Knowledge and Perception of Grade 11 Students Towards the Implementation of Child Protection Policy at Lal-lo National High School

Renier L. Castillo
Humanities and Social Sciences
Senior High School

Abstract

The Child Protection Policy empowers and educates children regarding their rights and personal safety and helps them give their best in their academic performances. This quantitative study used a descriptive research design to determine Grade 11 students' knowledge and perceptions of implementing the Child Protection Policy at Lal-lo National High School. Printed questionnaires were distributed to the respective respondents. The printed questionnaires consist of profiling, ranking scales, and Likert scales. The researcher utilized Slovin's formula to calculate the sample size of 229 people, the total number of respondents in this study. The results showed that students' level of knowledge about the Child Protection Policy program of the Department of Education is 3.828 percent which is somewhat high. Meanwhile, the responsiveness of the schools is 3.56 percent which indicates that the school's level of implementation of the Child Protection Policy is high. Based on the findings above of the study, the researcher has provided some implications of the study for future reference: continue to implement the Child Protection Policy as the Department of Education ordered to do so, to protect the current student and teachers from any types of bully and prevent the things that the Child Protection Policy prohibited.

Keywords: child protection policy, problems, knowledge, perception

To cite:

Introduction

One of the many things that affect a child's academic performance is when they do not understand their rights, which will protect them from abuse or maltreatment. For this reason, all Lal-lo National High School students must be familiar with the school's child protection policy program.

School is one of the public places children attend and is considered an important social institution. This is where they learn things that will guide them to their future career, and they can nurture their minds with the knowledge from the teachers of Lal-lo National High School. Although the school is their second home, the children's safety is not guaranteed. Children will not only experience physical and emotional violence in their homes but also their schools. They could be hurt by their classmates, schoolmates, and even teachers using various types of violence.

The DepEd Child Protection Policy (RA 7610) was established on May 14, 2012, to provide special protection to children who are gravely threatened or endangered by any circumstances that affect their academic performance, normal development, and over which they have no control, as well as assisting the relevant agencies in their rehabilitation.

According to the 1987 Constitution, the State shall defend children's right to assistance, including proper care and nutrition, and special protection from neglect, abuse, cruelty, exploitation, and other conditions prejudicial to their development (Article XV, Section 3 [2]). 40, s. 2012 or the Child Protection Policy (CPP), mandates the Department to provide special protection to all learners against abuse, violence, and exploitation.

According to Ruelo (2020), the child protection act is all about protecting children experiencing maltreatment and abuse by their parents or someone. Children can prevent child abuse and maltreatment with knowledge of the child protection act. Protection is significant to an individual, especially children. Concerning this, the study used a descriptive correlation design to know the association between knowledge and the extent of welfare and safety of students involved in this study. The researcher used a checklist to collect the responses. The data collected were treated through weighted mean and chi-square. The students need to learn further about the Child Protection Act.

Abused children exhibit identifiable behavior and perform less well in school than their peers. Educators and caregivers can learn to observe children's development and respond to their special needs. Schools have always taken responsibility for teaching children to stay safe from traffic, fire, water, and electricity. They are also in the best position to teach children to stay safe with people. Child Protection is a comprehensive guide to the common forms of child abuse and neglect. It offers practical help for identifying child abuse and neglect, the child victims' support, and, in particular, the provision of a curriculum for child protection (Routledge, 2020).

The teacher's busy schedule should not prevent them from discussing the importance of the child protection policy, which impacts the student's attitudes toward the teachers and their classmates because they are still unaware of the activities that the child protection policy forbids.

Knowing the rights of a student is a big help in the school to help teachers and students be aware of their actions and behavior, that teachers may be doing something that would hurt their students, whether physically or emotionally, or anything that is against the law.

Literature review

Abused children exhibit identifiable behavior and perform less well in school than their peers. Educators and caregivers can learn to observe children's development and respond to their special needs. Schools have always taken responsibility for teaching children to stay safe from traffic, fire, water, and electricity. They are also in the best position to teach children to stay safe with people. Child Protection is a comprehensive guide to the common forms of child abuse and neglect. It offers practical help for identifying child abuse and neglect, the child victims' support, and, in particular, the provision of a curriculum for child protection (Routledge, 2020).

Child protection is all about protecting children experiencing maltreatment and abuse by their parents or someone. Children can prevent child abuse and maltreatment with knowledge of the child protection act. Protection is significant to an individual, especially children. Concerning this, the study used a descriptive correlation design to know the association between the knowledge and the extent of welfare and safety of students involved in this study. The researcher used a checklist to collect the responses. The data collected were treated through weighted mean and chi-square. The students must learn more about the Child Protection Act (Ruelo et al., 2020).

Every institution in the country has countless stories of children being bullied, abused, or maltreated. This can happen inside a school or outside its premises. A child protection policy is a must to protect these children. This study assesses the child protection policy awareness of teachers and the responsiveness of the schools. It also wanted to know the relationship and program implications. The researcher used a descriptive-correlation research design with the survey as the primary data-gathering tool. One hundred forty-six teachers from seven different schools in Bulacan, Philippines, took part in the survey. The study also adopted an instrument from Macatimpag. The proponents used mean, t-test, ANOVA, and Pearson-r to analyze the data. The results showed that teachers were aware of the Child Protection Policy program of the Department of Education. However, the responsiveness of the schools is not very high—significant differences in the results were observed in the teachers' awareness and the schools' responsiveness. In addition, there is a

moderate relationship between teachers' awareness of the Child Protection policy and the school's responsiveness to the program. Based on the findings above of the study, the researcher has provided some implications of the study for future reference (Jimenez et al., 2020).

This study determines the level of awareness of the teachers in the Child Protection Policy and the level of its implementation in the Schools Division of Meycauayan City. The study used descriptive research with the survey as its primary data-gathering tool. One hundred sixty-five elementary teachers chosen through random sampling took part in the survey. With the help of Microsoft Excel, the researcher used the following statistical tools: frequency and percentage to describe the demographic profile; mean and standard deviation to represent the indicators under the level of awareness and implementation. The study found that most teachers are aware of the Child Protection Policy. However, its implementation in schools is not that rigid. Therefore, it is recommended that implementing the Child Protection Policy be monitored, and a more comprehensive information drive be given to teachers (Bayucca, 2020).

Child protection work inevitably involves uncertainty, ambiguity, and fallibility. The knowledge base is limited, predictions about the child's future welfare are imperfect, and there is no definitive way of balancing the conflicting rights of parents and children. The public rightly expects high standards from child protection workers in safeguarding children but achieving them is problematic. All advanced industrial countries have developed child protection systems. These societies recognize a child's right to a minimum level of care, protected from the worst parental abuse or neglect (Munro, 2019).

This article investigates policy in the Philippines relating to the protection of children, which, despite policy efforts in this space, and growing evidence of child maltreatment and its impact, remains not examined by the literature. It examines constructions of childhoods utilizing a critical policy analysis of national policy documents concerning children's welfare and protection. The study finds conflicting representations of children's agency, defining children as 'becoming, but also as rights holders and social actors, viewing children as both embedded in and reliant on family, consequently detailing important insights into Filipino policy-making and society (Roche, 2019).

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).

Statement of the Problem

This study aimed to determine the perception of Grade 11 students towards implementing the child protection policy at Lal-lo National High School.

Specifically, it sought to find answers to the following questions;
1. What is the demographic profile of the respondents in terms:
   a. Age
   b. Sex
   c. Strand/Track
2. What is the students' knowledge about the Child Protection Policy?
3. What is the perception of Grade 11 students towards implementing the child protection policy at Lal-lo National High School?

Conceptual Framework

To summarize literature studies, a theoretical framework is used. It aids in choosing a particular course of action based on earlier research and observation. In this study, the input-process-output model is utilized. The Input-Process-Output (IPO) model, commonly called the fundamental model, was used to create the study's Framework. The IPO model emphasizes the research procedure by including the following.

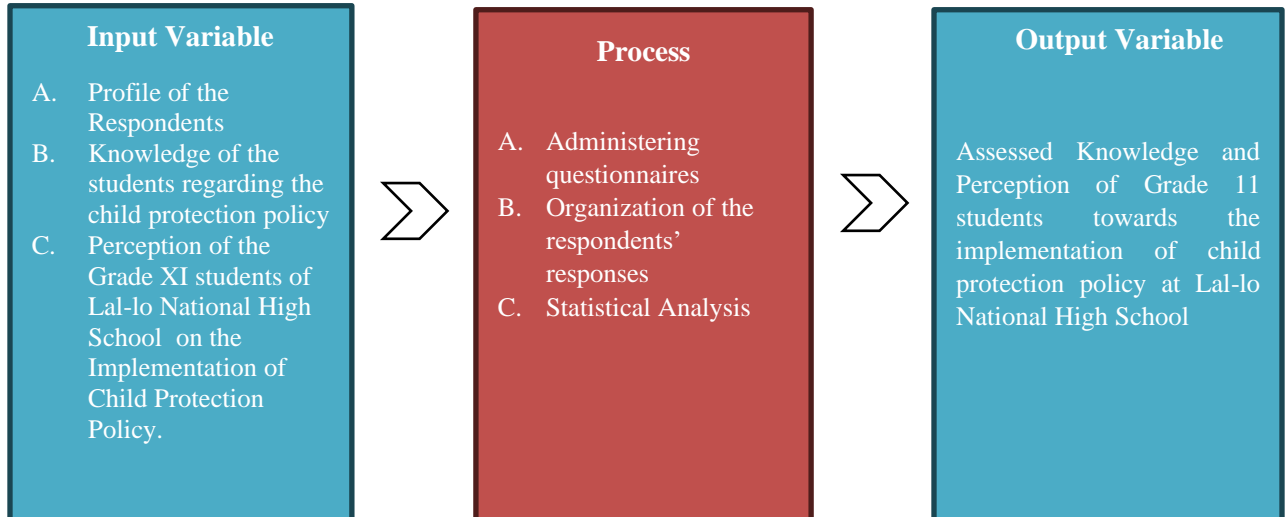| Input Variable	Process	Output Variable
A. Profile of the Respondents B. Knowledge of the students regarding the child protection policy C. Perception of the Grade XI students of Lal-lo National High School on the Implementation of Child Protection Policy.	A. Administering questionnaires B. Organization of the respondents' responses C. Statistical Analysis	Assessed Knowledge and Perception of Grade 11 students towards the implementation of child protection policy at Lal-lo National High School

Figure 1. The Framework of the Study

Figure 1 indicates the study's theoretical model on Grade 11 students' perception of implementing the child protection policy at Lal-lo National High School. The first frame presents the input of the study that includes the profile of the respondents according to their Sex, Age, and Strand/Track. The second frame explains the process, such as administering questionnaires, organizing respondent responses, and analyzing data. The third frame gives

the assessed perception of Grade 11 students towards implementing the Lal-lo National High School child protection policy.

Limitations of the Study

This study aimed to determine how the Grade 11 of Lal-lo National High School perceives and comprehends the school's child protection policy. It also focused on assessing the viewpoint of Grade 11 students about the policy's execution. The demographic profile will be limited to sex (male and female) and age.

Methods

Research Design

This quantitative research used a descriptive design to determine Grade 11 students' perception of implementing the child protection policy at Lal-lo National High School. A descriptive research design aims to describe a population, situation, or phenomenon accurately and systematically. It can use various research methods to investigate one or more variables.

The research tool for this quantitative study to gather data was printed questionnaires which it was distributed to the respondents. The survey questionnaire consisted of profiling, ranking scales, and Likert scales.

Participants and Sampling of the Study

The researcher used a probability sampling method. The researcher used stratified sampling for the respondents. The respondents in this study are all regular senior high school Grade 11 in Lal-lo National High School. There are 9 strands in the Department, and it contains 531 learners. Using Slovin's formula, the calculated sample size is 229, which number of respondents in this study. The population will be stratified through their strands. The samples are distributed as follows:

Strand	Population	Sample (N)
Science Technology Engineering Mathematics 1	62	27
Science Technology Engineering Mathematics 2	65	28
Humanities and Social Sciences 1	68	29
Humanities and Social Sciences 2	66	28
Accountancy and Business Management	53	23
Arts And Design	24	10
Electrical Installation and Maintenance	63	27
Carpentry	4	2
Computer Systems Servicing	46	20
Beauty And Hair Salon	8	3
Home Economics	72	31
Total	**531**	**N= 229**

Instrumentation

The researcher evaluated the profile of the respondents using a printed questionnaire approach to determine their sex, age, and strand. The guide will be a self-made questionnaire form based on the Child Protection Policy (RA 7610) and validated through pre-survey and validation by experts (Guidance Counsellor, Career Guidance Advocate, and ESP Coordinator). The questionnaire will have three parts: a profiling section to determine the sex, age, and strand/track. The second part consists of ten statements, with 5 being the highest and 1 being the lowest, to identify the students' knowledge regarding the child protection policy. The third part also consists of ten items, with 5 being the highest and 1 being the lowest, to know the perception of Grade 11 students of Lal-lo National High School on implementing child policy.

Analysis of Data

This study used statistical analysis. The researcher tallied the gathered data and information, then, with the statistician's help, it was interpreted using frequency count, percentage, ranking, and weighted mean. Figures and tables were used for interpretation. Then it was analyzed.

Results and Discussion

Profile of the Respondents

Table 1 contains the demographic profile of the respondents in terms of Age, Sex, and Strand/track. There are 228 respondents from Senior High School, specifically from Grade 11 of Lal-lo National High School. The table reveals that 53, or 23.2 percent of respondents, are aged 16 and below, 173, or 75.9 percent, are aged 18 to 19, and 2, or 0.9 percent, are aged 20 and above. Based on the findings, the overall mean age is 16.9 years, indicating that respondents' ages are balanced or between the range of 16 years old and below and 17 years old and above. The table also shows 104, or 45.6 percent, male respondents, while there are 124, or 54.3 percent, which means it was female-dominated. There are 55 or 24.1 percent Science, Technology, Engineering Mathematics respondents, 57 or 25.0 percent Humanities and Social Sciences respondents, Accountancy and Business Management 23 or 10.1% respondents, Arts and design 10 or 4.4 percent respondents, Electrical Installation and Maintenance 27 or 11.8 percent respondents, Carpentry 2 or 0.9 percent respondents, Computer System Servicing 20 or 8.8 percent respondents, Beauty and Nail Care 3 or 1.3 percent respondents, Home Economics 31 or 13.6 percent respondents.

Table 1. Demographic profile of the respondents

Age	Frequency	Percentage
16 and below	53	23.2
18 to 19	173	75.9
20 and above	2	0.9
Mean = 16.9 years		
Sex	**Frequency**	**Percentage**
Male	104	45.6
Female	124	54.3
Strand	**Frequency**	**Percentage**
Science Technology Engineering Mathematics	55	24.1
Humanities and Social Sciences	57	25.0
Accountancy and Business Management	23	10.1
Arts and design	10	4.4
Electrical Installation Management	27	11.8
Carpentry	2	0.9
Computer System Servicing	20	8.8
Beauty and nail care	3	1.3
Home Economics	31	13.6

Knowledge of the students about the Child Protection Policy

Table 2 shows the knowledge of students regarding the child protection policy. It shows the first results regarding students' knowledge of the child protection policy. There are 10 statements under the first indicator, revealing that most students know about the child protection policy. The *s*tatement *"The students must be protected from physical and mental abuse, neglect and maltreatment, and exploitation, including sexual abuse. "* has the highest weighted mean of 4.07. While the statement *"The students should not engage themselves in behavior that results in physical or mental abuse"* and *" The students should not engage in behavior resulting in physical or mental abuse."* both got the lowest weighted mean of 3.68. The total mean of Table 2 is 3.828 percent, meaning the students' knowledge of the child protection policy is somewhat high.

A study conducted by Dardo et al. (2019) reveals that respondents are knowledgeable of the said program and strongly agreed that the child protection policy program was implemented in school because of the conduct of seminars and lectures that promote child protection to the student.

Table 2. Level of knowledge of the students about the child protection policy

Statements	Mean	Descriptive Interpretation
1. The child protection policy safeguards students from abuse, including violence, exploitation, discrimination, and bullying.	4.01	High
2. The students have a right to help, including reasonable care and nutrition, as well as specific protection from all types of neglect, abuse, cruelty, and other circumstances that could harm their development.	3.86	High
3. The students must be protected from physical and mental abuse, neglect and maltreatment, and exploitation, including sexual abuse.	4.07	High
4. The child protection policy makes sure that all schools are suitable for students.	3.89	High
5. The learning centers, mainly teachers and learning facilitators, serve as substitute parents and are expected to carry out their responsibilities.	3.75	High

6. The child protection policy intends to give children severely mistreated or in danger due to situations that disrupt their normal development.	3.71	High
7. The students should not engage in behavior resulting in physical or mental abuse.	3.68	High
8. The students should not be disciplined in a way that harms them physically or mentally.	3.68	High
9. This DepEd order aims to prevent violence against children in schools and make these available to all schools	3.70	High
10. The students must feel safe and not threatened around the school.	3.93	High
Overall Mean	**3.828**	**Somewhat High**

Descriptive Value:

4.20-5.00 >>	*Very High*	*1.80-2.59 >>*	*Low*
3.40-4.19 >>	*High*	*1.00-1.79 >>*	*Very Low*
2.60-3.39 >>	*Somewhat High*		

Perception of Students Towards the Implementation of Child Protection Policy

Table 3 shows the results in the perception of Grade 11 students towards implementing a child protection policy. The statement *" 1. The school needs to adopt a child protection policy"* has the highest weighted mean of 4.01. While the statement *"The school is already safe from violence, so there's no need to implement child protection on policy."* got the lowest weighted mean of 2.9, the ten statements under the third indicator have a total weighted mean of 3.56 which means that the level of implementation of the child protection of Lal-lo National High School is high which indicates that schools implementation of the said policy is effective according to the data that gathered that table 3 shows.

Alcala et al. (2018) found that most students were aware of the child protection policy in their schools. However, only a few knew about the details and specific provisions of the policy. Respondents also perceived the policy implementation as ineffective, citing the school administration's lack of proper dissemination and enforcement.

Table 3. Level of implementation of child protection policy

Statements	Mean	Descriptive Interpretation
1. The school needs to adopt a child protection policy.	4.01	High
2. Implementing a child protection policy is not a waste of time since it will be followed strictly.	3.84	High
3. The child protection policy will be implemented, yet nothing will change.	3.29	Somewhat High
4. The school is already safe from violence, so there's no need to implement child protection on policy.	2.9	Low
5. The students may fight each other, but the school does not need to involve itself because it is personal matter.	2.56	Low
6. The school must ensure a peaceful educational atmosphere; therefore, implementing a child protection policy is necessary.	3.82	High
7. Child protection policy awareness must be raised because most students do not know their rights.	3.82	High
8. The school must organize and convene Child Protection Committee for the students.	3.83	High
9. The school must conduct disciplinary proceedings in cases of offenses committed by students.	3.90	High
10. The students might feel violated, yet they do not know what to do. Therefore, conducting a symposium about the child protection policy is necessary.	3.63	High
Overall Mean	**3.56**	**High**

Descriptive Value:

4.20-5.00 >>	*Very High*	*1.80-2.59 >>*	*Low*
3.40-4.19 >>	*High*	*1.00-1.79 >>*	*Very Low*
2.60-3.39 >>	*Somewhat High*		

Conclusions and Recommendations

Based on the gathered data & results of the statistical analysis of the study, the researcher concluded that**:**

1. The students know the Child Protection Policy mandated by the Department of Education.
2. The school follows the DepEd child protection policy, which is proven to have a safe environment because most students adhere to the child protection policy.
3. The hectic teachers' schedules did not prevent the students from knowing the significant effects of the policy.

Based on the findings and conclusion drawn, the following recommendation is forwarded:

1. Continue to implement the Child Protection Policy as the Department of Education ordered to do so, to protect the current student and teachers from any bullying and prevent what the Child Protection Policy prohibits.
2. The guidance counselor should constantly monitor, evaluate, and appraise the policy's critical aspects. To deal with these issues, the institution can form an executive committee to implement the policy mentioned above.
3. The administration should include the parents and students in the Child Protection Policy forum. The institution's lecturers could hold general meetings at least once a year to remind the parents and students about the significant effects of the policy.
4. Incorporating the community/society in teaching everyone about Child Protection Policy is critical.
5. It is suggested to make another study about the student's viewpoint towards implementing the child protection policy program to other Grade levels.

References

Alcala, M. A., & Bautista, M. S. (2018). *The Perception of High School Students towards the Implementation of Child Protection in their School* [Journal].

Asio, J. M. R., A Bayucca, S., & Jimenez, E. (2020). Child protection policy awareness of teachers and responsiveness of the school: Their relationship and implications. *Asio, JMR, Bayucca, SA, & Jimenez, EC (2020). Child protection policy awareness of teachers and responsiveness of the school: Their relationship and implications. Shanlax International Journal of Education*, 9(1), 1-10.

Bayucca, S. A. (2020). Teachers' Awareness and School's Responsiveness to the Child Protection Policy: Basis for a Development Plan. *Online Submission*, 4(6), 59-65.

Bouma, H., López, M. L., Knorth, E. J., & Grietens, H. (2018). Meaningful participation for children in the Dutch child protection system: A critical analysis of relevant provisions in policy documents. *Child abuse & neglect*, 79, 279-292.

Briggs, F. (2020). *Child protection: A guide for teachers and child care professionals*. Routledge.

Chamberlain, C., Gee, G., Harfield, S., Campbell, S., Brennan, S., Clark, Y., ... & 'Healing the Past by Nurturing the Future'group. (2019). Parenting after a history of childhood maltreatment: A scoping review and map of evidence in the perinatal period. *PloS one*, *14*(3), e0213460.

Dardo, C. J. B., & Vistal, M. T. (2019). Level of Implementation of the Child Protection Policy Program and Problems Encountered in Maltana National High School. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*, *3*(2M). https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/8159#:~:text=T he%20child%20protection%20policy%20program%20is%20a%20big%20help0in

Houston, S. (2016). Assessing parenting capacity in child protection: towards a knowledge-based model. *Child & Family Social Work*, *21*(3), 347-357.

McKee, B. E., & Dillenburger, K. (2012). Effectiveness of child protection training for pre-service early childhood educators. *International Journal of Educational Research*, *53*, 348-359.

Munro, E. (2019). Effective child protection. *Effective Child Protection*, 1-256.

Roche, S. (2019). Childhoods in policy: A critical analysis of national child protection policy in the Philippines. *Children & Society*, *33*(2), 95-110.

Ruelo, L. J. H., Moneva, J. C., & Quesio, C. D. Knowledge and Extent of Welfare and Safety Provisions of Child Protection Law in Philippines-A Case Study.