

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2021, Vol. 2, No. 1, 39 – 48

<http://dx.doi.org/10.11594/ijmaber.02.01.06>

Research Article

Filipino Basic Education Teachers' Awareness of and Attitude Towards the Child Protection Policy

Cleofe L. dela Fuente*

Department of Education, Conceptualizw the Research Topic, Analysed the Data

Article history:

Submission February 2021

Revised February 2021

Accepted February 2021

*Corresponding author:

E-mail:

cldelafuente@yahoo.com

ABSTRACT

Schools shall be conducive to children's education, and that the children's best interest shall be the primary consideration in all policies and actions of educational institutions. This descriptive cross-sectional survey gauged the Filipino public school teachers' awareness of and attitudes towards the child protection policy (CPP). The study involved 99 basic education teachers in select public elementary and secondary schools in Zambales, Philippines. The basic education teachers are aware of the policy, and they have a favorable attitude toward its implementation. No significant difference has been found in their awareness and attitude towards CPP when grouped according to demographics. The study concludes that as the teachers become aware of the policy, they tend to have a more favorable attitude. The study recommends that the teachers be capacitated through continuing professional development programs to provide special protection to children who are seriously susceptible or threatened by situations that distress their normal growth. Further study may also be conducted to probe other CPP dimensions in basic education to come up with relevant and research-based recommendations towards the policy's improved implementation in the public schools in the Philippine context.

Keywords: Attitude, Awareness, Child protection policy, Educational policy, Filipino teachers

Introduction

Children are vital social organisms who have the attitude, the knowledge, and the skills that could positively transform the world. The Preamble of the UN Convention on the Rights of the Child (UNICEF, 1989) mirrors the holistic development of the child's personality in a family environment that is happy, full of love, and understanding. The child is also viewed to be equipped fully to live his or her life in a

society that is peaceful, dignified, free, equal and in solidarity. From these ideals, the Child Protection Policy (CPP) was conceptualized.

As inscribed in Article XV (The Family), Section 3(b) of the Philippine Constitution (1987), the state shall defend "the right of the children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation

How to cite:

Fuente, C. L. D. (2021). Filipino Basic Education Teachers' Awareness of and Attitude Towards the Child Protection Policy. *International Journal of Multidisciplinary: Applied Business and Education Research*. 2 (1), 39 – 48. doi: 10.11594/ijmaber.02.01.06

and other conditions prejudicial to their development." Additionally, the educational institutions as stated in Article XIV (Education), Section 3(b) of the constitution, shall "inculcate patriotism and nationalism, foster love of humanity, and respect for human rights." Furthermore, Article 218, 220 and 233 of the Family Code of the Philippines (1987) "gives the school, its administrators and teachers, or the individual, entity or institution engaged in child care the special parental authority and responsibility over the minor child while under their supervision, instruction or custody."

Collaborating with partners and stakeholders, the Department of Education (DepEd) Philippines ensures that schools are conducive to children's education. The children's best interest shall be the primary consideration in all policies and actions of educational institutions. Teachers are surrogate parents and are expected to ensure the welfare of the children under their tutelage. With this intent, the DepEd Order No. 40, also known as the Child Protection Policy of 2012, was conceived.

While the children's best interest is guarded, the teacher is left with no choice but to comply with these ideals and thrusts of the department. Included in the thrust is to protect the children. Because of the call of duty, the teacher strives to the best of his or her ability to take the stand and comply and be worthy of the trust and responsibility he or she took an oath of. While the teacher is trying his best to perform his or her functions, the CPP has posed apprehensions on the teachers' part. Is the CPP teacher- friendly? Does it cater to the interest of both the students and the teachers? Is it fair to both parties? While the children's rights are guarded, is it the same with the rights of the teachers?

In schools today, teachers struggle to keep control of a classroom full of students. Sometimes, students go home and ruin the teacher's reputation very easily by using social media or by texting and instant messaging. They may spread rumors that there is a bullying teacher situation at school. There are countless social media pages set up simply to embarrass and harass teachers and other faculty members in schools. Previous studies

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

It has been a reality that the media is too quick in reporting about child abuse and complaints allegedly done by teachers. The teachers then become victims of trial by publicity. These are all because of the alleged violation of the CPP. A teacher can be sued because of any suspected violation. Dilemma runs in the minds of the teachers, then.

Training and seminars on the CPP gave assurances that the welfare of the educators is also safeguarded. According to policy interpreters, CPP sets limits so that teachers will not be put into jeopardy as they discharge their role as second parents. What if there are exceptional cases and a teacher is accused of violating the CPP, but the policy was misinterpreted? Will there be a fair trial? Will the teacher who wants to discipline a student be able to get a fair trial or treatment as what the alleged child victim receives? Will justice prevail? How should the CPP be implemented? How aware is every teacher about the policy? How is the welfare of the teacher safeguarded by the CPP just like what the policy interpreters claim? In what section of the CPP is the welfare of the teacher stated?

If so, then teachers need to know and understand the provisions of the CPP well. It is in this concern that the researcher conducted this study. The study determined the extent of awareness of and attitude towards the Child Protection Policy among teachers of selected public schools in the Philippines.

Specifically, it sought answers to the following research questions:

1. How may the level of awareness by the teacher-respondents be described?
2. How do the teachers perceive the policy?
3. Is there a significant difference in the respondents' awareness and attitude towards the policy when grouped according to the profile variables?

Is there a significant relationship between the awareness and attitude towards the CPP among the respondents?

Child Protection Policy

Child protection policies in the Philippines have been implemented in various social institutions. These policies are anchored on the global and national legislation and policies. These include the Universal Declaration of Human Rights (United Nations, 1948), Convention on the Rights of the Child (UNICEF, 1989), and several national laws. The Republic Act (RA) No. 7610 (1992), also known as the "special protection of children against abuse, exploitation and discrimination act" provides "for stronger deterrence and special protection against child abuse, exploitation and discrimination, and for other purposes." The RA 9231 (2003) provides "for the elimination of the worst forms of child labor and affording stronger protection for the working child." Another legislation, the RA 9523 (2008) requires the "certification of the Department of Social Welfare and Development (DSWD) to declare a 'child legally available for adoption.'" Lastly, RA 9262 (2004), also known as anti-violence against women and their children act.

In the Philippines, extensive scholarly attention has been given to child protection. These studies focused on the analysis of policy relating to the protection of children (Roche, 2018), a systematic review of literature on child protection and maltreatment (Roche, 2017), awareness of teachers in the CPC (Asio et al., 2020; Bayucca, 2020; Estremera, 2018), perception of teachers and school heads in CPP (Baronia, 2020), compliance to CPP (Zamora & Madrigal, 2018), and preventing child maltreatment (Alampay et al., 2018). However, very little attention has been given to the teachers' awareness and attitude towards the policy. Hence, the present study attempted to ascertain teachers, both in the elementary and secondary level, on their awareness and attitude towards the policy.

Conceptual Framework

The concept of the awareness and attitude of the teachers towards the Child Protection Policy was based on Article 218, 220, 233 of the

Family Code of the Philippines and PD 603 that "gives the school, its administrators and teachers, or the individual, entity or institution engaged in child care the special parental authority and responsibility for the minor child while under their supervision, instruction or custody." The study is also anchored on DepEd Order No. 40 (2012) or the DepEd Child Protection Policy. This policy has been adopted to provide special protection to seriously susceptible children or threatened by situations that distress their normal growth. The policy likewise ensures children's holistic well-being and safeguards them from all forms of abuse and exploitation, including violence, discrimination, and bullying.

Methods

Research Design

The study used descriptive cross-sectional survey in gathering the data. The descriptive method was used to gather the level of awareness of and attitude toward the Child Protection Policy among the teachers of selected public schools in Zambales, Philippines. The survey responses were validated through informal interviews. Creswell (2003) states that quantitative research "employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data" (p. 18).

Respondents and Sampling Technique

This study involved basic education teachers of selected public schools in Zambales, Philippines. The respondents' names were not revealed to maintain the privacy and confidentiality of their responses as per ethics in research. The actual number of respondents was selected through random sampling technique. The selection of the respondents as samples was based on available and willing teachers.

Table 1 shows the demographic profile of the respondents. The respondents' ages range from 21-56 years old, with a mean of 36.60 years old. The teacher-respondents are in the prime of their teaching profession. They are more matured, experienced and have developed their respective strategies to deal

with student discipline and child protection. (77.42%). This confirms that females dominate the teaching profession in the Philippines. They are considered highly proficient teachers. The males (22.58 %) are dominated by females

Table 1. Distribution of the Respondents

Profile	Frequency	Percent
Age		
56 – above	7	7.14
51 – 55	6	6.12
41 – 50	23	23.47
36 – 40	9	9.18
31 – 35	16	16.33
26 – 30	21	21.43
21 – 25	16	16.33
Total	98	100.00
Sex		
Male	21	22.58
Female	72	77.42
Total	93	100.00
Civil Status		
Single	32	32.65
Married	63	64.29
Widow/Widower	2	2.04
Separated	1	1.02
Total	98	100.00
Position		
Teacher	87	87.88
Master Teacher	3	3.03
Head Teacher	9	9.09
Total	99	100.00
Specialization		
English	16	18.39
Mathematics	23	26.44
Science	11	12.64
Filipino	5	5.75
Social Studies	12	13.79
MAPEH	2	2.30
TLE	6	6.90
Values Education	5	5.75
General Education	7	8.05
Total	87	100.00
Length of Service		
31 – 40	4	4.04
21 – 30	11	11.11
11 – 20	22	22.22
10 - below	62	62.63
Total	99	100.00

A majority (64.29%) of the teachers are married, and only 32.65% are single. This negates Reusia et al. (2020) findings wherein single teachers dominate the distribution compared to married. Teachers are considered as second parents to their students. Their obligation at home is extended in the four corners of the classroom. Teachers, as surrogate parents, can influence students' disposition and aspirations (Rogayan, 2018). Majority (87.88%) are holders of a Teacher position with few (9.09%) Head Teachers. It manifests that most of the teachers directly deal with their students in the teaching-learning process. The results conform to that of Reusia and colleagues (2020), who found out that the majority of the respondents are in the Teacher I-III positions.

Most (26.44%) of the teachers specialized in Mathematics. Majority (62.63%) have been in the service for ten years and below. This manifests the dedication of teachers towards shaping young minds and building good characters among their students. Teaching is their life and treating their students as their children put a more emotional attachment in fulfilling their profession. Rogayan (2018) reiterated that passion and dedication is a typical picture in a teacher's journey.

Research Locale

The study was conducted in selected schools in Zambales, Philippines. Zambales is a province of Central Luzon and is composed of 13 municipalities and one highly-urbanized city.

Research Instrument

The study utilized the Awareness and Attitude towards Child Protection Policy Questionnaire (AACPC-Q) developed by the

researcher, which includes the respondents' awareness and attitudes towards Child Protection Policy of the DepEd. It is composed of three parts. Part I of the instrument gathered the teachers' demographics, including their age, sex, position, civil status, specialization, and the number of years in service. Part II of the instrument dealt with the teachers' level of awareness towards the CPP, while the third part of the tool determined the respondents' attitude toward policy. The tool was subjected to content and construct validity. The Cronbach alpha reliability coefficient of the tool is 0.89, which indicates acceptable reliability.

Data Gathering and Analysis

Upon the school heads' endorsement, the researcher visited the select schools in the target locale to ask for a scheduled administration of the questionnaires. After the appointment was granted, the researcher personally administered the questionnaires supported with unstructured interviews and observations. Respondents answered the survey for about 15 minutes to 30 minutes. The retrieval of the survey questionnaires was made on the same day.

Descriptive and inferential statistics were employed in the analysis of data using SPSS version 25.0 and MS Excel 2016.

Figure 3. it shows that there are 53.8% uses Google suite as an online platform while 38.5 uses manual process and 7.7% uses Zoom and other applications. This only shows that their preferences is more on Google Platform.

Result and Discussion

Teachers' Awareness of the Child Protection Policy

Table 2 presents the awareness level of the teachers of the Child Protection Policy (CPP).

Table 2. Awareness of Teachers on Child Protection Policy

Statement	Mean	VD
1. Is embodied in DepEd Order No. 40 s. 2012 to protect children in school from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development.	4.49	Aware
2. Is in pursuance with the provision of the 1987 Constitution for the state to defend the rights of children to assistance.	4.38	Aware
3. Is concurred from the Convention on the Rights of the Child.	4.27	Aware

Statement	Mean	VD
4. Is adopted by DepEd to provide special protection to children who are gravely threatened or endangered by circumstances which affects their normal development.	4.23	Aware
5. Ensures that school's paramount consideration in all actions and decisions shall be the best of the child.	4.31	Aware
6. Considers teachers and learning facilitators as substitute parents who are expected to discharge their functions and duties as such.	4.42	Aware
7. Policy of zero tolerance for any act of child abuse, exploitation, discrimination, bullying and other forms of abuse.	4.40	Aware
8. Defines violence against children committed in school.	4.35	Aware
9. Promotes positive and non-violent discipline of children.	4.47	Aware
10. Specifies the duties and responsibilities of the Central, Regional, Division, District and School Offices as well as the personnel in the Department.	4.12	Aware
11. Defines the duties and responsibilities of Pupils, students and learners.	4.31	Aware
12. Provides that all public and private elementary and secondary schools shall establish Child Protection Policy.	4.44	Aware
13. Outlines measures to address child abuse, exploitation, violence, discrimination, bullying and other acts of abuse.	4.32	Aware
14. Defines the rules and procedures in handling child abuse, exploitation, violence and discrimination cases.	4.28	Aware
15. Provides that private schools shall also be responsible to promulgate a school Child Protection Policy.	4.37	Aware
Overall Mean	4.34	Aware

As shown, the public secondary teachers are “aware” of the CPP of the Department of Education (DepEd) as indicated by the overall mean is 4.34 (SD=1.03). Teachers are aware in all the items of the awareness scale. The highest mean was noted in the statement regarding the policy's content to protect the children in school from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development with a mean of 4.49. The teachers are also aware that the CPP promotes the positive and non-violent discipline of children (M=4.47) and that all schools shall establish and adopt the policy (M=4.44). This implies that the teachers understand the policy's primary objective on promoting positive discipline among the learners and that they understand that schools are encouraged to adopt the said policy. They are also aware that they are substitute parents who are expected to discharge their functions and duties (M=4.42). They are fully knowledgeable that they have

crucial roles to play in the holistic development of the children.

It supported the statement of Education Secretary Br. Armin Luistro FSC, who said that RA 10627 had enhanced DepEd's existing Child Protection Policy (DepEd Order No. 40, s. 2012), which puts primary importance on the well-being of children. He said that the act contributed to the department's continuing push to develop safe and nurturing learner-centered institutions (DepEd, 2014).

Meanwhile, the lowest means, although in the acceptable range, include the following items: CPP specifies the duties and responsibilities of the Central, Regional, Division, District and School Offices as well as the personnel in the Department (M=4.12), is adopted by DepEd to provide special protection to children who are gravely threatened or endangered by circumstances which affect their normal development (M=4.23), and is concurred from the Convention on the Rights of the Child(CRC,

M=4.27). This means that the teachers are not fully aware that the policy specifies the duties of the different offices in the department, is adopted by the department and is based from the CRC.

DepEd (2014) reiterated that the CPP's objective is to promote a zero-tolerance policy for any act of child exploitation, violence, discrimination, and other forms of abuse. The results of the present study conform to the results of previous studies that teachers are

aware about the policy adopted by the DepEd in protecting the children (Asio et al., 2020; Bayucca, 2020). However, the study of Estremera (2018) found out that teachers are moderately aware about the policy.

Teachers' Attitude towards Child Protection Policy

Table 3 shows the teachers' attitude towards CP

Table 3. Attitude of Teachers toward Child Protection Policy

Statement	Mean	VD
1. Safeguards the interest of the child.	4.55	Very Favorable
2. Safeguards the interest of the teacher.	3.98	Favorable
3. Promotes better discipline inside the classroom.	4.13	Favorable
4. Give the teacher full authority to devise learning styles that cater to pupil's needs.	4.05	Favorable
5. Reinforces the authority of teachers as substitute parents of students in the class.	3.99	Favorable
6. Gives the teacher avenue to enjoy the profession.	3.89	Favorable
7. Encourages discipline inside the classroom.	4.19	Favorable
8. Gives the confidence that school is safe.	4.19	Favorable
9. Protects the teacher as the substitute parent.	4.09	Favorable
10. Gives the teacher the freedom to exercise the function and duty as substitute parent.	3.95	Favorable
11. Treats the pupil and the teacher evenly.	4.07	Favorable
12. Motivates the teacher to be more efficient.	4.11	Favorable
13. Boosts the morale of the teachers.	4.01	Favorable
14. Strengthens the commitment of teachers.	4.11	Favorable
15. Makes the teacher proud of the profession.	4.19	Favorable
Overall Mean	4.10	Favorable

As gleaned from the table, basic education teachers have "favorable" attitude towards CPP as shown by the overall mean of 4.10 (SD= 1.00). Only one of the items was rated very favorable while the rest are rated by the respondents as favorable. The teachers have a very positive attitude that the CPP safeguards the interest of the child (M=4.55). They believe that the policy is formulated to make sure that every child is away from harm and possible threats. Furthermore, they are positive that the CPP encourages discipline inside the classroom (M=4.19), gives the confidence that school is safe (M=4.19) and makes the teacher proud of

the profession (M=4.19). This suggests that the teachers have a positive disposition that the policy can help maintain student discipline, make the school secure, and make them proud of their chosen career as learning facilitators. Teachers and even non-teaching personnel should be fully vigilant on the incidence abuse, including bullying, in the classrooms and school premises that may affect the learners' mental health (Rogayan, 2019).

On the other hand, lowest means were noted in the following items: safeguards the interest of the teacher (3.98), gives the teacher the freedom to exercise the function and duty

as substitute parent (3.95), and gives the teacher avenue to enjoy the profession (3.89). Although in the positive level, the teachers believe that the policy interferes with their interest as teachers, limits their freedom to exercise their role as surrogate parents, and lessens the avenue where they can enjoy their career. This may imply the provision of better and more detailed standards and guidelines so that teachers will become more aware and eventually have a more favorable attitude towards the policy. Proper interpretation of the policy is needed so teachers would better know where they can stand in the policy implementation.

Policy documents such as the CPP express societal frameworks and constitute its people and those who belong to it (Del Solar, 2015). The significance of examining child-related policy is given greater push provided increasing emphasis on youths' welfare worldwide in a greater global consciousness of the significance for children to be sheltered from exploitation and negligence and live in secure and safe spaces (Roche, 2018).

Difference in the Level of Awareness and Attitude of the Respondents as to Profile Variables

The computed p-value for specialization (0.01) is lower than (<) 0.05 level of significance, thus the null hypothesis is rejected. Hence, there was a statistically significant difference at the 0.05 level of significance in the respondents' awareness mean scores by specialization. There is sufficient evidence to show statistically significant differences in the respondents' awareness by specialization. Based on the mean analysis, Values Education teachers (M=4.76) are more aware of the policy compared to those specialized in English (M=4.23) and MAPEH (M=4.17). This may be due to the fact that Values Education teachers teach values and character and ways where students can be in a safe space. However, the computed p-value for age (0.59), sex (0.46), teaching position (0.20), civil status (0.63), and length of service (0.19) are higher than (>) 0.05 level of significance, thus the null hypothesis is accepted. Hence, there were no statistically significant differences at the 0.05 level of significance in

the respondents' awareness mean scores by profile variables. There is insufficient evidence to show statistically significant differences in the respondents' awareness of the policy by profile variables.

Meanwhile, the computed p-value for age (0.49), sex (0.44), teaching position (0.55), civil status (0.87), specialization (0.10), and length of service (0.55) are higher than (>) 0.05 level of significance, thus the null hypothesis is accepted. Hence, there were no statistically significant differences at the 0.05 level of significance in the respondents' attitude mean scores by profile variables. There is insufficient evidence to show statistically significant differences in the respondents' attitude towards the policy as to profile variables.

Relationship between the Awareness of and the Attitude towards Child Protection Policy

The computed Pearson correlation coefficient (r) between teachers' awareness and attitude was 0.449 interpreted as a "moderate positive correlation." This implies that there exists a significant correlation between the level of awareness and attitude on the Child Protection Policy among the teachers. Akbar and Hameed (2019) found out that the female and male teachers perceived equal overall knowledge about children's rights. Additionally, both male and female teachers had almost equivalent degree of attitude towards provision, protection, and participation towards children's rights.

Conclusions and Recommendations

The study ascertained the level of awareness and the degree of attitude of Filipino teachers towards the Child Protection Policy (CPP). The teacher respondents are aware of the Child Protection Policy. The teacher respondents have a favorable attitude towards the policy. There are no significant differences in the awareness and attitude towards CPP when respondents are grouped according to profile variables. However, there exists a moderate correlation between the level of awareness and attitude towards CPP among the teachers.

The study recommends to sustain the CPP awareness by conducting seminars that will

comprehensively expound the duties and responsibilities of the Central, Regional, Division, District and School Offices and the personnel in the Department in the implementation of the said policy. Reiterate in the seminar that the policy safeguards the teacher's interest. Capacitate the school teachers on providing special protection to children. Teachers must be fully acquainted with Republic Act No. 7610 or the special protection of children against abuse, exploitation and discrimination act as they play a vital role as surrogate parents. A team-building or formation program is also recommended for the school teachers to reaffirm the intrinsic benefits of being the second parents to their students. Further study may also be conducted to probe other dimensions of the CPP in basic education to come up with relevant and research-based recommendations towards its improved implementation in the public schools in the Philippine context.

Acknowledgement

The author would like extend her gratitude to President Ramon Magsaysay State University Graduate School for the assistance in this research endeavour, to Dr. Domingo Edano, Dr. Irene Ebal, Dr. Renato Ruba, and Ms. Presy Antonio, for the constructive inputs that improved the paper. To Mr. Danilo Rogayan Jr. for the help in publishing this work. The author also acknowledges her dear husband, Pastor Nonie Dela Fuente, and her children, Asiel, Dang, Ammiel and Iyeng, who inspired and encouraged her to go on.

References

Akbar, S., & Hameed, A. (2019). Teachers' awareness about Child Rights Provision, Protection and Participation: Gender Perspective. *Journal of Educational Research (1027-9776)*, 22(2).

Alampay, L. P., Lachman, J. M., Landoy, B. V., Madrid, B. J., Ward, C. L., Hutchings, J., ... & Gardner, F. (2018). Preventing child maltreatment in low-and middle-income countries: Parenting for Lifelong Health in the Philippines. In *Developmental science and sustainable development goals for children and youth* (pp. 277-293). Springer, Cham.

Asio, J. M. R., Bayucca, S. A., & Jimenez, E. C. (2020). Child protection policy awareness of teachers and responsiveness of the school: Their relationship and implications. *Shanlax Int. J Educ*, 9, 1-10.

Baronia, J. M. B. (2020). Perception of elementary school heads and teachers on child protection policy in

private schools in Tanauan City Division. *IOER International Multidisciplinary Research Journal*, 2(2), 35-45.

Bayucca, S. (2020). Teachers' Awareness and School's Responsiveness to the Child Protection Policy: Basis for a Development Plan. *International Journal of Academic Multidisciplinary Research (IJAMR) ISSN*, 2643-9670.

Cemaloglu, N. (2007a). The exposure of primary school teachers to bullying: An analysis of various variables. *Social Behavior and Personality: An International Journal*, 35(6), 789-802.

Cemaloglu, N. (2007b). The Relationship between Organizational Health and Bullying that Teachers Experience in Primary Schools in Turkey. *Educational Research Quarterly*, 31(2), 3-28.

Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd Ed.). SAGE Publications.

De Wet, C. (2010). The reasons for and the impact of principal-on-teacher bullying on the victims' private and professional lives. *Teaching and Teacher Education*, 26(7), 1450-1459.

Del Solar, A.V. (2015). The cultural politics of childhood: public policies in post-authoritarian Chile. *Children and Society*, 29, 288-298.

DepEd Order No. 40. (2012). Child Protection Policy. <https://www.deped.gov.ph/2012/05/14/do-40-s-2012-deped-child-protection-policy/>

DepEd. (2014). DepEd boosts child protection policy in schools. <http://www.deped.gov.ph/press-releases/deped-boosts-child-protection-policy-schools>.

Estremera, M. L. (2018). The Boons and Banes of Child Protection Policy: The Sorsogon West Landscape. *Asia Pacific Journal of Multidisciplinary Research*, 6(2), 71-79.

Fahie, D., & Devine, D. (2014). The impact of workplace bullying on primary school teachers and principals. *Scandinavian Journal of Educational Research*, 58(2), 235-252.

Family Code of the Philippines. (1987). Executive Order No. 209, s. 1987. <https://www.officialgazette.gov.ph/1987/07/06/executive-order-no-209-s-1987/>

Koiv, K. (2015). Changes over a ten-year interval in the prevalence of teacher targeted bullying. *Procedia-Social and Behavioral Sciences*, 171, 126-133.

Korkmaz, M., & Cemaloglu, N. (2010). Relationship between organizational learning and workplace bullying in learning organizations. *Educational Research Quarterly*, 33(3), 3-38.

Ozkilic, R. (2012). Bullying toward teachers: An example from Turkey. *Eurasian Journal of Educational Research*, 47, 95-112.

Philippine Constitution. (1987). The Constitution of the Republic of the Philippines. <https://www.officialgazette.gov.ph/constitutions/1987-constitution/>

Republic Act 9231. (2003). An act providing for the elimination of the worst forms of child labor and

- affording stronger protection for the working child.
<https://www.officialgazette.gov.ph/2003/12/19/republic-act-no-9231/>
- Republic Act 9262. (2004). An act defining violence against women and their children, providing for protective measures for victims, prescribing penalties therefore, and for other purposes. <https://www.officialgazette.gov.ph/2004/03/08/republic-act-no-9262-s-2004/>
- Republic Act 9523. (2008). An act requiring the certification of the Department of Social Welfare and Development (DSWD) to declare a "child legally available for adoption" as a prerequisite for adoption proceedings, amending for this purpose certain provisions of republic act no. 8552, otherwise known as the domestic adoption act of 1998, republic act no. 8043, otherwise known as the inter-country adoption act of 1995, presidential decree no. 603, otherwise known as the child and youth welfare code, and for other purposes. <https://www.officialgazette.gov.ph/2009/03/12/republic-act-no-9523/>
- Republic Act No. 7610. (1992). An act providing for stronger deterrence and special protection against child abuse, exploitation and discrimination, and for other purposes. <https://www.officialgazette.gov.ph/1992/06/17/republic-act-no-7610/>
- Reusia, D.H.R., Rogayan, D.V. Jr., & Andres, K.P. (2020). Science education graduates of a state university from 2008-2018: A tracer study. *The Normal Lights*, 14(1), 56-79.
- Roche, S. (2017). Child protection and maltreatment in the Philippines: A systematic review of the literature. *Asia & the Pacific Policy Studies*, 4(1), 104-128.
- Roche, S. (2018). Childhoods in policy: A critical analysis of national child protection policy in the Philippines. *Children & Society*, 33(2), 95-110.
- Rogayan, D. V. Jr. (2019). Dilemmas encountered by Aeta students in a state university in Central Luzon, Philippines. *Journal of Humanities and Education Development*, 1(5), 236-242.
- Rogayan, D.V. Jr. (2018). Why young Filipino teachers teach? *Asia Pacific Higher Education Research Journal*, 5(2), 48-60.
- Russo, A., Milić, R., Knežević, B., Mulić, R., & Mustajbegović, J. (2008). Harassment in workplace among school teachers: Development of a survey. *Croatian Medical Journal*, 49(4), 545-552.
- UNICEF. (1989). Convention on the Rights of the Child. <https://www.unicef.org/child-rights-convention/convention-text#>
- United Nations. (1948). Universal Declaration of Human Rights. <https://www.un.org/en/universal-declaration-human-rights/>
- Zamora, K. L., & Madrigal, D. V. (2018). Child protection policy compliance in a Catholic educational institution. *ASEAN Journal of Education*, 4(2), 22-34.