor the execution of CPP in their rooms as the need may warrant.

Action Plan to Enhance Awareness and Execution of Child Protection Policy

The output of this study is an action plan to meet the full awareness and implementation of CPP in elementary schools specifically. The different activities

along this are gathered from the noted deficiency in CPC's awareness and implementation. The activities are grouped according to indicators to organize and accordingly prospect their results. This will be another subject for further conduct of research to meet the mandate of CPP in the best interest of the clientele. *(Please email the researcher should you wish to have a copy of the proposed plan)*

CONCLUSION AND RECOMMENDATION

This part delineates the conclusion and recommendations of the researcher addressed directly to the educators, administrators, curriculum planners and research enthusiast teachers for consideration. The data and information provided herein could serve as basis in conducting intervention programs to achieve the very purpose of the implementation of child protection policy. The said policy aims to protect children under the tutelage of teachers and school administrators. It is thus imperative that it shall be implemented and disseminated accordingly in the best interest of the all concerned.

Thus, taking into account the findings, the succeeding conclusions brought to surface: *(i)* The CPC members need further awareness of the framework of CPP. *(ii)* The CPC members have similar perspectives along implementation, linkages and coordination, monitoring and evaluation. *(iii)* School heads were religious with their concern along linkages and coordination but still needs further effort to fully implement other components of CPP. *(iv)* Teachers in their own classrooms do their share to keep the children safe and protected, and; *(v)* The suggested action is aimed at enhancing the extent of awareness and execution of CPP.

Moreover, putting great weight on the outcome of the study, it is aptly recommended that: *(i)* School heads, as chairmen of CPC may further initiate activities that will contribute to an enhanced awareness of CPC. *(ii)* CPC members may even unify actions toward realization of the goals of CPP. *(iii)* School heads may strengthen their efforts to an enhance implementation of CPP in their respect schools through various programs and activities. *(iv)* Teachers may sustain and enhance their classroom practices toward CPP realization. *(v)* The suggested action plan, when realized may enhance level of awareness and extent of execution.

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