

PERCEPTION OF ELEMENTARY SCHOOL HEADS AND TEACHERS ON CHILD PROTECTION POLICY IN PRIVATE SCHOOLS IN TANAUAN CITY DIVISION

JOHN MELDWIN B. BARONIA
<https://orcid.org/0000-0002-3811-6899>
 baroniameldwin@gmail.com
 Sto. Tomas Senior High School
 Batangas, Philippines

ABSTRACT

Child-friendly schools dramatically minimize or remove frequent physical threats and other types of violence occurring in and around schools and learning spaces, such as teachers' corporal punishment, student-on-student abuse, gang wars, bullying, sexual assaults, other forms of gender-based abuse and external group school assaults. Schools that are child-friendly need to collaborate with parents and local groups to avoid abuse. To protect children from physical damage and mental, physical, emotional and sexual violence, simple, transparently implemented policies and procedures and firm measures must be in place. The study's main objective was to evaluate the awareness rates of principals and educators' engagement on the Child Protection Program at Tanauan City Division's Private Schools, Batangas. The argument is that officials in child-friendly schools should be vigilant in recognizing child violence and neglect, and should be prepared to act in compliance with national laws and policies on child safety, including compulsory reporting to police or other legal authorities. The school's position in serious child protection matters is not to investigate them but to identify cases that need attention and refer them to appropriate child care agencies. The descriptive method of research was used in this study using a survey questionnaire as the main instrument to gather data. The respondents of the study were 15 principals and 185 educators in the said Private Schools in Tanauan City Division. Statistical tools like weighted mean were used in determining the extent of implementation of Child Protection Program and level of perceptiveness of principals and educators. The non-significant differences between their perceptions were established using the t-test formula. Meanwhile, the Pearson r product-moment correlation and r-test were used to resolve the non-significant relationship between the extent of implementation of Child Protection Program and level of participation of principals and educators. The result indicated that the views of the two groups of respondents were not substantially different, although both stated that there was intense observance of involvement in the execution of the school manager's duties and responsibilities. It further revealed that there was no shared agreement between the heads of school and teachers about the school manager's roles and responsibilities in enforcing child protection policy. Child-friendly schools should be prepared to recognize, refer and evaluate vulnerable children, especially those who have suffered, suffered or are at risk of serious harm.

Keywords: Child Protection Program, Mistreatment, Perception, Participation

INTRODUCTION

It is everyone's duty to keep children safe. It is important for organizations and people

who work with children to ensure that their policies and procedures represent that obligation. The aim of the school-wide child protection program is to provide specific

P – ISSN 2651 - 7701 | E – ISSN 2651 – 771X | www.ioer-imrj.com

BARONIA, JM. B., *Perception of Elementary School Heads and Teachers on Child Protection Policy in Private Schools in Tanauan City Division*, pp. 35- 45



guidance to staff and others on expected standards of conduct when dealing with child protection issues. This policy makes clear the school's commitment to implementing good practice and procedures such that referrals to child protection can be treated sensibly, appropriately and in ways that serve the child's needs. This was established in compliance with the procedures of an act providing for greater deterrence and special protection against child violence, harassment and prejudice, and for other purposes.

Based on their recent research in the six countries of East Asia and the Pacific, they found that child protection issues in schools are not documented systematically; robust national information systems that regularly track and monitor child protection violations in educational settings have not been documented in any region. Nationally, information about child safety events is seldom obtained by educational authorities. The main focus was on determining the use of corporal punishment in terms of controlling legislation and regulations introduced to eradicate the practice. The topic of sexual assault and harassment in schools continues to be poorly documented via official channels within education ministries (UNICEF EAPRO, 2014).

As of August 2010 to the present, the DepEd Central Office has registered only 112 cases of child abuse related complaints. Twenty-two or 20 percent of those cases came from Region IV-A. According to statistics, the following are physical, verbal and sexual abuse and violence inflicted by teachers and other staff in the school: three out of 10 children in Grades 1-3 and nearly five out of 10 witnessed physical aggression (such as pitching and hitting) by teachers; about four out of 10 children in Grades 1-3 and seven out of 10 in higher grades complained of verbal harassment by their teachers; and 36.53 percent of Grades 4-6 and 42 students. Eighty-eight percent of high school students surveyed reported witnessing verbal sexual harassment in school and 11.95 per cent of Grade 4-6 children and 17.60 percent of high school students encountered unwanted contact (PWU-CWC-UNICEF, 2009).

Filipino children are protected by various statutory provisions and state laws against harassment, mistreatment, aggression and the like. As also reported in RA 7610 the Department of Education (DepEd) implemented actions to prevent the prohibited actions which include neglect of minors, sexism, child trafficking, harassment, bullying or intimidation of peers and corporal punishment.

Learners spend a substantial portion of their time in school, allowing more children than most other people to have access to educators. The Child Protection Policy aims to enforce a policy of zero tolerance for any act of child abuse, harassment, bigotry, and other types of violence. Nevertheless, it must be clear that in schools bullying and other forms of violence should be seen not only as a school problem but also as a social issue, and concerted action is required. There are many reasons why educators are so vitally essential in detecting, handling and preventing child violence. Foremost, they have close and consistent children touch. Likewise, educators are appropriately and legally obligated to disclose alleged maltreatment. Although educators promote learning for children, children cannot learn effectively if the conflicts inherent in maltreatment affect their time or resources. Lastly, school employees have a unique opportunity to advocate for children, and offer programs and resources that can benefit children and strengthen families. Therefore, maintaining a healthy relationship is crucial to support and benefit children who have been abused or are at risk for being abused. Formulating municipal policies and recommendations for CPP is a successful first step in developing a system of child exploitation and neglect prevention for educational institutions. Schools must set their priorities and create a specific policy delegating roles and duties to all staff. Practices should be regularly checked with school staff to remind everyone of the local school policy and program protocols and policies, and to ensure that they are revised and compliant with existing laws and DepEd's order.

The educators also play an ideal role as leaders of their communities in promoting this type of teamwork. Design projects use

community methods to encourage principles of teamwork, peer mediation, equality, and recognition of the common good. The researcher classified the CPP implementation scheme from goal setting and human resource delegation to performing and reviewing activities and receiving feedback. On this, the researcher being in the field of teaching as private elementary school teacher for three years now deemed to look into the views of elementary principals and educators on regard to Child Protection Program.

OBJECTIVES OF THE STUDY

The study's main objective was to evaluate the awareness rates of principals and educators' engagement on the Tanauan City Division's Private Schools, Batangas. This study explicitly presented the following targets for achievement: 1) to assess the degree to which principals and educators interpret the application of Child Protection Program in terms of: setting the objectives; delegating human resource; conducting activities; evaluating activities; and managing feedback; 2) to determine the level of expectations of principals and educators about the extent to which the child protection policy is being implemented; 3) to assess the extent of involvement of the principals and educators in the Child Protection Program in terms of duties and responsibilities of school manager; duties and responsibilities of school personnel; and 4) to determine the level of participations of the principals and educators on the extent of implementation of the Child Protection Program.

METHODOLOGY

In this analysis the descriptive research approach was used using a survey questionnaire as the key tool for collecting data. The study's respondents were 15 principals and 185 educators at the same private schools in Tanauan City Division. The questionnaire was adopted from DO 40, s. 2012 on the level of implementation perceived by principals and educators in the Tanauan City Division's Child Protection System in Private Schools as one of

the methods of the study. The researcher made the first instrument by browsing various resources important to this analysis. The study likewise asked three experts in the field of education for face testing of the questionnaire. After which, recommendations were considered before formulation of the final draft. Before the questionnaires were administered, letters of approval were sent to the DepEd Division Office and school heads for authorization to enable the researcher to distribute the questionnaires and to collect the necessary data. Upon proper approval, the survey questionnaires were distributed among the respondents and were retrieved within the three weeks upon its administration.

In evaluating the degree of enforcement of the Child Protection Program and the level of involvement of school heads and teachers, statistical instruments such as weighted mean and t-test formula for the non-significant differences between their perceptions were used. Meanwhile, the correlation and r-test of the Pearson r product moment were used to address the non-significant relationship between the degree to which the Child Protection Program was applied and the level of involvement of principals and educators.

RESULTS AND DISCUSSION

This section dealt with the interpretation of the findings and the examination and evaluation of the data obtained in relation to the study's problems.

1. Degree of Application of Child Protection Program

1.1 Setting the Objectives. Table 1 demonstrates the findings about the degree to which principals and educators view the application of the Child Protection Program in terms of setting the objectives. Based on the general mean, the perceptions of the principals (Mean= 3.47) and the educators (Mean=3.39) with the combined general assessment of 3.43 were described as extremely observed.



Table 1
Perceptions on the Degree of Application in Terms of Setting the Objectives

Indicators	Principal/School Head		Educators		Composite	
	WM	VI	WM	VI	WM	VI
1. The school has a written school-based child protection and/or anti-bullying policy	3.42	EO	3.32	EO	3.37	EO
2. There is a code of conduct incorporated in the school-based child protection or anti-bullying policy	3.26	EO	3.34	EO	3.30	EO
3. The code of conduct has specific provisions to address potential risks to students	3.45	EO	3.56	EO	3.51	EO
4. There are formal guidelines to direct the conduct of disciplinary proceedings in cases of teachers, students or learners committing offenses	3.67	EO	3.27	EO	3.47	EO
5. Has a clear policy on the use of positive and non-violent discipline for children	3.54	EO	3.45	EO	3.50	EO
General Assessment	3.47	EO	3.39	EO	3.43	EO

Most of its indicators were also described as extremely observable. The highest combined mean perceptions of 3.51 yielded from the indicator: the code of conduct has specific provisions to address potential risks to students was described as extremely observable. Meanwhile, the lowest combined mean expectations of 3.30 were expressed from the predictor "there is a code of conduct incorporated

in the school-based child protection or anti-bullying policy" identified as highly observable. The finding suggests that the setting of child protection policy objectives at school level was highly observant. The goals as needed concentrated on the code of ethics contained in the school-based child safety or anti-bullying program.

1.2 Delegating Human Resource. Table 2 shows the results on the extent of enforcement of the Child Protection Program as viewed by

principals and educators with respect to human resource delegation.

Table 2
Perceptions on the Degree of Application in Terms of Delegating Human Resource

Indicators	Principal/School Head		Educators		Composite	
	WM	VI	WM	VI	WM	VI
1. Promotion or distribution of information about school-based child safety and/or anti-bullying policies is undertaken at the opening of the school	3.46	EO	3.64	EO	3.55	EO
2. There is a Child Protection Committee (CPC) established inside the school	3.44	EO	3.32	EO	3.38	EO
3. Implement new classification and qualifications standards in accordance with (CPC) in the school	3.78	EO	3.78	EO	3.78	EO
4. Appoint, promote, reassign, and realign employees under various authorities	3.98	EO	3.65	EO	3.82	EO
5. Develop special programs for addressing individual development and providing various learning interventions	3.45	EO	3.54	EO	3.50	EO
General Assessment	3.62	EO	3.59	EO	3.60	EO



Based on the general mean, the perceptions of the school heads (General Mean= 3.62) and the teachers (General Mean=3.59) gathered the combined general assessment of 3.60 which indicated that there was an extreme observance of child protection policy as to delegating human resource. All of the indicators were described also as extremely observed.

1.3 Conducting activities. As shown in Table 3, the implementation of Child Protection Policy in terms of conducting activities was also extremely observed based on the general assessment perceptions of the principals

The findings suggested that there was strong compliance with the policy enforcement relevant to human resource delegation in which they practice promoting or disseminating knowledge about school-based child safety and/or anti-bullying policies.

(Mean= 3.44) and the educators (Mean=3.62) and the combined general assessment of 3.53. Likewise, all of the indicators were described as extremely observed.

Table 3
Perceptions on the Degree of Application in Terms of Conducting Activities

Indicators	Principal/School Head		Educators		Composite	
	WM	VI	WM	VI	WM	VI
1. The school has implemented a dispute resolution system that recognizes indigenous peoples' interests	3.67	EO	3.65	EO	3.66	EO
2. There is an existing identification program for students who may experience severe physical, emotional, or behavioral damage	3.54	EO	3.87	EO	3.71	EO
3. Has mapped out available tools for potential linkages or networking in their culture for cases needing referrals etc	3.27	EO	3.37	EO	3.32	EO
4. The CPC leaders are granted annual capacity building activities	3.44	EO	3.76	EO	3.60	EO
5. The school has implemented information sharing projects through its CPC and has coordinated events to protect children from harassment etc.	3.28	EO	3.43	EO	3.36	EO
General Assessment	3.44	EO	3.62	EO	3.53	EO

The findings of the present study support the assertion made by Dworkin et al. (2008) as cited by Torres (2015) that for over a century proponent have argued that youth activities, such as sports, arts groups, and organizations, provide a rich context for positive development. It can therefore be argued that higher levels of student involvement and participation in programs such as learning acquired through participation provided greater opportunities for one to improve awareness, skills and positive attitudes, thereby creating greater opportunities for student interactions, learning from experiences, social connections and interactions

to draw on, and opportunities to develop confidence / awareness.

1.4 Evaluating activities. Table 4 shows the results on the level of enforcement of Child Protection Program as viewed by school heads and teachers in terms of evaluating activities. The views of the heads of the schools (Mean= 3.48) and the teachers got a general mean (Mean=3.59) and the combined general assessment of 3.53 affirmed that there was an extreme observance of child protection policy as to evaluating activities. All of the indicators were described as extremely observed.



Table 4
Perceptions on the Degree of Application in Terms of Evaluating Activities

Indicators	Principal/ School Head		Educators		Composite	
	WM	VI	WM	VI	WM	VI
1. Has built and implemented a referral and control program depending on the school to deal with child violence and cases of bullying	3.56	EO	3.67	EO	3.62	EO
2. The Intake Sheet (Annex B of DO 40, s. 2012 or Appendix B or DO 18, s. 2015), as appropriate, contains an existing database of all proceedings involving cases of bullying and child abuse	3.67	EO	3.54	EO	3.61	EO
3. The school sent its combined reports on incidents of bullying and child violence to the division office	3.54	EO	3.45	EO	3.50	EO
4. All activities relating to external program in relation to the resources must be assessed annually	3.32	EO	3.40	EO	3.36	EO
5. Both related services must contribute to the annual assessment	3.30	EO	3.87	EO	3.59	EO
General Assessment	3.48	EO	3.59	EO	3.53	EO

Based on the combined mean, the indicators of evaluating activities revealed that developing and implementing a school-based referral and monitoring system to address child abuse and bullying cases got a mean score of 3.62 and ranked 1 while indicator citing that there was an existing record of all proceedings related to bullying and child abuse cases using the Intake Sheet (Annex B of DO 40, s. 2012 or Appendix B or DO 18, s. 2015) as appropriate got the weighted mean of 3.61 and ranked 2nd. On the other hand, indicator citing that all relevant services must contribute to or be

consulted on the annual evaluation plan and the indicative multi-annual evaluation program got a weighted mean of 3.59 and ranked 3rd.

1.5 Managing feedback. As shown in Table 5, implementation of the policy on child safety as managing feedback was also extremely observed based on the general assessment perceptions of the school heads (Mean= 3.48) and the teachers (Mean=3.42) and the combined general assessments of 3.45. Likewise, all of the indicators were described as extremely observed.

Table 5
Perceptions on the Degree of Application in Terms of Managing Feedback

Indicators	Principal/Sc hool Head		Educators		Composite	
	WM	VI	WM	VI	WM	VI
1. Records related to complex cases of child abuse and bullying using the Intake Sheets (Annex A of DO 40, s. 2012 or Appendix B of DO 18, s. 2015) are well kept and separate from simple cases	3.78	EO	3.42	EO	3.60	EO
2. The CPC is meeting regularly to discuss appropriate interventions and/or responses to school problems on bullying and child abuse cases and other concerns	3.32	EO	3.45	EO	3.39	EO
3. The school has a feedback system for tracking the application of the Child Safety and/or Anti-Bullying policies	3.56	EO	3.32	EO	3.44	EO
4. There is always feedback to whomever raised the concern	3.42	EO	3.39	EO	3.41	EO
5. All involved in risk assessment take a common approach	3.33	EO	3.54	EO	3.44	EO
General Assessment	3.48	EO	3.42	EO	3.45	EO



Based on the combined means, results showed that among indicators given, records related to complex cases of child abuse and bullying using the Intake Sheets (Annex A of DO 40, s. 2012 or Appendix B of DO 18, s. 2015) are well kept and separate from simple cases got the highest weighted mean of 3.60 and ranked 1.

2. Significant Disparity between School and Teacher Views on Child Protection Program

Table 6 reveals the t-test results on the significant difference in the views of the two groups of respondents on the degree to which the program on the safety of children is applied.

Table 6
T-test Results on the Substantial Difference between Opinions of the two groups of Respondents on the Degree of Application of the Program on the Safety of Children

Variations	df	a	t-test		Remarks	Decision
			Tabular	Computed		
Setting the objectives	8	0.05	2.306	0.468	Non-Significant	Accept Ho
Delegating Human Resource	8	0.05	2.306	0.134	Non-Significant	Accept Ho
Conducting Activities	8	0.05	2.306	-0.720	Non-Significant	Accept Ho
Evaluating Activities	8	0.05	2.306	-0.486	Non-Significant	Accept Ho
Managing Feedback	8	0.05	2.306	0.311	Non-Significant	Accept Ho

The tabulated values of 2,306 respectively yielded on the check between the opinions of the two groups of respondents on setting the objective (t=0.468); delegating human resource (t=0.134); conducting activities (t= -0.720); evaluating activities (t=-0.486); and managing feedback (t=0.311). All the tabulated values at 0.05 were higher than the significance point. The result implies that the difference between the two groups of respondents mean perceptions was not essential at all. This shows that the school heads and the teachers shared the same views and perceptions on the high observance of the degree of adoption in their respective schools of the child protection program. Both were consistent on the school's position in serious child protection matters.

Meanwhile indicator citing that there is a feedback mechanism in the school to monitor the implementation of the Child Protection and/or Anti-Bullying policies got a weighted mean of 3.44, rank 2.5. Likewise, this was true to indicator all involved in risk assessment take a common approach.

As shown in the table, the t-test shows that there was no substantial difference in any of its variables between the views of the school heads and the teacher-respondents on the degree to which child protection policy was applied.

3. Extent of involvement of the principals and educators in the Child Protection Program

3.1 Duties and responsibilities of school manager. Table 7 reveals the level of participation of the principals and educators on child protection program in terms of duties and responsibilities of school head. Based on the general mean, the perceptions of the principals (Mean= 3.84) and the educators (Mean=3.79) with the combined general assessments of 3.82 showed that there was a high observance on the participation of the principals and educators on child protection policy along with the duties and responsibilities of principal. The highest combined mean perception of 3.92 yielded that indicator ensure the security policy is made available to all pupils, students or apprentices,



Table 7

Perceptions on the Extent of Engagement in Child Protection Program in Terms of Duties and Responsibilities of School Head

Indicators	Principal/ School Head		Educators		Composite	
	WM	VI	WM	VI	WM	VI
1. Ensure appropriate child safety policies and procedures for the agency, and track their implementation	3.87	A	3.93	A	3.90	A
2. Ensure the security policy is made available to all pupils, students or apprentices, school staff, parents, guardians or custodians, visitors and guests	3.87	A	3.98	A	3.92	A
3. Organize and convene the school's committee on child safety	3.80	A	3.95	A	3.88	A
4. Conduct team building events for the members of the Child Protection Committee and Counselors / Teachers Guidance Committee	3.73	A	3.90	A	3.81	A
5. Ensure respect for and maintain the rights of children to inclusion and other freedoms in all matters and procedures that concern welfare	3.93	A	3.86	A	3.89	A
6. Carry out effective preparation and capacity-building activities on child safety strategies and procedures	3.87	A	3.13	A	3.50	A
General Assessment	3.84	A	3.79	A	3.82	A

school staff, parents, guardians or custodians, visitors and guests ranked 1 and was described as always observed. On the same manner, this was also always observed by the school head-respondents based on its mean of 3.90 along with the indicator “ensure appropriate child safety policies and procedures for the agency,

and track their implementation, ranked 2nd. Meanwhile, the lowest combined mean perception of 3.50 but still always observed yielded from the indicator “carry out effective preparation and capacity-building activities on child safety strategies and procedures and ranked 6th.”

3.2 Duties and responsibilities of school personnel.

Table 8

Level of Participation on Child Protection Program in Terms of Duties and Responsibilities of School Personnel

Indicators	Principal/ School Head		Educators		Composite	
	WM	VI	WM	VI	WM	VI
1. By right understanding and good example, keep them in their company and help them, teach them and advise them	3.80	A	3.97	A	3.89	A
2. Offer them love and affection, counsel and guidance, compañerism and understanding	3.67	A	3.95	A	3.81	A
3. Enhancing, protecting, preserving and sustaining their physical and mental health	3.67	A	3.95	A	3.81	A
4. Represent them in all matters affecting their interest	3.73	A	3.95	A	3.81	A
5. Inculcate the value of respect and obedience	4.00	A	4.00	A	4.00	A
6. Provide a child safe environment in accordance with the child safe standards	3.80	A	3.12	A	3.46	A
General Assessment	3.78	A	3.83	A	3.80	A

As shown in Table 8, the involvement of the school heads and teachers in child protection program in terms of duties and responsibilities of school personnel was always observed based on the general mean perceptions of the school heads (Mean= 3.78) and the teachers (Mean=3.83) and with the combined general

mean of 3.80. The highest combined mean perception of 4.00 which was described as highly observed yielded from the indicator: “inculcate the value of respect and obedience” and ranked 1. Both the principals and teachers perceived this indicator as extremely observed. In comparison, the lowest mean perception of 3.46



which was described as always observed yielded from the indicator “Provide a child safe environment in accordance with the child safe standards ranked 6th.”

4. Level of Participation of the Principals and educators on the extent of implementation of the Child Protection Program

Table 9 reveals the t-test results on the significant difference in the views of the two groups of respondents about the extent of child protection program participation. As seen in the table, there was a non-significant gap between the views of the principals and educators on the level of involvement in child protection policy regarding the school manager's duties and responsibilities (t=2.228).

Table 9
T-test Results on the Significant Difference Between the Views of the Two Groups of Respondents on the Extent of Engagement on Child Protection Program

Variations	df	α	t-test		Remarks	Decision
			Tabular	Computed		
Duties and Responsibilities of School Manager	10	0.05	2.228	0.179	Non-Significant	Accept Ho
Duties and Responsibilities of School Personnel	10	0.05	2.228	-0.140	Non-Significant	Accept Ho

The 0.05 tabulated value was lower than the 0.05 significance point. The result indicated that the views of the two groups of respondents were not substantially different, although both stated that there was intense observance of involvement in the execution of the school manager's duties and responsibilities. It further revealed that there was no shared agreement between the heads of school and teachers about the school manager's roles and responsibilities in enforcing child protection policy. On the other hand, there was no substantial gap between the views of the principals and educators on the extent of involvement in child protection policies about the school staff's roles and obligations (t=-0.040). The 2.228 tabulated value was less than the 0.05 relevant amount. The findings suggest that school heads and teachers had a shared understanding or shared similar beliefs regarding the school staff's roles and obligations in enforcing child protection policy. The difference in mean expressed was by no means necessary.

CONCLUSIONS

Based on the study results, the following conclusions are drawn:

1. The implementation of the Child Protection Program and its goals, the allocation of human capital, the conduct of operations, the assessment of operations and the management of input are strongly observed in the Tanauan City Division of Private Schools.
2. There was no major gap between the views of principals and educators on Child Protection Program leading to the acceptance of the null hypothesis.
3. There was severe observance of involvement among school leaders and teachers, along with their duties and responsibilities in implementing the Child Protection Program.
4. There was no substantial difference between the degree of engagement on the Child Protection Program of the principals and educators along with the duties and



responsibilities of the former although no significant difference was found along with the duties and responsibilities of the school personnel. As a result, it is assumed that the null hypothesis claimed in respect of the variables described is partially upheld.

RECOMMENDATIONS

Based from the findings, recommendations are formulated and given:

1. The Superintendent, SGOD and CID Personnel Division of Schools may exercise their full authority to completely control the strict enforcement of the Child Protection Program through an unannounced inspection of each school;

2. Since there is a common understanding of the implementation of Child Protection Program, school heads may track closely the actions of teachers in the classroom through regular observation and random interviews among students regarding the prevalence of any activities that are contrary to any provisions of that policy;

3. There is a need to improve the participation of all school stakeholders in accordance with the implementation of Child Protection Program. It provides a whole school approach;

4. Since the essentiality of the participation of school managers with their duties and responsibilities on the implementation of the CPP was proven, they may create a democratic atmosphere on school offices and give way to all concern, specifically the students to easily and freely approach the principal's office to express their grievances.

ACKNOWLEDGEMENT

The author wishes to extend his deepest thanks and gratitude to his families, loved ones and the department of education which never failed to support him.

REFERENCES

Appendix B of DO 18 . S. 2015

http://depedcalabarzon.ph/wp-content/uploads/2015/05/DepED-Order_ No.18-s.2015.pdf

Department for Education and Skills (2006). Bullying around racism, religion, & culture. DFES Publications. London, UK https://dera.ioe.ac.uk/7236/7/6562-DfES_Bullying_Redacted.pdf

Department of Education (2009). Behavior management policy for the national Education system of Papua New Guinea. <https://www.education.gov.pg/TISER/documents/resources/behaviour/behaviour-management-guide-for-schools-2009.pdf>

DepEd Order No. 40, s. 2012. Policy and guidelines on protecting children in school from abuse, violence, exploitation, discrimination, bullying and other forms of abuse. Executive Order No. 209, Family Code of the Philippines. <https://www.deped.gov.ph/2012/05/14/do-40-s-2012-deped-child-protection-policy/> Philippine Constitution of 1987

Fang, X., & Fry, D. (2014). The health and economic burden of violence against children in east asia pacific region - UNICEF Paper 4. PsycEXTRA Dataset. doi: 10.1037/e500792015-265

Holton, E. F., Swanson, R. A., & Knowles, M. S. (2008). Cram101 textbook outlines to accompany The adult learner, Knowles & Holton lii & Swanson, 5th edition

Nikolaidis, P., Dellal, A., Torres-Luque, G., & Ingebrigtsen, J. (2015). Determinants of acceleration and maximum speed phase of repeated sprint ability in soccer players: A cross-sectional study. *Science & Sports*, 30(1). doi: 10.1016/j.scispo.2014.05.003

PWU-CWC-UNICEF, 2009 https://www.depedroxii.org/download/childprotection/Child-Protection_Policy%20%20Chua%20Elementary%20School.pdf

Republic Act 7610 or Child Abuse Act, An act providing for stronger deterrence and special protection against child abuse, exploitation and discrimination, providing penalties for its violation and for other purposes.
<https://pcw.gov.ph/law/republic-act-7610>

The Protection Project. (2013). Child protection model law : Best practices: protection of children from neglect, abuse, maltreatment, and exploitation. Massachusetts, DC.
<https://www.icmec.org/child-protection-model-law/>

Thomas, S., Jose, K. A., & Kumar, P. A. (2018). Child friendly schools: challenges and issues in creating a positive and protective school environment. *Positive Schooling and Child Development*, 233–248. doi: 10.1007/978-981-13-0077-6_12

The Code of Ethics for Professional Teachers 1998
<http://teachercodes.iiep.unesco.org/teachercodes/codes/Asia/Philippines.pdf>

become a full-pledged and effective Teacher. Recently, he became part of different research compendium and research presentations.

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to IIMRJ. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution – Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by/4>).

AUTHOR’S PROFILE

John Meldwin B. Baronia, LPT, MaEd



graduated with a Bachelor of Secondary Education Major in English, 2016 and then graduated from Tanauan Institute, Inc. in 2019 with a Master of Arts of Education

Degree in Education Administration and Supervision. He is a Licensed Professional Teacher, a Researcher, a School Paper Adviser and Consultant. He is also a DRRRM Coordinator at his currently working school, Sto Tomas Senior High School. He was able to join different organizations and attended some seminars and trainings that helped his leadership and self-confidence as a teacher. His objectives are to succeed in creating a vibrant teaching atmosphere that provides generous opportunities for learning; to be part of an educational institution where he can share his knowledge and experience that will also help enhance his teaching career; and to render his services where he can accomplish his goals to