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EXTENT OF AGREEABILITY AND PRACTICES OF TEACHERS ON CHILD PROTECTION ISSUES

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ABSTRACT

This study investigated the extent of agreement on teachers' knowledge about abuses, their attitudes regarding neglect, and their practices in child protection. It employed a quantitative descriptive-correlational and descriptive-comparative research design. The unit of analysis was 121 teachers from public and private schools in Davao City, who were selected through stratified random sampling using a proportionate sampling technique. An adopted survey questionnaire on the knowledge and attitude of teachers and a teacher-made questionnaire on practices in child protection were used. The statistical techniques applied were frequency and percentage, mean and standard deviation, independent samples t-test, one-way ANOVA, Pearson product-moment correlation, and multiple linear regression analysis. The results revealed that a high percentage of the teachers were female and teaching in public schools, were not enrolled in master's or doctoral degree programs, had at least five years of teaching experience, and, for the most part, had no training on child protection. The extent of agreement on knowledge about abuses and on attitude regarding neglect was moderate, which implied that teachers sometimes manifested knowledge and attitude on child protection. The level of practices was high, which showed that teachers always employed practices on child protection. Correlational analysis revealed that knowledge, attitude, and practices were significantly related. Similarly, regression analysis indicated that knowledge and attitude significantly predicted practices on child protection.

Keywords: *Education, agreeability, child protection, abuses, neglect, practices, descriptive correlation, Philippines*

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INTRODUCTION

Background of the Study

Pupils spend a large portion of their time in school, which gives teachers more access to them than most other professionals. Teachers in this context are referred to as classroom teachers who act as advisers or subject teachers of their respective classes. Herein, teachers are given the full responsibility to ensure that their pupils are safe and protected. However, there are issues that have been raised in the classrooms where pupils' rights are somewhat violated or not given much attention. Thus, it is right and timely that this endeavor will be pursued to update and raise awareness among teachers concerning child maltreatment or protection.

Protecting the pupils or students is not a lone responsibility of the teacher. It is a responsibility shared by all. Different stakeholders like the community, parents, school, and school staff should all be involved in the process of detecting, managing, and preventing maltreatment of children. In order to do this, these stakeholders need to be adequately trained in issues of child protection (Naeem, 2014). Indeed, teachers' role and responsibilities in child protection demands a bigger heart. It is highlighted that in child protection, these roles and responsibilities must be evident to every teacher. These include providing support and information, conducting case conferences and planning, monitoring the student and his/her conditions, and writing reports.

Teachers are the key persons in the learning sphere. They provide support and information when they are notified or requested to assist students, and they share information with students during case conferences. Meanwhile, during the conduct of case conferences and planning, teachers' presence is highly visible, and they are willing to contribute or share information needed to make the conference successful. Another role of the teacher is to monitor the students and conditions; regular monitoring is done by the teachers of the identified students who need protection and care. Lastly, in report writing, all cases of student abuse are well-documented and kept by the teachers. Reports will serve as a basis for future planning and development of a policy that protects the student or child.

It has been noted that abuses are still prevalent in school. The lack of intense monitoring and resolution of cases puts every child in danger or harm. Surprisingly, there is a deficiency in the implementation of policies that continues to allow abuses to occur in the workplace. The link between administrators and children must be strengthened to eliminate cases of abuse in schools.

Therefore, the educator plays a vital role in identifying, reporting, and preventing child abuse and neglect. Over the last few decades, various organizations have developed programs directed at informing educators that they are a valuable resource. Professionals submitted more than one-half (56.5 percent) of the cases referred to and assessed or investigated by child protective services (CPS), with education personnel the most frequent source of reports (16.2 percent) (US Department of Health and Human Services, 2003). Several studies indicate that many educators are not entirely clear what the indicators of child abuse and neglect are or how to report suspected maltreatment (Goebbels, Nicholson, Walsh, & De Vries, 2008). One study surveyed 2,793 schools to assess staff readiness to report maltreatment. Because only 51 percent of those completing the questionnaire had received training on reporting child maltreatment, there is still much work to be done to alert educators to their important role in identifying and reporting abuse and neglect (Durand, 2010).

In Pakistan, very little formal training is given to teachers about the issues of child abuse, neglect, violence, and exploitation (Naeem, 2014). At a national level, no child protection training has been given to the teachers. It is not a part of their training curriculum. As part of their training, they are taught to focus only on the academic side of a child's development. Hence, even though teachers can have an important role in psycho - social rehabilitation, most teachers only focus on academic development.

In the Philippines, there are reports of abuses such as physical, verbal, and sexual abuse inflicted by teachers and other school personnel (PWUCWC - UNICEF for Plan Philippines, 2009). It can be noted that 73.58% of children in Grades 4-6 and 78.36% in high school surveyed in urban areas have suffered verbal abuse violence from their

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peers; 30.17% of children in Grades 4-6 and 37.57% in high school surveyed in rural areas have experienced physical abuse or violence committed by their peers; and 26.74% of children in Grades 4-6; and 43. 71% of high school students in urban areas surveyed have experienced verbal sexual abuse committed by their peers, and 9.65% of Grades 4-6 and 17.71 of high school students experienced inappropriate touching.

There are mandates in the Philippine Constitution, particularly noting Article XV. Sec. 3 (b). 1987, which states that the State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation, and other conditions prejudicial to their development. Article **XIV,** Section 3 (b): "all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights; and Articles 218, 220, and 233 of the Family Code of the Philippines and PD 603 "give 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"... In doing so, it is the task of every teacher that these mandates be obeyed and demonstrated to innocent pupils. Also, this would serve as a reminder to all stakeholders that everyone has rights and must be respected.

From the above statements, the eventual goal of this study was to assess teachers' knowledge, attitudes, and practices concerning child protection. Also, it is noted that teachers' profile, namely: gender, type of school, educational qualification, years of teaching experience, and number of trainings attended, may significantly affect the knowledge, attitude, and practices of teachers concerning child protection. Inferences tell us that every individual is unique, and the level of understanding he/she possesses may differ from one another. Hence, in treating child protection cases, diverse responses or perceptions may come up once this study is finalized. Nevertheless, few studies can be found that explain the potential influence of teachers' profiles on child protection issues.

Review of Related Literature

Depicted below is the extant literature that provides strong evidence and support for the present study. The manner of presentation starts from issues of child protection and ends with discussion on studies related to the present endeavor.

Knowledge of Teachers on Child Protection Issues

Physical Abuse. It is an abuse of a child that results in actual or potential physical harm from an interaction, or a lack thereof, which is reasonably within the control of a parent or the person in a position of responsibility, power, or trust (Yount, DiGirolamo & Ramakrishnan, 2011). It refers to any non-accidental injury that is perpetrated on the child, resulting from practices such as punching, beating, kicking, or otherwise harming the child (Zafar & Naeem, 2013). This physical injury can result from either a single or multiple episodes. The severity also varies from minor bruises to death (Dedel, 2010). Two possible reasons for this could be either corporal punishment with the intention of disciplining or uncontrolled anger of the caregiver.

Physical punishment is an important concept that is linked to child physical abuse. It may be that the caretaker does not intend to hurt the child but only wants to discipline him/her. The injury may be a result of strict discipline or physical punishment that may be inappropriate considering the child's age or condition. The line between physical abuse and disciplining via physical punishment is blurry at best. The risk factors for both child physical abuse and physical punishment are considered very similar; they are both detrimental to the well-being of the child (Durrant & Ensom, 2012). It is also seen that parents who demonstrated poor or a lack of empathic ability on an analog task were more likely to punish their children, and their children were more liable to physical abuse (Rodriguez, 2013). However, the general public's views about physical punishment and physical abuse are very different. Where abusive behavior is commonly frowned upon and is regarded as unacceptable, opinions and attitudes towards physical punishment vary across individuals and cultures.

Sexual Abuse. Naeem (2014) defines it as the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared

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and cannot give consent, or that violates the laws or social taboos of society. Child sexual abuse is evidenced by this activity between a child and an adult or another child who, by age or development, is in a relationship of responsibility, trust, or power, the activity being intended to gratify or satisfy the needs of the other person. This may include but is not limited to: 1) The inducement or coercion of a child to engage in any unlawful sexual activity; 2) The exploitative use of a child in prostitution or other unlawful sexual practices; and 3) The exploitative use of children in pornographic performances and materials (Murray, Nguyen, & Cohen, 2014).

Hence, child sexual abuse can consist of a range of touching and/or non-touching behaviors directed at the child. It includes inappropriate comments, touching, sharing of pornographic material, and the like, with the child, exhibitionism by anyone at the party, and rape. It could consist of both violent and nonviolent acts (Woan, Lin, & Auerswald, 2013).

The perception of childhood abuse is surrounded by myths and misunderstandings. A child can never be responsible for sexual abuse, as there is always victim culpability. One of the popular myths is that the child may be held partly responsible for the sexual crime against him/her. This could consist of a range of beliefs such as the juveniles seducing the perpetrators; the victims have the duty to physically resist and say no to any sexual advances made towards them (Collings, 2002). Attributions such as the just world phenomenon, like that of bad things happening to people who deserve it, are ascribed to the victim, which makes it easier for the person to feel a decreased sense of susceptibility to abuse (Winstok & Straus, 2011).

The credibility of the victims is also at stake. People may believe that juveniles often fabricate stories to gain attention (Cromer & Goldsmith, 2010). The age of the child is associated with the perception of credibility and culpability. Younger children are considered more credible and less culpable compared to older children, especially teenagers (UNESCO, 2012). These perceptions cloud the judgment of the victim of sexual abuse. A meta-analysis conducted on the perceptions about CSA showed that the effect sizes for both victim age and respondent gender on victim credibility were inversely moderated by the presence of perpetrator force and/or victim resistance (Font, 2013).

If a child knows how to protect his or her body, sexual abuse can be prevented. Schools are an ideal place for primary prevention programs; in addition to being child-friendly schools, the visibility of women's and children's desks and being economically conducive, classrooms also provide an excellent environment to promote discussions and opportunities for participants to reflect on course content. Many school-based programs aim to provide children with adequate knowledge and self-protection skills. A meta-analysis of 16 evaluation studies of school programs for prevention of sexual victimization found that programs that include explicit training of self-protection skills were more effective than those which only concentrated on teaching concepts related to sexual abuse. It was also found that children who are less than five and a half years old benefit more from intervention programs, and most programs were conducted in schools (Vinkovic, 2010).

If teachers are trained and are able to detect early signs of abuse, secondary intervention can be more effective. The teacher needs to carefully analyze the child's physical condition, behavioral indicators of the child, as well as behavioral indicators of the parent family. These cues include whether the child is engaged in activities that a child of his/her age would know, whether the child is terrified or preoccupied by sexual matters, whether he/she is exhibiting withdrawn or aggressive behavior, if the child has a sudden change in relationships and academic performance, if he/she has a special and secret relationship with a parent or a relative, and whether the child has any self-mutilating and self-destructive behavior (Lund & Vaughn-Jensen, 2012).

Emotional abuse. It refers to the failure to provide children with an emotional environment that is adequate for their psychological, developmental, and physical progress. The definition of emotional abuse is often vague, and there have been dire consequences due to unclear literature found on emotional abuse (Dubowitz, Merrick, Muhammad, Taub, Intebi & Roylance, 2009). This form of abuse includes the failure to provide a developmentally appropriate, supportive environment, including the availability of a primary attachment figure, so that the child can develop a stable and full range of emotional and social competencies commensurate with her or his personal

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potentials and in the context of the society in which the child dwells. There may also be acts towards the child that cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust or power. Acts include restriction of movement, patterns of belittling, denigrating, scapegoating, threatening, scaring, discriminating, ridiculing, or other non-physical forms of hostile or rejecting treatment (Jones, Bellis, Wood, Hughes, McCoy, Eckley & Officer, 2012).

Some practices, like using children for personal motives (for example, even in fundraising), are considered emotional abuse, and strict ethical codes apply to minimize such practices (Ba-Saddik & Hattab, 2012). However, the definition of normal and acceptable in one society may be different in another. For example, showing affection by close contact with children in Western cultures is desirable and normal. But in some cultures (for example, Chinese), praise is regarded as undesirable, as it encourages arrogance. In African countries, it is acceptable to threaten children with a bogeyman, which would be unacceptable in other cultures (Gamlin, Camacho, Ong, & Hesketh, 2013). Hence, cultural perspectives and perceptions are important to consider when emotional abuse is concerned.

Emotional abuse is hidden and often not recognized or noticed. However, it has damaging effects on the child's perception of relationships, self-perception, use of relationships, adaptability, development, and psychological and physical health. Some risk factors that increase the likelihood of emotional abuse include the child's temperament, parental mental health issues, for example, depression, parental abuse of drugs, and parental inconsistency in attachment behavior (Coman & Devaney, 2011). Teachers can recognize whether a child is emotionally abused by looking at his/her behavior and physical cues. These include unprovoked crying or yelling, developmental lags, self-deprecation, a poor sense of worth, and a lack of self-confidence (Lund & Vaughn-Jensen, 2012). Emotional abuse is harder to detect as compared to sexual and physical abuse (Gamlin et al., 2013) and requires a more holistic approach for detection as well as prevention of abuse.

Attachment is the key to emotional abuse. Ineffective parental behavior is described as passive or passive/aggressive towards the child's emotional needs (Gamlin et al., 2013). Parents with mental problems usually exhibit a more inconsistent attachment style with the child. Hence, most interventions are directed towards building a positive relationship between the child and the parent/caregiver (Meintjes, Field, Sanders, Van Heyningen, & Honikman, 2010). These include developmental counseling, stress management, work on attachment, video recording, feedback, and working directly with children (Gamlin et al., 2013).

Attitudes of Teachers on Child Protection Issues

Emotional and Physical Neglect. Naeem (2014) defines it as the failure to provide for the development of the child in all spheres: health, education, emotional development, nutrition, shelter, and safe living conditions, in the context of resources reasonably available to the family or caretakers, and causes, or has a high probability of causing harm to the child's health or physical, mental, spiritual, moral, or social development. This includes the failure to properly supervise and protect children from harm as much as is feasible (Fazal, 2012).

Neglect can be physical and emotional. While physical neglect refers to physical aspects like food, shelter, and medication, emotional neglect refers to failure to provide enough love and care to support the child's psychological development. Emotional neglect also refers to the psychological unavailability of the caregiver, inability to give enough time and attention to the child's needs (Gamlin et al., 2013). This could be due to their own perception and attitudes towards child-rearing, the nature or timing of the parents' jobs, family breakdowns, father's absence or lack of interest, and increased reliance on housemaids for raising children (Calvete & Orue, 2010).

Risk factors for neglect are associated with parental psychological variables (including self-esteem, impulsivity, annoyance, substance abuse diagnoses, lack of social support, daily stresses, maternal expectations and attribution for child behavior), child variables (including age, child behavior problems), family variables, and community variables (including higher poverty, large urban cities, etc.) (Bauman, Toomey, & Walker, 2013). Other factors of bad parenting styles, economic resources, and hardships are also potential risks for neglect. Additionally,

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parental depression, self-efficacy, involvement with child's activities, and parenting stress also predict neglect (Slack, Berger, DuMont, Yang, Kim, Ehrhard-Dietzel & Holl, 2011). Research suggests that maternal neglect is independently associated with breastfeeding duration. In a study by Strathearn, Mamun, Najman & O'Callaghan (2009), a nearly fourfold increase in the odds of maternal neglect was found for non-breastfed children as compared to those who were breastfed for at least 4 months. Hence, breastfeeding may play a protective role in helping prevent maternal neglect. It is important to note that all these factors interplay to either increase the risk of child neglect or protect against it. Hence, a prevention strategy/ intervention need to focus on all these elements for a better result.

tt Moreover, child neglect has severe consequences on the child's health and wellbeing. It has both short- and long-term effects on the spheres of social, cognitive, and behavioral development. As compared to children who are physically abused, children who have been neglected have more grave outcomes. These include cognitive and academic deficits, social withdrawal and limited peer interactions, and internalizing (as opposed to externalizing) problems (Young, Lennie, & Minnis, 2012). The aspect of attachment is severely affected, and the child may develop disorganized attachment (Fazal, 2012). Further, physical neglect has caused an alarming number of fatalities in children. In a study looking at fatalities caused by maltreatment, it was found that neglect accounted for the majority (51%) of deaths.

In these cases, the ages of the children in the sample were mostly younger than 5, and parents were most often the alleged perpetrators (Damashek, Nelson, & Bonner, 2013).

Neglect, especially emotional neglect, is harder to detect. However, if teachers and other stakeholders are trained, they can be more vigilant in detection.

These indicators include the child being dirty and hungry, engaging in regressive behavior (thumb sucking, head banging), and engaging in behaviors like begging and stealing (Lund & Vaughn-Jensen, 2012). Recently, it has also been noted that children spend excessive amounts of time in front of the television/ computer/ smart phones and playing video/online games. The caretaker is sometimes consciously aware of it but uses it to distract the child. This may also be a behavior associated with neglect.

Exposure to Violence. The World Health Organization defines violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation (Rutherford, Zwi, Grove, & Butchart, 2007). Violence is a broad topic, even covering other forms of maltreatment like sexual and physical abuse. However, this section will only refer to some forms of exposure to violence. It will briefly cover children's exposure to indirect violence (video games and television), domestic violence, school violence, and community violence.

In today's world, children are exposed to all forms of violence either indirectly, via media and advancing technology, or directly. This has harmful effects on their maturing mind and they tend to develop cognitive schemas that are associated with negative behaviors. Research suggests that there is a strong link between exposure to violence and aggression. Children exposed to violence exhibit violence towards animals and their peers (WHO, 2004). Research also suggests that cognitive schemas of violence and narcissism are associated with proactive aggression, while the abuse schema is associated with reactive aggression. Proactive aggression refers to one in which the individual anticipates a reward or expects a favorable outcome. Alternatively, reactive aggression is a response to a threat or perceived provocation (Calvete & Orue, 2010).

Children spend a major chunk of their time in front of a screen. It could be watching television, playing online/ video games, or even skimming through their smartphones and apps. In a study, 47% of participants who were recruited from middle school reported that they had played one or more intensely violent games (Allahverdipour, Bazargan, Farhadinasab, & Moeini, 2010). Children tend to watch/ observe their parents watching television with flashing images of violence or civil unrest, for example, in the news or other programs (WHO, 2004). Even

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programs that are targeted towards children contain more violence than some other types of programs. It may be as glamorized in children's shows as in other shows. These may heighten the risk of children learning aggression and becoming desensitized to violent representations (Krahe, Moller, Huesmann, Kirwil, Felber & Berger, 2011). Aggression can be learned via watching television. There is a significant association between the amount of time spent watching television during adolescence and early adulthood and the possibility of using aggressive acts against other people, with or without a history of aggressive behavior (Johnson & Christensen, 2012). It is important to supervise the child while they are on the internet, watching television, and playing games.

Some children are exposed to violence in their own homes. Domestic violence refers to the assaultive and coercive behaviors that adults use against their intimate partners (Gray, 2009). It is a global issue and has immense implications for children. It is estimated to be higher in underdeveloped/low income countries than in higher-income countries. Children are most often witnesses to domestic violence and are either silent observers or act as protective figures for the victim (usually mothers). There are many implications for children. These include different types of maltreatment, including psychological, physical, and sexual abuse; specific acts of abuse such as threatening, hitting, and using weapons; and severe or injurious effects such as bruises, hospital visits, and even death, all dependent on the timing, frequency, duration, and age of exposure (Gray, 2009).

Some children exposed to violence at their schools are bullied by their peers. Bullying is commonly defined as acts of aggression repeated over time and those involving a power imbalance between the perpetrator and his or her targets (NEMIS- AEPAM, 2013). Traditional bullying involves the use of direct aggression toward the target. The most common place for bullying has traditionally been schools, where the perpetrator could be the same age or older. Another type of bullying that has recently emerged is cyber-bullying. This form of bullying is done through the use of electronic venues such as instant messaging, e-mail, chat rooms, websites, online games, social networking sites, and text messaging (Kowalski, Limber, & Agatston, 2012). In traditional bullying, bullies often have low self-esteem, and their behavior could be attributed to seeking attention. Other factors are associated with school-examination-related strain (Moon, Hwang, & McCluskey, 2008). However, cyber-bullying is far more complicated than traditional bullying. Both traditional bullying and cyber-bullying have harmful effects on the academic achievement, psychological well-being, and physical health of the victim (Kowalski & Limber, 2013). Depression could also be a mediating factor between suicide attempts and bullying (Bauman et al., 2013). Bullying also has negative influences on a child's ability to form social bonds; his/ her attachment, commitment, and belief towards schooling suffer (Popp & Peguero, 2012).

Lastly, another factor that relates to the issue of bullying is a child's exposure to violence in the community he/she dwells in. Children are exposed to a range of violent behaviors in their communities, ranging from witnessing physical assaults to death (for example, someone threatened with serious physical harm, beaten up or mugged, attacked or stabbed with a knife/piece of glass, or seriously wounded or killed in an incident of violence) (O' Donnell, Roberts & Schwab-Stone, 2011). This depends greatly on the violence that is prevalent in the community.

Examples of this can be found in places of civil unrest or war zones. Community violence has a serious impact on the child's mind. Both externalizing and internalizing behaviors, including Post-Traumatic Stress Disorder (PTSD), aggression, depression, and substance abuse, are associated with witnessing violence (Buka, Stichick, Birdthistle & Earls, 2001). Furthermore, research suggests that perceived neighborhood violence is associated with an increased use of aggressive disciplining practices by the parent (Winstok & Straus, 2011).

In some cases, community violence erupts due to differences in people's views, beliefs, and attitudes (for example, race, ethnicity, and religious ideologies).

In other situations, it could be due to power struggles or an economic divide between different sections of society. It can also be due to unresolved issues from the past and deep-rooted negative feelings toward oneself or others (Zaman & Sabir, 2013).

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Family environment can play a very important part in building the child's resilience and moderating the negative effects of exposure to violence (Proctor, 2006). It has been deduced that family cohesion moderates the impact of witnessed community violence on delinquent behavior (Barr, Hanson, Begle, Kilpatrick, Saunders, Resnick, & Amstadter, 2012). Moreover, it has also been seen that parents' exposure to violence can have a negative effect on the child. In a study conducted on mothers from low-income backgrounds, the intensity of community violence exposure was positively associated with both types of aggressive parenting practices, both psychological and physical (Zhang & Anderson, 2010). Similarly, a positive school environment is also found to be a moderating factor for negative outcomes (O' Donnell et al., 2011). Prevention strategies focusing on creating a positive environment, at school and at home, and increasing tolerance can help minimize the negative effects of violence.

General Indicators of Abuse and Neglect

There are some indicators that serve as general signs that a child may be experiencing abuse or neglect rather than signaling the presence of one particular type of maltreatment. These general indicators include academic as well as emotional or psychological clues (Crosson- Tower, 2003). It is important to remember that these also can be signs of other problems such as substance abuse, a reaction to divorce, or the witnessing of domestic violence, so it is crucial to follow each school's protocol in reporting suspected abuse.

Academic Clues. Academic performance may be a clue to the presence of child abuse and neglect. This is particularly true when there are sudden or extreme changes in performance. Previously good students who suddenly seem disinterested in school or who are no longer prepared for class may be maltreated. Students who suddenly refuse to change for gym class may be concealing evidence of beatings. There can be numerous clues suggesting neglect. Some of these factors may affect academic performance, such as children whose broken glasses have not been replaced.

Studies have revealed a relationship between child maltreatment and certain learning problems. Cornell University's Family Life Development Center matched maltreated children with 530 children who had not suffered abuse or neglect and evaluated the school performance of each child based upon grades, grade repetition, achievement test scores, and other school adjustment issues such as truancies, suspensions, and infractions of disciplinary codes. Results indicated that maltreatment has a significant negative influence on children's performance in school. The maltreated children scored lower on tests, especially in reading, and earned fewer A's and B's and more F's than children who were not mistreated. In addition, children who have been maltreated show discipline problems at school, poor achievement, increased absences and dropout rates, and a greater likelihood of repeating grades.

Further, a similar study in Georgia using a smaller population, 21 physically abused children and 47 neglected children, and a nonmatched control group compared test scores, grades, and teacher and parent interviews to examine the academic, social, and adaptive behavior of school-age children. Significant differences between the maltreated children and those in the control groups were found. Abused and neglected children were more likely to demonstrate disturbed behaviors such as aggression, hyperactivity, anxiety, and depression. Maltreated children had lower self-concepts and felt unpopular in school. They scored significantly lower in language, math, and reading on the Iowa and Georgia Criterion Reference Tests. Teachers felt these children were learning at below average levels and were more likely to repeat a grade (Crosson-Tower, 2003).

Research also indicates that a child who is physically disabled or developmentally delayed is at a statistically greater risk of child abuse and neglect. In some instances, the disabled child may be viewed as a disappointment, a burden, or proof of the parents' failure. Educators should be sensitive to the particular stresses that having a disabled child can produce in some families.

Children whose physical needs and problems are ignored also may experience learning difficulties. Children who are always hungry, who cannot see the blackboard because they need glasses, or who cannot hear the teacher because they need hearing aids, cannot learn well, and this inability to learn will be reflected in academic achievement.

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Academic difficulties may have a variety of causes, and the presence of an academic problem does not prove that child abuse or neglect exists. The possibility of child abuse or neglect, however, must be considered along with other possible causes when the problem is assessed.

Emotional and Psychological Clues. Educators typically are sensitive to children who are physically or mentally challenged. That sensitivity should be extended to abused and neglected children, who also may appear to be different. They should be alert to children who are " hostile and angry, those who effectively alienate all who come in contact with them, or children who may be passive, withdrawn, and uncommunicative. These represent extreme ranges in the expected behaviors and attitudes of abused and neglected children. Additionally, sudden changes in a child's emotional or psychological well-being may serve as clues to child abuse and neglect. The previously gregarious child who becomes uncommunicative and withdrawn might be concealing maltreatment.

Familial Clues. The educator often has several opportunities to observe family dynamics. Normal interactions with the parents may indicate how they feel about the child. There may be an increased risk of child abuse and neglect if the parents consistently: blame or belittle the child; see the child as very different from his or her siblings in a negative way; see the child as bad, evil, or a monster; find nothing good or attractive in the child; seem unconcerned about the child; fail to keep appointments or refuse to discuss problems the child may be having in school; and behave in a bizarre or irrational manner. There are instances when the educator knows a child's family is in marital crisis, experiencing economic or emotional turmoil, or has other significant stressors. Such information may be relevant and helpful to CPS when maltreatment is suspected, and a report is made.

Practices on Child Protection

Best practices can be defined as the measurement, benchmarking, and identification of processes that result in better outcomes (Kramer & Glazer, 2001).

A variety of terms, based on the use of evidence to inform decision-making, can be used to describe 'Best practices' in child welfare. For example, the terms standards, quality, and evidence-based (EB) practice are frequently used to describe Best Practices and are approaches used to achieve Best Practices in child welfare (Corcoran & Vandiver, 2006; Holden et al., 2012). The use of evidence in social work practice provides social workers with the means to manage uncertainty in complex and challenging work environments (Holden, Tuchman, Barker, Rosenberg, Thazin, Kuppens & Watson, 2012).

Practices can be integrated into basic elements of child welfare practice within the framework of an ecological approach, as this approach encompasses the child welfare system as a whole. Child welfare services, from protection to support, are provided within the context of organizations, implemented by social workers.

The larger system impacts directly and indirectly on service delivery policies and procedures and ultimately, the people they serve (Rosenthal, 2006).

Creation of a child-friendly environment. The Child Abuse Prevention Program of the Department of Education identifies practices for child protection, welfare, and development. It is very important that, before the child is enrolled in the school, a meeting is held at which all school personnel involved with the child attend along with the child's parents/guardians. At that meeting, the needs of the child should be addressed and agreement reached as to how the school can meet those needs. It is important that those involved with the intimate care of the child agree on practices which are acceptable to the staff, the child and the parents. It may be useful to have an Intimate Care Policy outlining the agreed practices. Practices agreed should be sufficiently flexible to cover unforeseen situations, e.g. if personnel involved in assisting the child are absent.

It is also considered good practice to do background checks on anyone being considered to assist in a voluntary capacity or seeking work experience in the school. Many colleges and organizations seeking to place individuals on work experience in the school will supply that information. It is also the responsibility of the Board of Management to ensure that all personnel are properly supervised and supported in the work they are doing.

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On the other hand, toileting accidents are not uncommon, particularly at junior level, and it is therefore prudent that schools address how these situations will be dealt with in the school. Parents may not be in a position to come to the school immediately should their child have a toileting accident, and consideration has to be given to the implications of leaving a child unattended in this situation. Unless there are very specific reasons why school staff should not attend to the child, procedures with which staff members are comfortable and which have due regard to minimizing upset to the child should be agreed. A note should be kept of such incidents and parents should be informed. In regard to changing for games, many schools avoid difficulties in this area by requesting parents to ensure that children wear suitable clothing for this, like shoes with Velcro fastenings and clothes that children can change easily.

However, in activities that require children to change clothing, appropriate steps should be taken to ensure that reasonable protection is afforded to the children and staff members involved. Due regard needs to be given to the potential health, safety and abuse concerns. To that end the Board of Management should " ensure that: a balance is struck between the child's right to privacy and adequate supervision with due regard to gender issues, where children need assistance with changing agreement should be reached between parents and staff as to how best those needs can be met, clear boundaries are set down if volunteers are involved in assisting with changing, supervision, boundaries will vary depending on age/needs of child and on the physical constraints, parents are notified if volunteers are assisting children, staff should avoid assisting children with anything of a personal nature that the children can do for them, a report of any incident be made to the principal, parents and Board of Management, as appropriate. It is good practice to have at least two adults present while children are changing for swimming or at any out-of-school event.

On the other hand, supervision arrangements will vary from school to school depending on the physical layout, the ages and the needs of children. School staff should have agreed arrangements for the recording of accidents or incidents that take place while children are under the supervision of school staff. Inadequate supervision can contribute to greater opportunities for peer abuse, bullying, and victimization. Other areas that should be considered are the administering of First Aid, the possible implications of taking children alone on journeys, and the collection of children by someone unknown to staff. Where schools are aware of a court order being in place which prevents someone from having access to a child, a copy of that order should be requested by the school. In the event of the parent/guardian's non- compliance with the court order, they should be summoned to the school. Further, one-to-one teaching may be provided if it is deemed appropriate for an individual. Schools need to weigh up the benefits of this against the possible disadvantages in relation to a child protection issue. Every effort should be made to ensure the protection of children and staff. It is crucial that clear boundaries are put in place regarding the physical environment, seating arrangements, and proper timetabling. If a child needs learning support or one-to-one teaching, parents should be advised of any arrangements in place. Additionally, visitors/guest speakers should not be left alone with children. The school has a responsibility to check out the credentials of the visitor/guest speaker and to ensure that the content/material in use is appropriate.

On the other hand, Art. XV. Sec. 3(b) of the 1987 Philippine Constitution states that the State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation, and other conditions prejudicial to their development. Article **XIV,** Section 3 (b): all educational institutions shall inculcate patriotism and nationalism, foster love of humanity, and respect for human rights.

Furthermore, Articles 218, 220, and 233 of the Family Code of the Philippines and PD 603 give 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. Authority and responsibility shall apply to all authorized activities whether inside or outside the premises of the school, entity or institution.

Additionally, DepEd shall ensure that schools are conducive to the education of children. The best interest of the child shall be the paramount consideration in all decisions and actions involving children. Teachers are their

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substitute parents and are expected to discharge their functions and duties with this in mind. It shall promulgate a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying, and other forms of abuse.

Monitoring and Management of Maltreated Children. Teachers and schools can play a crucial part in preventing child maltreatment. Schools provide an excellent platform for prevention programs; they provide a safe and stable environment, especially for those who are maltreated and are embroiled in poverty and disaster. It may also provide a platform for discussion and interaction with peers (Boothby & Mervin, 2003). Furthermore, teachers can play an important part in the detection, management, and reporting of maltreated pupils. (Walsh et al., 2005). Prevention of child maltreatment can be primary, secondary, or tertiary. Primary prevention refers to stopping the occurrence of maltreatment in the whole population (WHO, 1999). Primary preventive measures of maltreatment in schools include school-based activities towards non-violence (Crooks et al., 2011). Secondary prevention refers to interventions for those individuals who are at risk of maltreatment (Zafar & Naeem, 2014). It includes school-based social services for high-stress environments (Zafar & Naeem, 2014), safe play programs in disaster situations, school-based psycho-social support for children living in stressful situations (for example, in Palestine), classroom-based initiatives with a distinct psychological recovery component, peer-peer groups (Bussmann et al., 2009), and school-based social support for high-stress environments (Zafar & Naeem, 2014). Tertiary prevention refers to stopping further harm after the maltreatment has already occurred. Programs working on tertiary implementation include school-based counseling (Boothby & Mervin, 2003), school-based trauma intervention (Nadeem et al., 2011), and Traumatic Grief Cognitive Behavioral Therapy (Cohen et al., 2006).

Teachers are important individuals who can play a vital role in a child's development. They interact with the child on a regular basis, enabling them to observe and monitor slight deviations in the child's behavior. Moreover, the child sometimes develops a close relationship with the teachers and becomes willing to disclose family life and maltreatment (Laskey, 2005). Responding to children and young people may involve recognizing the signs of abuse, providing early intervention programs, or reporting to the Child Protection Service.

In some countries, teachers are obligated to report any cases of suspected maltreatment to the authorities. Countries in which it is mandatory to report include Australia (Gray, 2009), the United States of America (McIntyre, 1987), the United Kingdom (Laskey, 2005), Canada and the Netherlands (Wekerle & Wolfe, 2013), and most other European countries (Schols et al., 2013). In these countries, child protection laws have been enforced and implemented, systems are in place to prevent maltreatment, and teachers and other stakeholders have been trained about child safeguarding issues. Most research about teachers' understanding of issues of child protection is concentrated in these countries, and very little research has been done on low income/ developing countries. Recent studies have focused on trends with respect to reporting by teachers in these countries (Wekerle & Wolfe, 2013). Therefore, their example can be used as torch-bearing models of how child protection services/ systems and understanding of teachers have developed over time.

As a case in point, the British government has taken a top-down approach to create standard procedures, roles and responsibilities for all professionals who are in close contact with the child. In the Government's guidance, Working Together to Safeguard Children, these procedures and roles are clearly outlined. For effective implementation, each local authority has set up its own Local Safeguard Children's Board (LSCB). This board includes the police, the health council, and other bodies like schools, domestic violence forums, etc. This board covers areas of helping in the implementation of policies and procedures, spreading awareness among the masses, monitoring, evaluating, and reviewing serious cases, including deaths (Gray, 2009).

Although the Child Protection System in England and the rest of the United Kingdom has been evolving for over a century (Gray, 2009), it was only recently in 2002 that an amendment to legislation was passed regarding schools and child protection. According to this amendment, it was the schools' and local authorities' duty to make sufficient arrangements to protect their children and promote their welfare. While the enforcement of this amendment took time, a considerable amount of literature was published and made public following its approval. The amendment

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was with regard to helpful advice on not only identifying and reporting cases of abuse but also on collaborating with other professionals to prevent child maltreatment (Laskey, 2005).

On implementation, a Child Protection Coordinator was appointed within every school who was assigned the responsibility of communicating with the local social services department. The same co-ordinator would make the decision to report a case of child abuse, as well as ensure that all employees and teachers are aware of the signs of and procedures related to child maltreatment. This Child Protection Coordinator is usually the head teacher of the school. The teachers are trained regarding these signs and procedures during their teacher training qualification and/or in-house workshops or external courses. Although there have been problems regarding the length and content of these courses, they have been useful in training teachers to recognize and detect child abuse and neglect (Laskey, 2005).

Conduct of Case Conference. According to UNICEF (2009b), a case conference is a multi-disciplinary tool that may be used to explore the problem of a particular child or of a group of children affected by the same problem from different perspectives and disciplines. It comprises professionals or frontline officers from different backgrounds and sectors who, through their expertise and experience, help in understanding the child's problem, contribute to finding appropriate solutions, and develop care plans. The focus of the case conference is on the protection and welfare of the child. A family perspective is also favored, as the Convention on the Rights of the Child (CRC), in its preamble, recognizes the family as the fundamental group of society.

Additionally, the Child Abuse Prevention Program of the Department of Education develops the following strategies for the conduct of case conferences. These are conducting sessions, trainings, and seminars on positive peer relationships and enhancement of social and emotional competence; using training modules which include positive and non-violent discipline in classroom management and gender sensitivity; and employing means which enhance the skills and pedagogy in integrating and teaching children's rights in the classroom. **Establishment of Child Protection Committee.** The Child Abuse Prevention Program of the Department of Education states the following functions of the Child Protection Committee. These are to initiate information dissemination programs and organize activities for the protection of children; establish a system for identifying students who may be suffering from significant harm based on any physical, emotional, or behavioral signs; monitor the implementation of positive measures and effective procedures in providing the necessary support for the child and for those who care for the child; and ensure that the children's right to be heard is respected and upheld in all matters and procedures affecting their welfare.

Preventive measures of capacity building of school officials, personnel, parents and students include conducting sessions, trainings, and seminars on positive peer relationships and enhancement of social and emotional competence; using training modules which include positive and non-violent discipline in classroom management and gender sensitivity; and employing means which enhance the skills and pedagogy in integrating and teaching children's rights in the classroom.

Similarly, protective and remedial measures to address bullying and other acts of abuse are the following: all bullying incidents shall be reported to the school head; the School Head shall in turn inform the parents of the pupils concerned, and a meeting shall be held for that purpose; the student shall be referred to the CPC for counseling and other interventions; the School may impose Non-punitive Measures in accordance with the principles of Positive and Non- Violent Discipline; and punitive measures will be a last resort.

More importantly, procedures in handling child abuse, exploitation, violence and discrimination cases are the following: expeditious conduct of investigation and reporting of cases; school Head or the Schools Division Superintendent shall forward the complaint within 48 hours to the Disciplining Authority, who shall issue an Order for the conduct of a fact-finding investigation, not later than 72 hours from submission; if the person complained of is a non-teaching personnel, the Schools Division Superintendent shall cause the conduct of a fact-finding investigation within the same period; criminal and civil liability shall not be a bar to the filing of an administrative case; the Revised Rules of Procedure of DepED in Administrative Cases shall apply in all other

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aspects; the identity or other information that may reasonably identify the pupil or student shall remain confidential; and the identity of a respondent-teacher shall likewise be kept secret.

Theoretical Framework

This study is supported by the following theories indicated below. These are Cognitive Development Theory, CAIMeR Theory, and Ecological System Theory.

Cognitive Development Theory of Jean Piaget (1954) states that children construct an understanding of the world around them, experience discrepancies between what they already know and what they discover in their environment, then adjust their ideas accordingly. It demonstrates that a child is an active learner.

They actively initiate and explore their relationship to their environment and are actively involved in comprehending, organizing, selecting, and processing information. The child tries to make sense of his or her environment by giving meaning to it via the process of accommodation and assimilation. Piaget emphasizes how the child becomes capable of creating and imagining a world, as hisher own, that is reflective of his psychological state. This theory is ingrained in the concept of constructivism, which refers to how the child is actively involved in constructing and interpreting his or her environment via self-regulated cognitive activity (Cicchetti & Tucker, 1994).

The concept of constructivism and the construction of reality are linked to how the child perceives and behaves when he or she is maltreated. Research suggests that maltreated children actively construct their reality at both a biological and a psychological level of analysis. This construction of reality due to maltreatment affects both biological and psychological functioning; various neurobiological systems and their internal psychological organization are affected. In the present study, this signals that every child constructs meaning and understands things or concepts through exercising their cognitive ability. It is in this mode that actors of child protection should guide every learner to achieve their full potential and develop their optimum capability as a person (Twardosz & Lutzker, 2010).

On the other hand, Context - Actor - Intervention - Mechanism - Result theory, or CAIMeR theory, by Blom and Moren (2010) states that individuals who are positively rewarded when they successfully manipulate a desired physiological state are more likely to continue this behavior, which would produce negative feedback and punish them. As such, children learn that manipulating their breathing to calmer states will bring positive rewards, whereas frustration and uneven breathing will present negative punishments. Given this, children are taught skills to recognize the difference in their physiological states and are thus able to identify when they are frustrated, therefore leading them to relaxation techniques to modify this state. It pays attention to generative mechanisms at different levels, which is necessary if one wishes to understand what is going on in a certain agency, and explain the results in a more qualified way.

The aim of the CAIMeR theory is to create explanatory knowledge: how and why results emerge from the content of an intervention. It provides a holistic approach to researching social work practice and social work interventions. In empirical work, the model can be combined with different types of qualitative and quantitative data: journals, interviews, questionnaires, and diaries, etc. In the research project CAIMeR, theory is applied to study and open up one singular intervention and its black box (Vornanen, Pölkki, Pohjanpalo & Miettinen,2011).

In the context of the study, this drives the generated results to produce mechanisms to understand the nature of child protection. Also, this serves as a guide in providing interventions to solely cater to the needs of children at risk.

Further, the Ecological System Theory of Urie Bronfenbrenner (1979) states that the child's interaction with his or her surroundings influences his or her learning and behavior. Children interact with their surroundings and the people within each setting: microsystem, mesosystem, exosystem, and macrosystem. The microsystem refers to the pattern of activities, roles, and interpersonal relations experienced by the developing person in a given setting

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with particular physical and material characteristics (Bronfenbrenner, 1979). It includes family, schools, neighbors, and peers. Mesosystem refers to the interrelations between two or more settings in which the developing person actively participates (Bronfenbrenner, 1979). It includes interaction between the teachers and the family, family and the peers, and teachers and the peers. Exosystem refers to one or more settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what happens in the setting containing the developing person (Bronfenbrenner, 1979). It includes parents' workplace, parents' network of friends, and activities of the local school board. Macrosystem refers to the consistencies in the form and context of lower-order systems that exist or could exist at the level of the sub-culture or the culture as a whole, along with any belief system or ideology underlying such consistencies (Bronfenbrenner, 1979). The cultural contexts include socio-economic status, poverty, and ethnicity. The Macro system of a child living in one culture would be different from that of a child living in another culture. Hence, it is a responsibility of all individuals in society to protect and enrich its children, and to make sure that their interaction with the caregiver and the environment is positive.

In relation to the present study, actors connected to the children play a significant role in developing the overall aspect or potential of the children. Herein, interaction of children with his/ her environment and the people that surrounds him/her must be built on a foundation where love, respect, and care happen.

Conceptual Framework

On the other hand, practices on child protection issues serve as the dependent variable of the study. These are the means and procedures applied in school or classroom settings in relation to child protection issues. Meanwhile, the teachers' profile acts as the moderator variable of the study. These are gender, type of school, educational qualification, years of teaching experience, and number of trainings attended. Collectively, these are used to look for differences and analyze the effect of knowledge and attitude on child protection practices of teachers.

Moreover, the variables utilized in the study have their corresponding measurements. Gender and type of school are labeled as nominal or categorical variables. Gender is categorized as male or female; type of school is classified as private and public school/ SPED. On the other hand, educational qualification is labeled as graduate, master's level, master's degree, doctoral level, and doctorate degree; and years of teaching experience, as 1 to 5 years, 6 to 10 years, 11 to 15 years, 16 to 20 years, and 20 years and above, are considered ordinal variables.

Meanwhile, training attended is considered a dummy variable having labels of yes or no.

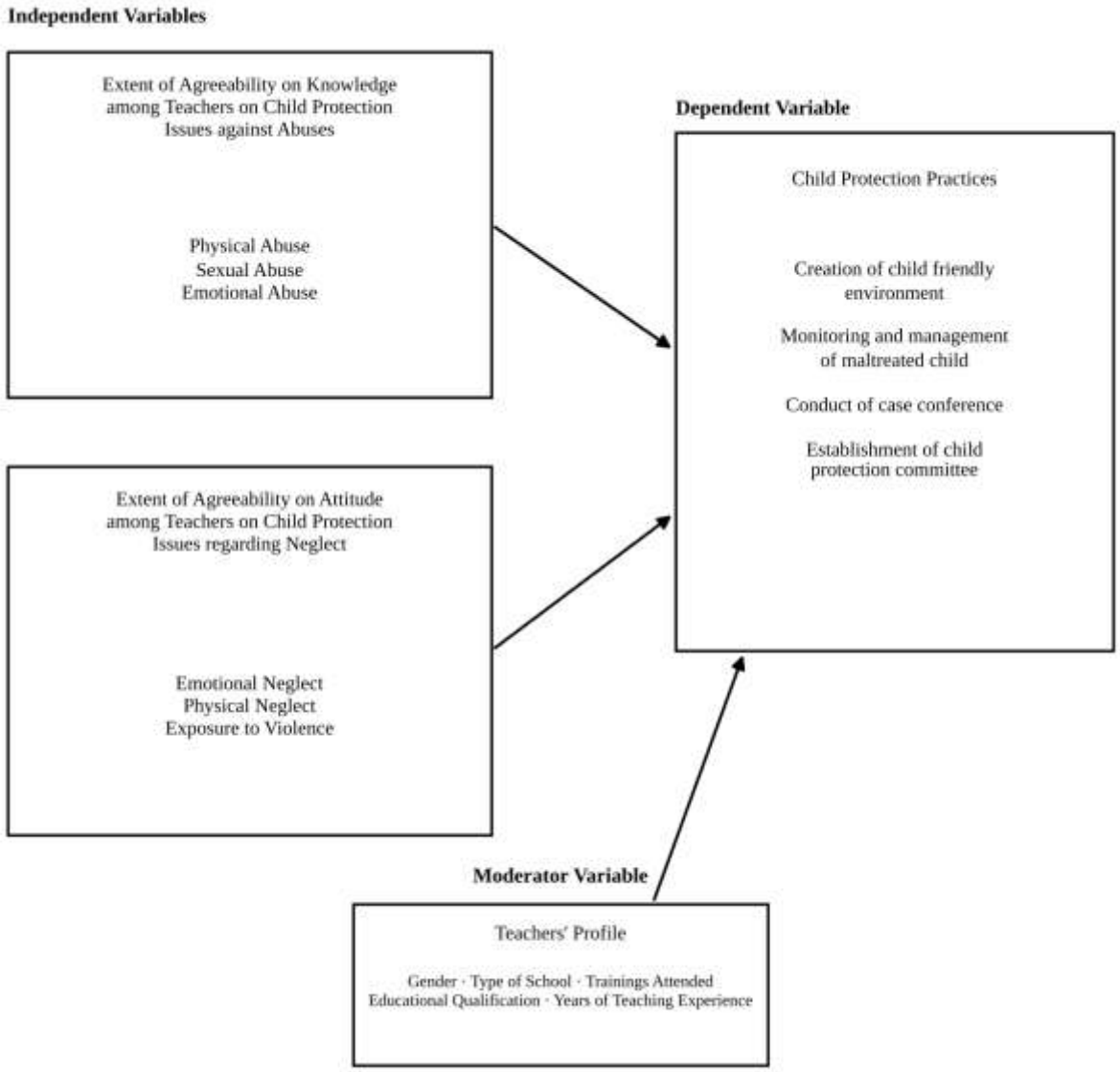
Furthermore, the figure presented indicates a potential comparison of teachers' perceptions of child protection issues when analyzed by the profile of teachers. Also, it embarks on establishing a relationship between teachers' profiles and teachers' perceptions of child protection issues. The basic premise of the framework is to contribute to the potential factors that may predict perceptions of teachers concerning child protection issues. The results will be used as a basis for crafting an empirically sound intervention for the child at risk.

Meanwhile, Munro (2009) states that child protection deals with an unusually complex set of risks and has an unusually poor knowledge base. One major reason for the need to develop good practice and increase the knowledge base is to discover more about the kind of interventions and methods that are effective - and for whom. In terms of knowledge, Yount, DiGirolamo & Ramakrishnan (2011) define physical abuse of a child as the one that results in actual or potential physical harm from an interaction, or a lack thereof, which is reasonably within the control of a parent or the person in a position of responsibility, power or trust. Another element of knowledge is sexual abuse, which Naeem (2014) defined as the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society. Also, Critelli (2012) defines emotional abuse as the failure to provide children with an emotional environment that is adequate for their psychological, developmental, and physical progress. The definition of emotional abuse is often vague, and there have been dire consequences due to unclear literature found on emotional abuse.

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Figure 1. Conceptual Framework Showing the Relationship of the Variables of the Study



Under attitude, neglect can be physical and emotional. While physical neglect refers to physical aspects like food, shelter, and medication; emotional neglect refers to failure in providing enough love and care to support the child's psychological development. Emotional neglect also refers to the psychological unavailability of the caregiver and the inability to give enough time and attention to the child's needs (Gamlin et al., 2013). Risk factors for neglect are associated with parental psychological variables including self-esteem, impulsivity, annoyance, substance abuse diagnoses, lack of social support, daily stresses, maternal expectations, and attribution for child behavior; child variables, which include age and child behavior problems; family variables; and community variables including higher poverty and large urban cities (Bauman, Toomey, & Walker, 2013). In addition, the World Health Organization defines violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation (Rutherford et al., 2007).

Furthermore, child protection practices can be integrated into basic elements of child welfare practice within the framework of an ecological approach, as this approach encompasses the child welfare system as a whole. Child welfare services, from protection to support, are provided within the context of organizations, implemented by social workers. The larger system impacts service delivery policies and procedures directly and indirectly and, ultimately, the people they serve (Rosenthal, 2006).

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Teachers and schools can play a crucial part in preventing child maltreatment. Schools provide an excellent platform for prevention programs; they provide a safe and stable environment, especially for those who are maltreated and are embroiled in poverty and disaster. It may also provide a platform for discussion and interaction with peers (Boothby & Mervin, 2003). Primary preventive measures of maltreatment in schools include school-based activities towards non-violence (Crooks, Scott, Ellis & Wolfe, 2011). Secondary prevention refers to interventions for those individuals who are at risk of maltreatment. It includes school-based social services for high-stress environments (Zafar & Naeem, 2014), safe play programs in disaster situations, school-based psycho-social support for children living in stressful situations, classroom-based initiatives with a distinct psychological recovery component, peer-to-peer groups (Bussman et al., 2009), and school-based social support for high-stress environments (Zafar & Naeem, 2014).

In some countries, teachers are obligated to report any cases of suspected maltreatment to the authorities. Countries in which it is mandatory to report include Australia (Gray, 2009), the United States of America (McIntyre, 1987), the United Kingdom (Laskey, 2005), Canada and the Netherlands (Wekerle & Wolfe, 2013), and most other European countries (Schols et al., 2013). Hence, teachers are important individuals who can play a vital role in a child's development. They interact with the child on a regular basis, enabling them to observe and monitor slight deviations in the child's behavior. Moreover, the child sometimes develops a close relationship with the teachers and becomes willing to disclose family life and maltreatment (Laskey, 2005).

Statement of the Problem

The ultimate goal of this study was to determine the influence of teachers' knowledge and attitude on practices concerning child protection issues. Specifically, this study sought answers to the following questions:

1. What is the profile of teachers in terms of:
   1.1 gender;
   1.2 type of school;
   1.3 trainings attended;
   1.4 educational qualification; and
   1.5 years of teaching experience?
2. What is the extent of agreement of knowledge among teachers on child protection issues in terms of:
   2.1 physical abuse;
   2.2 sexual abuse; and
   2.3 emotional abuse?
3. What is the extent of agreement of attitude among teachers on child protection issues in terms of:
   3.1 emotional neglect;
   3.2 physical neglect; and
   3.3 exposure to violence?
4. What is the level of practice among teachers on child protection issues in terms of:
   4.1 creation of a child-friendly environment;
   4.2 monitoring and management of maltreated children;
   4.3 conduct of case conference; and
   4.4 establishment of a child protection committee?
5. Is there a significant difference in the knowledge, attitude, and practices of teachers when grouped according to:
   5.1 gender;
   5.2 type of school;
   5.3 trainings attended;

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5.4 educational qualification; and

5.5 years of teaching experience?

6. Is there a significant relationship between:

6.1 knowledge and practices of teachers; and

6.2 attitude and practices of teachers?

7. Do knowledge and attitude significantly influence the practices of teachers on child protection issues?

Objectives of the Study

Based on the foregoing problem statements, the study aimed to (1) describe the profile of the teachers in terms of gender, type of school, trainings attended, educational qualification, and years of teaching experience; (2) determine the extent of agreeability on knowledge among teachers on child protection issues against abuses in terms of physical, sexual, and emotional abuse; (3) determine the extent of agreeability on attitude among teachers on child protection issues regarding neglect in terms of emotional neglect, physical neglect, and exposure to violence; (4) determine the level of practices among teachers on child protection issues in terms of the creation of a child friendly environment, monitoring and management of the maltreated child, conduct of case conference, and establishment of a child protection committee; (5) test for significant differences in knowledge, attitude, and practices when teachers are grouped according to profile; (6) test the relationship between knowledge and practices and between attitude and practices; and (7) determine whether knowledge and attitude significantly influence the practices of teachers on child protection issues.

Significance of the Study

The success of this study would largely benefit different stakeholders, such as parents, local officials, school teachers and personnel, and policymakers, in revisiting basic policies and guidelines concerning child protection.

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METHODS

Research Design

The study employed a descriptive-correlational and descriptive-comparative research design. According to Best and Kahn (2006) and Creswell (2003), a descriptive survey study describes and interprets conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. Thus, the use of the descriptive method was found appropriate. Also, descriptive survey research is helpful in indicating trends in attitudes and behaviors, and enables the findings of the research study to be generalized (Neuman, 2000).

Similarly, the correlational design is used to measure the degree of association between two or more variables or sets of scores (Creswell, 2012). Likewise, it investigates correlation between variables, unlike developmental studies, which seek to determine changes over time. Moreover, descriptive correlational design is the best method for collecting information to demonstrate relationships and describe the world as it exists, and is often done before an experiment to know what specific things to manipulate and include in an experiment (Bickman & Rog, 1998). Also, it is used to explore the extent to which two or more variables co-vary, that is, where changes in one variable are reflected in changes in the other, when the purpose of the study is to predict certain outcomes in one variable from another variable that serves as the predictor (Creswell, 2008).

In the context of the study, the design was directed at describing the profile of teachers, knowledge, attitude, and practices of teachers on child protection issues. In addition, it explored possible relationships between knowledge and child protection practices, and relationships between attitude and practices on child protection issues. Moreover, a descriptive comparative design was used, aimed at describing the present condition of the variables as well as testing or looking for significant differences. In this study, the design aimed at finding significant differences in the knowledge, practices, and attitudes of teachers concerning child protection when analyzed by demographic variables.

Research Environment

The study was conducted in the Davao City Schools Division, particularly in the 3rd District. Davao City is a highly urbanized city in Mindanao, Philippines. With a total land area of 2,444 square kilometers, it is the largest in the country in terms of land area. As of the 2015 census, it has a population of 1,632,991 people, making it the third-most-populous city in the Philippines and the most populous in Mindanao (Census of Population, 2015). For geographical and statistical purposes, Davao City is grouped with the province of Davao del Sur but is governed independently from it. The city is divided into three congressional districts, which are subdivided into 11 administrative districts with a total of 182 Barangays. Davao City is constantly described by its residents and the national media as arguably among the safest cities in the Philippines; however, this has been met with criticism.

Participants of the Study

The sampling unit of the study consisted of elementary school teachers in both public and private schools. Herein, the study utilized a stratified sampling technique, which allows representation of elementary teachers in both public and private schools. The main reason for using stratified sampling is improved efficiency of sampling (Scheaffer, Mendenhall, & Lyman, 2006). Therefore, public and private elementary schools were identified. Then, schools were clustered, and samples were chosen randomly.

A total of 163 teachers were registered: 59 teachers were identified in the four private schools and 104 teachers were from the two public schools. Meanwhile, from the total population of 163, the number of samples was identified. In identifying the number of samples to be used in the study, a sampling fraction must be identified to calculate the number of samples that will represent the public and private elementary schools.

Respondent identification was handled with care. Given the scope of the study and the schools available within the area of concern, it was ensured that respondents were aware of their participation or role in the study. Written communication was provided to them reflecting their role, and once they agreed, they signed a form indicating

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their consent to participate. Acceptance of the request was verified through text message or follow-up. Respondents were not forced to participate, and their will and intention were respected.

Research Instruments

In the gathering of data, a survey questionnaire was utilized. A survey questionnaire involves the collection of information from a sample of individuals through their responses to questions or items. This was designed to provide a snapshot of how things are at a specific time (Denscombe, 1998). To note, surveys are well suited to descriptive studies, but can also be used to explore aspects of a situation, or to seek explanation and provide data for testing hypotheses. In this study, it was employed as a means of obtaining responses to items that measure perceptions of elementary school teachers on child protection issues.

The survey questionnaire was originally developed by Mehek Naeem (2014) as an instrument in his master's thesis. It is divided into two parts. The first part covers the profile of respondents, and the second part presents the statements on knowledge, attitudes, and practices. The three indicators comprise thirty items each. The questionnaire utilized a 4- point scale: 1 for strongly agree, 2 for agree, 3 for disagree, and 4 for strongly disagree. The questionnaire was intentionally constructed to deal with the issues of child protection.

In the context of the study, the items were grouped according to the identified indicators. The three indicators were knowledge, attitude, and practices. Knowledge on child protection issues is measured in terms of physical, sexual, and emotional abuse. Attitude comprises emotional neglect, physical neglect, and exposure to violence. On the other hand, practices on child protection issues were based on the practices performed by local schools.

The child protection practices questionnaire was developed by the researcher. It is composed of four indicators, namely: creation of a child-friendly environment, monitoring and management of maltreated children, conduct of case conferences, and establishment of a child protection committee. Each indicator is comprised of 5 items. The items were subjected to face validation by experts and reliability analysis. Likewise, items of the knowledge and attitude questionnaire were subjected to content validity by a pool of experts and were subjected to reliability testing. Reverse scoring was not performed since the items described what they intended to measure. The positive and negative worded items were treated the same, as the response in the scale did not affect the result of analysis.

Validity and reliability were considered to evaluate the inferences made from the data that was collected. Validity refers to the accuracy of the inferences, interpretation, or action made on the basis of the test score (Johnson & Christensen, 2012). Reliability refers to the consistency or stability of test scores (Johnson & Christensen, 2012). It means that a test or assessment procedure would provide similar results on different occasions.

In this study, the adopted questionnaire was modified and was further validated by a panel of experts to check items that suit the condition or situation of the study. For clearer results, this study established the questionnaire's own reliability by subjecting test items to a pilot study. The intention of this attempt was to identify a clear Cronbach's alpha value where the previous questionnaire failed to do so. Cronbach's alpha could be used to check the internal consistency of a given construct (Johnson & Christensen, 2012).

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Table 1. Scoring Scale and Interpretation of Mean Ratings

Range of Mean	Level	Interpretation
1.00–1.74	High	Teachers always manifested knowledge/attitude/practices on child protection issues.
1.75–2.49	Moderate	Teachers sometimes manifested knowledge/attitude/practices on child protection issues.
2.50–3.24	Low	Teachers rarely manifested knowledge/attitude/practices on child protection issues.
3.25–4.00	Very Low	Teachers never manifested knowledge/attitude/practices on child protection issues.

Note: The scale ranges from 1 (strongly agree) to 4 (strongly disagree); lower mean ratings indicate stronger agreement.

Data-Gathering Procedure

The following procedures were undertaken in the conduct of the study: A written communication was submitted to the Office of the Division Superintendent requesting permission to conduct the study; with it was the endorsement letter from the Dean of the Graduate School of the University of the Immaculate Conception. Once approved, an individual letter was submitted to the respective school head of the different public and private schools in the 3rd District of Davao City. Pilot testing was conducted to check the reliability of the items. After passing the reliability requirement, survey questionnaires were administered to the different public and private elementary school teachers. These were retrieved after they had filled in or answered the survey questions. After the questionnaires were retrieved, the responses were processed and analyzed using appropriate statistical software.

Data Analysis

To facilitate the analysis and interpretation of data, the following statistical tools were employed:

Frequency. This was used to describe the number and percentage of males and females; educational qualification as graduate, master's level, master's degree, doctorate level, and doctorate degree; type of school as teaching in public and private schools; and years of teaching experience as 1-5 years, 6-10 years, 11-15 years, 16-20 years, and more than 20 years; and trainings attended as yes or no.

Mean and Standard Deviation. These Descriptive statistics were used to describe the level of knowledge, attitude, and practices of teachers concerning child protection issues.

Pearson r. This inferential statistic was used in examining the relationship between knowledge and practices on child protection issues, and attitude and practices of teachers concerning child protection issues.

Analysis of Variance (ANOVA). This inferential statistic was used to determine differences in the mean scores of teachers' perceptions on child protection issues when analyzed by educational qualification and years of teaching experience.

Independent Samples t-Test. This inferential statistic was used to compare the type of school, gender, and teachers who attended training and those without training on their perceptions of child protection issues.

Multiple Linear Regression Analysis. This predictive modeling tool is used to determine the influence of two or more variables on another variable. In this study, this was used to predict the influence of knowledge and attitude of teachers on the practices of teachers concerning child protection issues.

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Ethical Considerations

In carrying out this research task, the University of the Immaculate Conception Ethics Review Committee reviewed the precautionary measures implemented to ensure that there are no violations of the rights of research respondents. Each principle is defined on the basis of its operation in the study. The first principle was anonymity. Respondents were not forced to write their names on the questionnaires, as this research maintained their anonymity. Also, they were not forced to answer all questions if it was against their beliefs or will.

Second was the informed consent. Teachers were briefly told about the nature of the research. It looked at the knowledge, attitudes, and practices of the teachers regarding issues of child protection. The key terms of protection were briefly explained to avoid any confusion later. If any respondent wanted to know more about the research, they were told adequately before participation. At the end of their participation, the respondents were thanked and were given the researcher's email address for further correspondence, if needed. They were told that they could be given a full description of the study at the end.

Third was confidentiality. Many respondents were reluctant to provide information that may reflect negatively on school and teacher characteristics. Hence, it is important to point out to the participants that all the information they will provide will be kept confidential. If the school asked for the findings of the research, they were told that small parts and conclusions related to the respondents would not be given to them. Only the final report, reflecting anonymity, was shared with them.

Fourth was honesty in data presentation. Every response in the questionnaire was honored and respected. No fabrication was made. The results of the data analysis were accepted and presented with honesty.

Fifth was physical risk. It was to make sure that respondents were not harmed during data gathering. Also, it was ensured that they felt comfortable during the time they answered the questionnaire.

Other ethical issues were considered in this significant task. One was the originality of the paper. To make sure the content is original, it was subjected to a plagiarism test. Using the available plagiarism software on the internet, this ensured that the content was unique and authors cited were given credit or recognized.

Second, fabrication of data was very much prohibited. It was also ensured that the data gathered were kept confidential. This was stored in Google Drive or on a portable hard drive, so only the researcher had personal access to the data or information. Third was the falsification of results. To ensure that this was not violated, statistical outputs were attached in the appendix section. This was done for verification purposes. Fourth was permission from the organization where the data were needed. A request letter for approval from the Division Superintendent was sought first. Once approved, an individual letter from the station of the respondents was sent to the Principals or heads of School for approval.

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RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data collected. The presentation follows the problem statements of the study, beginning with the demographic profile of the respondents, followed by the knowledge, attitude, and practices of teachers on child protection issues.

Profile of Teachers

Table 2 shows the demographic profile of teachers in Davao City, comprising gender, type of school, educational qualification, years of teaching experience, and trainings attended.

Table 2. Demographic Profile of Teachers

Profile	Frequency	Percentage
Gender		
Male	19	15.70
Female	102	84.30
Total	**121**	**100.00**
Type of School		
Private	40	33.10
Public	81	66.90
Total	**121**	**100.00**
Educational Qualification		
College Graduate	56	46.30
Master's Level	55	45.50
Master's Graduate	7	5.80
Doctoral Level	3	2.50
Total	**121**	**100.00**
Years of Teaching Experience		
1 to 5 years	41	33.90
6 to 10 years	34	28.10
11 to 15 years	21	17.40
16 to 20 years	9	7.40
21 years and up	16	13.20
Total	**121**	**100.00**
Trainings Attended		
Attended	86	71.10
Not Attended	35	28.90
Total	**121**	**100.00**

Note: N = 121.

In terms of gender, 19 teachers, or 15.70 percent, are classified as male, while 102, or 84.30 percent, are female. A total of 121 teachers are indicated in the table. For the type of school, it is classified as private and public. Herein, 40 teachers, or 33.10 percent, are from private schools, and 81 teachers, or 66.90 percent, are from public schools. On the other hand, educational qualification is described as college graduate, master's level, master's

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graduate, and doctoral level. In this case, 56 teachers, or 46.30 percent, are identified as college graduates or never enrolled in master's or doctoral programs; 55 teachers, or 45.50 percent, are at the master's level; 7 teachers, or 5.80 percent, obtained a master's degree; and only three teachers, or 2.50 percent, belong to the doctoral level. In addition, years of teaching experience highlighted that 41 teachers or 33.90 percent fall under one to five years in service; 34 teachers or 28.10 percent with six to ten years teaching experience; 21 teachers or 17.40 percent belong to 11 to 15 years; 9 teachers or 7.40 percent are part of the 16 to 20 years in service; and 16 teachers or 13.20 percent are classified under 21 years and above.

Furthermore, for the trainings attended, 86 teachers or 71.10 percent claimed that they have attended trainings, while 35 teachers or 28.90 percent did not attend any training.

Extent of Agreeability on Knowledge among Teachers on Child Protection Issues against Abuses

Table 3 presents the extent of agreement on knowledge among teachers on child protection issues against abuses. Their knowledge on child protection issues is measured in terms of physical, sexual, and emotional abuse.

Table 3. Extent of Agreeability on Knowledge among Teachers on Child Protection Issues against Abuses

No.	Statements	Mean	SD	Description
Physical Abuse				
The teacher is aware that...				
1	Physical punishment is not prevalent in our schools anymore.	1.68	.875	High
2	Physical punishment is still prevalent in our schools.	3.16	.957	Low
3	Even if parents hit their child with good intentions and it causes a bruise or abrasion, it constitutes child physical abuse.	2.03	.875	Moderate
4	Minor cuts, bruises, or abrasions due to parents' disciplining of the child do not constitute child physical abuse.	2.87	.936	Low
5	Hitting the child is not acceptable under any circumstance.	2.30	.916	Moderate
6	Occasional hitting of the child is acceptable.	2.57	.840	Low
7	It is frequently said, “We were hit when we were young, and it has shaped us well.” But some psychological effects may not be evident.	2.15	.614	Moderate
8	The phrase “we were hit when we were young, and it has shaped us well” is frequently used in our society. This phrase has some value.	2.12	.585	Moderate
9	When a child is sent to school in rural areas, the parents tell the teacher, “The bone is mine, the skin is yours.” This practice should be condemned.	2.11	.821	Moderate
Sub-mean		**2.33**	**.276**	**Moderate**
Sexual Abuse				
The teacher is aware that...				
1	1 in 6 children is sexually abused at least once in their life.	2.65	.890	Low
2	Sexual abuse in children is very rare in the country.	2.82	.894	Low
3	Both boys and girls are sexually abused.	1.97	.797	Moderate
4	Boys are rarely sexually abused.	2.48	.655	Moderate

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5	Children are more likely to be sexually abused by someone that they or their family already know.	2.17	.623	Moderate
6	Children are more likely to be sexually abused by a stranger.	2.38	.682	Moderate
7	If a young child is sexually abused, it is never his/her fault.	1.70	.770	High
8	If a young child is sexually abused, he/she may also be at fault.	3.04	.926	Low
9	Children should not be left unsupervised, even with their close relatives.	1.63	.800	High
10	It is alright to leave your child with a trusted servant when you go out for a social evening.	2.92	.838	Low
11	Sexual comments and inappropriate touching are also part of sexual abuse.	1.69	.808	Moderate
12	Sexual abuse only consists of rape.	3.28	.911	Very Low
13	Sexual abuse is a possibility in an above-average student who suddenly becomes excessively withdrawn, fearful, or fails in class tests.	2.19	.730	Moderate
14	Children who have been sexually abused usually show no psychological effects.	3.29	.790	Very Low
15	It is very difficult to assess the psychological effects in a child who has suffered sexual abuse.	2.36	.823	Moderate
16	Every complaint made by a student about sexual harassment should be reported to the school's administration.	1.56	.730	High
17	Children usually make up stories about sexual harassment to gain sympathy and attention.	2.96	.846	Low
Sub-mean		**2.42**	**.198**	**Moderate**
Emotional Abuse				
The teacher is aware that...				
1	Parents who have mental health problems are more likely to abuse their children.	2.01	.769	Moderate
2	Abuse is as common in children of parents with mental health problems as in those with normal mental health.	2.12	.839	Moderate
3	Emotional abuse is about calling your children names and telling them they are worthless.	1.60	.677	High
4	Scolding your children when they have misbehaved also constitutes emotional abuse.	2.20	.781	Moderate
5	Children should not be used as bait for donation drives.	1.51	.720	Moderate
6	It is acceptable for orphans to collect money for their orphanages.	2.70	.830	Low
7	Children with disabilities should be encouraged to attend school.	1.46	.753	High
8	A child with disabilities should be taken care of and taught only at home.	2.89	.845	Low
9	A mother repeatedly calls her daughter stupid and fat in front of her school friends and family. This is emotional abuse.	1.62	.933	High
10	A mother repeatedly calls her daughter stupid and fat in front of her school friends and family. Being a mother, she knows best how to treat her daughter.	2.89	1.063	Low

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11	Using art and play, a teacher can help to resolve conflicts of emotionally troubled children.	1.60	.613	High
12	Conventional methods of teaching are the most efficient in teaching emotionally troubled children.	1.92	.726	Moderate
Sub-mean		**2.04**	**.320**	**Moderate**
Overall Mean		**2.26**	**.160**	**Moderate**

Legend: 1.00–1.74, High; 1.75–2.49, Moderate; 2.50–3.24, Low; and 3.25–4.00, Very Low.

The overall result indicates a mean rating of 2.26 with a standard deviation of .16, which is described as moderate. This implies that teachers sometimes manifested knowledge or are aware of child protection issues against abuses. Also, this indicates that they possess background ideas on issues concerning child protection. They are more aware of the issue which involved children who are at risk of being abused. Similarly, the standard deviation implies that the responses of the respondents are clustered around the mean indicating homogeneity. However, several studies indicate that many educators are not entirely clear on what the indicators of child abuse are (Goebbels et al., 2008).

Further, physical abuse has a mean rating of 2.33 with a standard deviation of .276, which is labeled as moderate. This indicates that teachers sometimes manifested knowledge of physical abuse. Also, this shows that teachers are more oriented toward the physical abuse inflicted on children. The standard deviation suggests that the responses are clustered around the mean. In addition, teachers always manifested knowledge that physical punishment is not prevalent in schools anymore, with a mean rating of 1.68, which is labeled as high. This is an indication that teachers are aware of the Child Protection Law of the Philippines.

Also, teachers rarely manifested or had an idea that physical punishment is still prevalent in schools, with a mean rating of 3.16; minor cuts, bruises, or abrasions due to parents disciplining the child do not constitute child physical abuse, with a mean rating of 2.87; and occasional hitting of the child is acceptable, with a mean rating of 2.57, which are labeled as low. According to Dedel (2010), physical injury can result from either a single or multiple episodes, and its severity varies from minor bruises to death. Two possible reasons for this could be either corporal punishment with the intention of disciplining or the uncontrolled anger of the caregiver. Moreover, statements indicated that even if parents hit their child with a good intention and it causes a bruise or abrasion, it constitutes child physical abuse with mean rating of 2.03; hitting the child is not acceptable under any circumstance with mean rating of 2.30; frequently said they were hit when they were young and it shaped them well but some psychological effects may not be evident with mean rating of 2.15; they were hit when they were young and it shaped them well is frequently used in our society, this phrase has some value with mean rating of 2.12; and when a child is sent to the school in rural areas, the parents tell the teacher, the bone is mine, the skin is yours and this practice should be condemned with mean rating of 2.11. This indicates that the statements with moderate ratings are sometimes manifested by teachers. It is also seen that parents who demonstrated poor or a lack of empathic ability on an analog task were more likely to punish their children, and their children were more liable to physical abuse (Rodriguez, 2013).

However, the general public's views about physical punishment and physical abuse are very different. While abusive behavior is commonly frowned upon and is regarded as unacceptable, opinions and attitudes towards physical punishment vary across individuals and cultures. According to Durrant and Ensom (2012), the line between physical abuse and disciplining via physical punishment is blurry at best. The risk factors for both child physical abuse and physical punishment are considered very similar; they are both detrimental to the well-being of the child.

In terms of sexual abuse, it garnered a mean rating of 2.42 with a standard deviation of .198, which is described as moderate. This means that teachers sometimes manifested knowledge of sexual abuse. The standard deviation suggests that the responses are clustered around the mean. Meanwhile, three statements indicated a high descriptive rating; these are: if a young child is sexually abused, it is never his/ her fault, with a mean rating of

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1.70; children should not be left unsupervised even with their close relatives, with a mean rating of 1.63; and every complaint made by a student about sexual harassment should be reported to the schools administration with mean rating of 1.56. These statements revealed that teachers are always aware of or knowledgeable about these activities or instances. If teachers are trained and are able to detect early signs of abuse, secondary intervention can be more effective. Lund and Vaughn-Jensen (2012) opined that a teacher needs to carefully analyze the child's physical condition, behavioral indicators of the child, as well as behavioral indicators of the parent family. These cues include whether the child is engaged in activities that a child of his/her age would know, whether the child is terrified or preoccupied by sexual matters, whether he/she is exhibiting withdrawn or aggressive behavior, whether the child has a sudden change in relationships and academic performance, whether he/she has a special or secret relationship with a parent or a relative, and whether the child has any self-mutilating and self-destructive behavior.

Meanwhile, other statements revealed that teachers sometimes manifested knowledge on the following circumstances: boys are rarely sexually abused with mean rating of 2.48; children are more likely to be sexually abused by a stranger with mean rating of 2.38; it is very difficult to access the psychological affects in a child who has suffered sexual abuse with mean rating of 2.36; sexual abuse is a possibility in an above average student who suddenly becomes excessively withdrawn, fearful or fails in class tests with mean rating of 2.19; children are more likely to be sexually abused by someone that they or their family already know with mean rating of 2.17; both boys and girls are sexually abused with mean rating of 1.97; and sexual comments and inappropriate touching is also a part of sexual abuse with mean rating of 1.69. UNESCO (2012) states that younger children are considered more credible and less culpable compared to older children, especially teenagers. These perceptions cloud the judgment of the victim of sexual abuse.

Font (2013) conducted a meta-analysis on perceptions about CSA that showed that the effect sizes for both victim age and respondent gender on victim credibility were inversely moderated by the presence of perpetrator force and/or victim resistance.

Furthermore, there are statements which indicated that teachers rarely manifested knowledge on the following issues: if a young child is sexually abused, he/she may also be at fault with mean rating of 3.04; children usually make up stories about sexual harassment to gain sympathy and attention with mean rating of 2.96; it is alright to leave your child with a trusted servant when you go out for a social evening with mean rating of 2.92; and sexual abuse in children is very rare in the country with mean rating of 2.82; and 1 in 6 children are sexually abused at least once in their life with mean rating of 2.65. Further, items revealed that teachers never manifested knowledge on the following: sexual abuse only consists of rape, with a mean rating of 3.28, and children who have been sexually abused usually show no psychological effects, both with a mean rating of 3.29. According to Winstok & Straus (2011), attributions such as the just world phenomenon (bad things happen to people who deserve it) are ascribed to the victim, which makes it easier for the person to feel a decreased sense of susceptibility to abuse. Cromer & Goldsmith (2010) also mentioned that the credibility of the victims is also at stake. People may believe that juveniles often fabricate stories to gain attention

In terms of emotional abuse, it has a mean rating of 2.04 with a standard deviation of .32, which is described as moderate. This indicates that teachers sometimes manifested knowledge of emotional abuse. Also, it shows that teachers are knowledgeable about issues dealing with emotional abuse in children. Meanwhile, the standard deviation suggests that the responses are clustered around the mean.

Items with high descriptive ratings revealed that children with disabilities should be encouraged to attend schools with a mean rating of 1.46; emotional abuse is about calling your children names and telling them they are worthless, and using art and play, a teacher can help to resolve conflicts of emotionally troubled children, both with mean ratings of 1.60; and a mother repeatedly calls her daughter stupid and fat in front of her school friends and family with a mean rating of 1.62. These manifestations indicated that teachers are always aware of or knowledgeable about these instances or events. Therefore, the scenario is usually observed by teachers in the workplace. Teachers can recognize whether a child is emotionally abused by looking at his/her behavior and

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physical cues. These include unprovoked crying or yelling, developmental lags, self-deprecation, a poor sense of worth, and a lack of self-confidence (Lund & Vaughn-Jensen, 2012). Emotional abuse is harder to detect as compared to sexual and physical abuse and requires a more holistic approach for detection as well as prevention of abuse. (Gamlin et al., 2013).

Moreover, other items indicated moderate descriptive ratings, these are scolding your children when they have misbehaved also constitutes emotional abuse with mean rating of 2.20; abuse is as common in children of parents with mental health problems as of those with normal mental health with mean rating of 2.12; parents who have mental health problems are more likely to abuse their children with mean rating of 2.01; conventional methods of teaching are the most " efficient in teaching emotionally troubled children with mean rating of 1.92; and children should not be used as baits for donation drives with mean rating of 1.51.

The statements indicated that teachers sometimes manifested knowledge of these instances. This means that the instances are common to teachers, as they have encountered these before. Jones et al.(2012) mentioned that there may also be acts towards the child that cause or have a high probability of causing harm to the child's health or physical, mental, spiritual, moral, or social development. These acts must be reasonably within the control of the parent or person in a relationship of responsibility, trust, or power. Acts include restriction of movement, patterns of belittling, denigrating, scapegoating, threatening, scaring, discriminating, ridiculing, or other non-physical forms of hostile or rejecting treatment.

Meanwhile, there are items which showed that teachers rarely manifested knowledge on the following issues, namely: it is acceptable for orphans to collect money for their orphanages with a mean rating of 2.70; a child with disabilities should be taken care of and taught only at home; and a mother repeatedly calls her daughter stupid and fat in front of her school friends and family. Being a mother, she knows best how to treat her daughter, with mean ratings of 2.89. Reese (2010) said that emotional abuse is hidden and often not recognized or noticed. Some risk factors that increase the likelihood of emotional abuse include the child's temperament, parental mental health issues, for example, depression, parental abuse of drugs, and parental inconsistency in attachment behavior.

Extent of Agreeability on Attitude among Teachers on Child Protection Issues regarding Neglect

Table 4 depicts the extent of agreement on attitude among teachers on child protection issues. It is measured in terms of emotional neglect, physical neglect, and exposure to violence.

The overall result revealed a mean rating of 2.27 with a standard deviation of .18, which is described as moderate. This implies that teachers sometimes manifested attitudes toward child protection issues. Meanwhile, this shows that teachers display a positive attitude concerning issues of child protection. Correspondingly, the standard deviation implies that the responses of the respondents are clustered around the mean, indicating homogeneity.

Table 4. Extent of Agreeability on Attitude among Teachers on Child Protection Issues regarding Neglect

No.	Statements	Mean	SD	Description
Emotional Neglect				
The teacher is aware that...				
1	If children feel that nobody needs them at home, they are more likely to run away.	1.79	.720	Moderate
2	Most children run away from their homes because they do not want to study.	2.81	.740	Low
3	Children usually become bullies because they are seeking attention.	1.80	.670	Moderate

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4	Children usually become bullies because they have high self-esteem.	2.67	.719	Low
5	Some parents are too busy earning for their families. Even if they have a maid or a relative looking after the children, it is primarily their duty to attend to their children's emotional needs.	1.31	.620	High
6	Some parents are too busy earning for their families. If a maid or a relative is looking after their children, there is nothing wrong with it.	2.98	.764	Low
7	Even if a father is working, it is important that he spends some time with his child.	1.25	.640	High
8	It is acceptable if a working father cannot spend time with his child.	3.40	.713	Very Low
9	It is alright for a child to play video games or watch television for a few hours a day.	2.21	.805	Moderate
10	There is no harm if a child finishes his homework and then spends the rest of his day playing video games and watching television.	2.77	.793	Low
Sub-mean		**2.30**	**.290**	**Moderate**
Physical Neglect				
The teacher is aware that...				
1	Children who are not breastfed are at least 4 times more likely to fall ill even during their early school years.	2.21	.868	Moderate
2	Breastfeeding is protective only during the first 2 years of life.	2.80	.690	Low
3	Children are usually malnourished due to circumstances at home.	1.98	.625	Moderate
4	Children are usually malnourished due to their own bad eating habits.	2.11	.668	Moderate
5	Bottle feeding should be stopped at two years of age.	2.49	.753	Moderate
6	It is acceptable to bottle feed children even during early school years.	2.83	.715	Low
7	A child is usually absent from school. When she is present, she is usually late and dirty. There is a possibility she is physically neglected.	1.75	.674	Moderate
8	A child is usually absent from school. When she is present, she is usually late and dirty. There is a possibility she dislikes coming to school.	2.53	.786	Low
9	A girl is caught stealing other children's food and stationery. Her family circumstances must be explored as she may be physically neglected.	2.06	.623	Moderate
Sub-mean		**2.31**	**.264**	**Moderate**
Exposure to Violence				
The teacher is aware that...				
1	Domestic violence mainly poses a risk to children because they might get injured if they are caught up in fights between adults.	1.76	.587	Moderate

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2	Domestic violence does not pose a risk to children. Children rarely get hurt during fights between adults.	3.07	.814	Low
3	Repeated exposure to violence is associated with increased aggressive behavior.	1.60	.635	High
4	After repeated exposure to violence, the child's defenses get strong, and he does not suffer from any psychological effects.	3.02	.801	Low
5	Images and videos of violence shown in children's programs can cause lasting impressions.	1.73	.601	High
6	Children hardly notice images of violence shown on television during news broadcasts.	2.67	.745	Low
7	Teachers can play an important role in promoting peace. They can include components of religious and ethnic tolerance, humanity, and awareness in their classes.	1.30	.493	High
8	Teachers should focus only on teaching their course content. Other school activities, including after-school assemblies and school clubs, can focus on humanitarian and awareness issues.	3.02	.800	Low
9	If a child has witnessed a violent scenario, it is better to discuss it with him.	1.71	.621	High
Sub-mean		**2.21**	**.258**	**Moderate**
Overall Mean		**2.27**	**.180**	**Moderate**

Legend: 1.00–1.74, High; 1.75–2.49, Moderate; 2.50–3.24, Low; and 3.25–4.00, Very Low.

In terms of emotional neglect, it tallies a mean rating of 2.30 with a standard deviation of .29, which is described as moderate. This means that teachers sometimes manifested an attitude toward emotional neglect. Also, this indicates that teachers are demonstrating a positive attitude toward those children who are emotionally neglected. They care more about these children. In addition, two items indicated high ratings. These statements are: even if a father is working, it is important that he spends some time with his child, with a mean rating of 1.25, and some parents are too busy earning for their families. Even if they have a maid or a relative looking **after the child, emotional neglect can occur.**

The statements mean that teachers always manifested an attitude on this matter. Similarly, this implies that teachers do understand the instances. Experience on these matters has led teachers to have a keen understanding of the situation. This could be due to their own perception and attitudes towards child rearing, the nature or timing of the parents' jobs, family breakdowns, father's absence or lack of interest, and increased reliance on housemaids for raising children (Calvete & Orue, 2010).

Other items revealed moderate ratings; these are: if children feel that nobody needs them at home, they are more likely to run away, with a mean rating of 1.79; children usually become a bully because they are seeking attention, with a mean rating of 1.80; and it is alright for a child to play videogames/watch television for a few hours a day, with a mean rating of 2.21. This indicates that teachers sometimes manifested attitudes on these occasions. Also, in these instances, teachers are aware of students' situations because they have experience or have encountered at-risk students who need attention and care. Child neglect has severe consequences on the child's health and well-being. It has both short- and long-term effects on the spheres of social, cognitive, and behavioral development. As compared to children who are physically abused, children who have been neglected have more grave outcomes. These include cognitive and academic deficits, social withdrawal and limited peer interactions, and internalizing (as opposed to externalizing) problems (Young, Lennie, & Minnis, 2012).

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Further, statements with low ratings are: children usually become a bully because they have high self-esteem, with a mean rating of 2.67; there is no harm if a child finishes his homework and then spends the rest of his day playing video games and watching television, with a mean rating of 2.77; most children run away from their homes because they don't want to study, with a mean rating of 2.81; and some parents are too busy earning for their families. If a maid or a relative is looking after their children, there is nothing wrong with it, with a mean rating of 2.98.

These statements suggest that teachers rarely manifested an attitude in these instances. On the other hand, the statement depicting a very low descriptive rating highlights that it is acceptable if a working father cannot spend time with his child, with a mean rating of 3.40. This implies that teachers never manifested an attitude in this instance. Similarly, according to Lund and Vaughn-Jensen (2012), neglect, especially emotional neglect, is harder to detect. However, if teachers and other stakeholders are trained, they can be more vigilant in detection. These indicators include the child being dirty and hungry, engaging in regressive behavior (thumb sucking, head banging), and engaging in behaviors like begging and stealing.

For physical neglect, it tallies a mean rating of 2.31 with a standard deviation of .26, which is labeled as moderate. This means that teachers sometimes manifested an attitude toward physical neglect. Also, this only proves that teachers are displaying a good attitude, as they respond well to cases involving children who are physically neglected. The standard deviation implies that the responses are clustered around the mean, which suggests homogeneity.

Meanwhile, statements like children who are not breastfeed are at least 4 times more likely to fall ill even during their early school years with mean rating of 2.21; bottle feeding should be stopped at two years of age with mean rating of 2.49; children are usually malnourished due to circumstances at home with mean rating of 1.98; children are usually malnourished due to their own bad eating habits with mean rating of 2.11; child is usually absent from school and when she is present, she is usually late and dirty, there is a possibility that she is physically neglected with mean rating of 1.75; and if a girl is caught stealing other children's food and stationery. Her family circumstances must be explored, as she may be physically neglected, with a mean rating of 2.06. These statements garnered moderate descriptive ratings. This implies that teachers sometimes manifested attitudes in these instances. Also, this suggests that teachers are oriented to the scenario indicated above. They possess knowledge of the statements mentioned. Moreover, physical neglect has caused an alarming number of fatalities in children. In a study looking at fatalities caused by maltreatment, it was found that neglect accounted for the majority (51%) of deaths. In these cases, the ages of the children in the sample were mostly younger than 5, and parents were most often the alleged perpetrators (Damashek et al., 2013).

In addition, statements highlighting low descriptive ratings show that breastfeeding is protective only during the first 2 years of life, with a mean rating of 2.80; it is acceptable to bottle-feed children even during early school years, with a mean rating of 2.83; and if a child is usually absent from school and when she is present, she is usually late and dirty, there is a possibility that she dislikes coming to school, with a mean rating of 2.53. This implies that teachers rarely manifested attitude on these events. Certainly, they have not demonstrated these kinds of instances.

In terms of exposure to violence, it generated an overall mean rating of 2.21 with a standard deviation of .26, which is described as moderate. This implies that teachers sometimes manifested an attitude toward exposure to violence. Similarly, this indicates that teachers are showing a positive attitude in responding to or dealing with children who are exposed to violence. The standard deviation suggests that there is homogeneity of responses.

There are statements that indicated high descriptive ratings. These statements indicate that teachers can play an important role in promoting peace. They can include components of religious and ethnic tolerance, humanity, and awareness in their classes with a mean rating of 1.30; repeated exposure to violence is associated with increased aggressive behavior with a mean rating of 1.60; if a child has witnessed a violent scenario, it is better to discuss it with him with a mean rating of 1.71; and images and videos of violence shown in children's programs can cause

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lasting impressions with a mean rating of 1.73. This indicates that teachers always manifested an attitude toward these instances. One statement highlights a moderate descriptive rating, which mentions that domestic violence mainly poses a risk to children because they might get injured if they are caught up in fights between adults, with a mean rating of 1.76. This suggests that teachers sometimes manifested attitudes on this matter. Research suggests that there is a strong link between exposure to violence and aggression. Children exposed to violence exhibit violence towards animals and their peers (WHO, 2004). Research also suggests that cognitive schemas of violence and narcissism are associated with proactive aggression, while the abuse schema is associated with reactive aggression. Proactive aggression refers to one in which the individual anticipates a reward or expects a favorable outcome. Alternatively, reactive aggression is a response to a threat or perceived provocation (Calvete & Orue, 2010).

Further, statements indicating low descriptive ratings show that domestic violence does not pose a risk to children. Children rarely get hurt during fights between adults, with a mean rating of 3.07; after repeated exposure to violence, the child's defenses get strong, and he does not suffer from any psychological effect, with a mean rating of 3.02; children hardly notice images of violence shown on television during news broadcasts, with a mean rating of 2.67; and teachers should focus only on teaching their course content. Other school activities, including after-school assemblies and school clubs, can focus on humanitarian and awareness issues with a mean rating of 3.02. This suggests that teachers rarely manifested attitudes in these instances. Aggression can be learned via watching television. There is a significant association between the amount of time spent watching television during adolescence and early adulthood and the possibility of using aggressive acts against other people, with or without a history of aggressive behavior (Johnson & Christensen, 2012). It is important to supervise the child while they are on the internet, watching television, and playing games.

Level of Practices among Teachers on Child Protection Issues

Table 5 presents the practices among teachers on child protection issues. Their practices on child protection issues are measured in terms of creation of a child-friendly environment, monitoring and management of maltreated children, conduct of case conferences, and establishment of a child protection committee.

The overall result revealed a mean rating of 1.58 with a standard deviation of .48, which is described as high. This implies that teachers always employed practices on child protection issues. In addition, most teachers are aware of their responsibility to protect children from harm. Meanwhile, the standard deviation implies that the responses of the respondents are clustered around the mean, indicating homogeneity.

In terms of creating a child-friendly environment, it has a mean rating of 1.50 with a standard deviation of .48 which is labeled as high. This indicates that teachers always employed practices on child protection issues. Also, this signifies that teachers are fully aware of their duty to establish a child-friendly environment which allows children to be fully protected while they stay in school.

Table 5. Level of Practices among Teachers on Child Protection Issues

No.	Statements	Mean	SD	Description
Creation of Child-Friendly Environment				
1	Signages, flyers, or tarpaulins about child protection policy are present in every corner of the school.	1.89	.705	Moderate
2	Classrooms are structured to provide opportunities for the students to learn.	1.37	.590	High
3	The place is free from things that might harm the child.	1.59	.730	High

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4	Bullying is strictly prohibited in the classroom.	1.34	.584	High
5	Rights of every child in the learning environment are considered and respected.	1.32	.531	High
Sub-mean		**1.50**	**.475**	**High**
Monitoring and Management of Maltreated Child				
1	Management and recording of information are known, and procedures are followed.	1.67	.650	High
2	Students who are abused or maltreated are tracked and monitored by the teachers.	1.57	.587	High
3	Guidance and assistance are provided to the maltreated child.	1.53	.605	High
4	Case information is well-documented and kept confidential.	1.52	.660	High
5	Regular monitoring or updates to the abused child are conducted or initiated by the teachers.	1.71	.663	High
Sub-mean		**1.60**	**.541**	**High**
Conduct of Case Conference				
1	Cases of children committing undesirable acts are well responded to by the concerned teachers.	1.59	.560	High
2	Parents are informed prior to the case conference.	1.58	.586	High
3	Experts or a guidance counselor is visible and provides assistance during the conference.	1.61	.700	High
4	The conference is regularly held.	1.72	.645	High
5	Both parties agreed with the terms and conditions after the conference.	1.62	.620	High
Sub-mean		**1.62**	**.549**	**High**
Establishment of Child Protection Committee				
1	School head, teachers, parents, and community members represented themselves to protect the child from any harm.	1.44	.641	High
2	Planning for children's services involves staff and clients where appropriate.	1.61	.634	High
3	Specialist help is provided quickly, to good purpose.	1.67	.634	High
4	School head and teachers give child protection a high profile.	1.58	.612	High
5	Reports are automatically handled by the committee.	1.66	.609	High
Sub-mean		**1.59**	**.544**	**High**
Overall Mean		**1.58**	**.480**	**High**

Legend: 1.00–1.74, High; 1.75–2.49, Moderate; 2.50–3.24, Low; and 3.25–4.00, Very Low.

Four statements registered high descriptive ratings. This means that teachers always ensure that the place is free from things that might harm the child, with a mean rating of 1.59; classrooms are structured to provide opportunities for the students to learn, with a mean rating of 1.37; bullying is strictly prohibited in the classroom, with a mean rating of 1.34; and the rights of every child in the learning environment are considered and respected, with a mean rating of 1.32. One statement indicated a moderate descriptive rating, which highlights that signages, flyers, or tarpaulins about child policy are present in every corner of the school, with a mean rating of 1.89. This means that teachers sometimes employed this kind of practice.

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Further, Carter & Myers (2007) claim that teachers and schools play a crucial part in preventing child maltreatment. Schools provide an excellent platform for prevention programs; they provide a safe and stable environment, especially for those who are maltreated and are embroiled in poverty and disaster. It may also provide a platform for discussion and interaction with peers.

For monitoring and management of maltreated children, it garners a mean rating of 1.60 with a standard deviation of .54, which is described as high. This implies that teachers always employ practices on child protection issues. Also, monitoring and management of maltreated children is handled critically and confidentially by concerned teachers. This critical nature is strictly addressed in every school. The standard deviation indicates homogeneity of responses. All statements revealed high descriptive ratings. This suggests that teachers always employed/ demonstrated regular monitoring or updates to the abused child is conducted or initiated by the teachers with a mean rating of 1.71, management and recording of information are known and procedures are followed, with a mean rating of 1.67, students who are abused or maltreated are tracked and monitored by the teachers with mean rating of 1.57, guidance and assistance are provided to the maltreated child with mean rating of 1.53 and case information is well-documented and kept with confidentiality with mean rating of 1.52.

Hence, primary preventive measures of maltreatment in schools include school-based activities towards non-violence (Crooks et al., 2011). Secondary prevention refers to interventions for those individuals who are at risk of maltreatment (Zafar & Naeem, 2014). It includes school-based social services for high-stress environments (Zafar & Naeem, 2014), safe play programs in disaster situations, school-based psycho-social support for children living in stressful situations, classroom-based initiatives with a distinct psychological recovery 0 component, peer-peer groups (Bussmann et al., 2009), and school-based social support for high-stress environments (Zafar & Naeem, 2014).

In terms of the conduct of case conferences, it tallies a mean rating of 1.62 with a standard deviation of .55, which is described as high. This indicates that teachers always employed or demonstrated practices concerning child protection. Indeed, it is a practice in every school to conduct a case conference if the need arises or situations require it. Herein, teachers' initiative to solve every case is deeply appreciated. Solely, case conferences are intensely implemented in every school. Further, the standard deviation suggests homogeneity of responses among the respondents. Statements garnered high descriptive ratings, which suggests that teachers always employed or demonstrated that the conference is regularly done, with a mean rating of 1.72; both parties agreed with the terms and conditions after the conference, with a mean rating of 1.62; experts or guidance counselor are visible and provides assistance during the conference with mean rating of 1.61, cases of child committing undesirable acts are well-responded by the concerned teachers with mean rating of 1.59, and parents are informed prior to the case conference with mean rating of 1.58.

Hence, teachers are important individuals who can play a vital role in a child's development. They interact with the child on a regular basis, enabling them to observe and monitor slight deviations in the child's behavior. Moreover, the child sometimes develops a close relationship with the teachers and becomes willing to disclose family life and maltreatment (Laskey, 2005).

For the establishment of a child protection committee, it has a mean rating of 1.59 with a standard deviation of .54, which is labeled as high. This means that teachers always employed/ demonstrated practices on child protection issues.

Also, it is highly necessary to create a child protection committee for the protection of children's rights. Indeed, this is well established in every school. And its function is highly intensified. Meanwhile, the standard deviation signifies that the responses are clustered around the mean, indicating homogeneity. The statements displayed register high descriptive ratings. These points indicate that teachers always employed or asked a specialist for help, which is provided quickly for good purposes, with a mean rating of 1.67; reports are automatically handled by the committee with mean rating of 1.66, planning for children's services involves staff and clients where appropriate with mean rating of 1.61, school head and teachers give child protection a high profile with mean

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rating of 1.58, and school head, teachers, parents and community members represented themselves to protect the child from any harm with mean rating of 1.44.

Moreover, recent studies have focused on trends with respect to reporting by teachers in these countries (Wekerle & Wolfe, 2013). Therefore, their example can be used as torch-bearing models of how child protection services or systems and understanding of teachers have developed over time. In some countries, teachers are obligated to report any cases of suspected maltreatment to the authorities. Countries in which it is mandatory to report include Australia (Gray, 2009), the United States of America (McIntyre, 1987), the United Kingdom (Laskey, 2005), Canada and the Netherlands (Wekerle & Wolfe, 2013), and most other European countries (Schols et al., 2013). In these countries, child protection laws have been enforced and implemented, systems are in place to prevent maltreatment, and teachers and other stakeholders have been trained about child safeguarding issues. Most research about teachers' understanding of issues of child protection is concentrated in these countries, and very little research has been done on low income/ developing countries.

Significant Difference among Knowledge, Attitude, and Practices when Analyzed according to Profile of Teachers

Table 6 highlights the test of significant difference in the knowledge, attitude, and practices when grouped according to the profile of teachers. In terms of gender, results revealed that knowledge, attitude, and practices do not significantly differ. For the type of school, results indicated that knowledge, attitude, and practices had p-values of .906, .550, and .358, which are labeled as not significant. This means that knowledge, attitude, and practices concerning child protection, when analyzed by type of school, do not significantly differ. Further, both public and private schools have the same knowledge, attitude, and practices implemented concerning child protection matters.

Table 6. Test of Significant Difference in Knowledge, Attitude, and Practices when Grouped according to Profile of Teachers

Factor	Profile Group	N	Mean	SD	p-value	Interpretation
Gender						
Knowledge	Male	19	2.28	.184	.991	Not Significant
	Female	102	2.28	.158		
Attitude	Male	19	2.28	.267	.082	Not Significant
	Female	102	2.27	.159		
Practices	Male	19	1.83	.720	.055	Not Significant
	Female	102	1.63	.409		
Type of School						
Knowledge	Private	40	2.26	.163	.906	Not Significant
	Public	81	2.29	.161		
Attitude	Private	40	2.25	.194	.550	Not Significant
	Public	81	2.28	.171		
Practices	Private	40	1.58	.475	.358	Not Significant
	Public	81	1.58	.485		
Trainings Attended						
Knowledge	Attended	86	2.28	.167	.687	Not Significant
	Not Attended	35	2.29	.150		
Attitude	Attended	86	2.28	.192	.296	Not Significant

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	Not Attended	35	2.24	.140		
Practices	Attended	86	1.56	.494	.890	Not Significant
	Not Attended	35	1.63	.446		
Educational Qualification						
Knowledge	College Graduate	57	2.25	—	.303	Not Significant
	Master's Level	54	2.31	—		
	Master's Degree	7	2.28	—		
	Doctoral Level	3	2.30	—		
Attitude	College Graduate	57	2.25	—	.341	Not Significant
	Master's Level	54	2.29	—		
	Master's Degree	7	2.35	—		
	Doctoral Level	3	2.33	—		
Practices	College Graduate	57	1.53	—	.814	Not Significant
	Master's Level	54	1.58	—		
	Master's Degree	7	1.75	—		
	Doctoral Level	3	1.53	—		
Years of Teaching Experience						
Knowledge	1 to 5 years	41	2.24	—	.166	Not Significant
	6 to 10 years	34	2.29	—		
	11 to 15 years	21	2.31	—		
	16 to 20 years	9	2.37	—		
	21 years and above	16	2.27	—		
Attitude	1 to 5 years	41	2.25	—	.286	Not Significant
	6 to 10 years	34	2.31	—		
	11 to 15 years	21	2.22	—		
	16 to 20 years	9	2.32	—		
	21 years and above	16	2.31	—		
Practices	1 to 5 years	41	1.59	—	.177	Not Significant
	6 to 10 years	34	1.71	—		
	11 to 15 years	21	1.53	—		
	16 to 20 years	9	1.54	—		
	21 years and above	16	1.36	—		

Note: Gender, type of school, and trainings attended were analyzed using the independent samples t-test; educational qualification and years of teaching experience were analyzed using one-way ANOVA. Standard deviations are shown as printed in the source analysis; a dash (—) indicates that none was reported.

In terms of trainings attended, results showed that knowledge, attitude, and practices had p-values of .687, .296, and .890, which are described as not significant. This means that knowledge, attitude, and practices concerning child protection, when analyzed by training attendance, do not significantly differ. Therefore, teachers with or without training have the same knowledge, attitude, and practices concerning child protection issues.

Moreover, educational qualification and years of teaching experience yield non-significant results, with p-values greater than the .05 level of significance. This implies that knowledge, attitude, and practices do not significantly differ according to the profile of teachers when analyzed by educational qualification and years of teaching

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experience. Therefore, college graduate or doctoral level and years of experience in teaching do not differ when it comes to knowledge, attitude, and practices concerning child protection.

The study by Naeem (2014) claims that teachers demonstrated good knowledge about the prevalence of sexual abuse in both genders. However, as sexual abuse is a taboo and a sensitive issue, some gaps in understanding can also be seen. Between school settings, teachers from the private school setting showed the lowest knowledge about the prevalence of child sexual abuse in Pakistan, in both genders, and knowledge about the possible perpetrator. On the other hand, teachers from the public school setting showed the lowest understanding of behavioral cues of an abused child.

Moreover, teachers demonstrate a reasonably good level of understanding about emotional neglect. Teachers from the private school setting were the most knowledgeable about the need for attention from bullies and how extreme emotional neglect could result in the child running away from his/her home. However, they showed the lowest (out of all school settings) understanding of how it is primarily the responsibility of the parents to attend to the emotional needs of the children, even if a maid/ relative is looking after the child.

Further, teachers from public schools showed the least understanding of physical neglect of children with beggar women and the health benefits of breastfeeding. As found in the study by Shaikh (2003), a large majority of women (93%) experience some form of domestic violence in Pakistan. The review of existing literature suggested that children who are exposed to domestic violence are more susceptible to other forms of abuse and are more disposed to anxiety, aggressive behavior, and problems with peers. They may also have difficulty developing a comfortable relationship with their parents (Holt et al., 2008). The highest percentage of teachers (amongst all school settings) showed an increased understanding of violence and its association with aggression, violence in children's programs, and how it is unacceptable for children to see their mother being hit in domestic violence. They also showed a good understanding of how domestic violence poses a risk to children if they get into fights.

Certainly, no available literature that could attest to gender, training, type of school, and educational qualification of teachers in terms of determining differences in knowledge, attitude, and practices on child protection.

Relationship between Knowledge and Practices and between Attitudes and Practices on Child Protection Issues

Table 7 exemplifies the correlation between knowledge and practices and between attitude and practices concerning child protection issues. It shows that knowledge has a significant low correlation with practices ($r=.272$, $p<.05$), with a p-value that is less than the .05 level of significance. Meanwhile, this result implies that 7.4% of the variation in practices can be attributed to knowledge of child protection issues.

Table 7. Test of Significant Relationship between Knowledge and Practices and between Attitude and Practices

Variables Paired	r	r^2	p-value	Interpretation
Knowledge and practices	.272	.074	.003	Significant low correlation
Attitude and practices	.304	.092	.001	Significant low correlation

Further, the result suggests that there is a significant relationship between knowledge and practices concerning child protection. Hence, as knowledge increases, practices on child protection also increase. The more knowledgeable the teacher is, the greater the extent of creating or implementing practices on child protection.

Moreover, attitude has a significant low correlation with practices ($r=.304$, $p<.05$), with a p-value that is less than the .05 level of significance. Furthermore, the result implies that there is a significant relationship between attitude and practices concerning child protection. Hence, as attitude increases, practices on child protection also increases.

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The better the attitude of the teacher, the higher is the extent of creating or implementing practices on child protection.

The results above are aligned with the proposition that parents with passive-aggressive attachment and/ or inconsistent attachment styles (such as those with mental problems) put children at risk (Iwaniec, 2003). It was also seen that around 80 % of the teachers in the study conducted by Naeem (2014) recognized/ disapproved of the mother's emotional abuse behavior towards the child (statement P21R). Even though a child is usually regarded as the property of the parents (Muhammad, 2009), this shows that teachers can recognize and point out unsuitable behavior of the parents.

In addition, Naeem (2014) mentions that teachers from private schools " showed the highest understanding on the issue of emotional and teachers from public schools showed the lowest understanding. Also, it supports the idea that family environment can play a very important part in building the child's resilience and moderating the negative effects of exposure to violence (Proctor, 2006). It has been deduced that family cohesion moderates the impact of witnessed community violence on delinquent behavior (Barr et al., 2012). Moreover, it has also been seen that parents' exposure to violence can have a negative effect on the child. In a study conducted on mothers from low-income backgrounds, the intensity of community violence exposure was positively associated with both types of aggressive parenting practices, both psychological and physical (Zhang & Anderson, 2010). Similarly, a positive school environment is also found to be a moderating factor for negative outcomes (O' Donnell et al., 2011).

Regression Analysis on the Influence of Knowledge and Attitude on the Practices of Teachers Concerning Child Protection

Table 8 displays the test of significant influence of knowledge and attitude on practices on child protection issues.

Table 8. Test of Significant Influence of Knowledge and Attitude on Practices on Child Protection Issues

Variables	Standardized Coefficient (B)	t	p-value	Interpretation
Knowledge	.202	2.252	.026	Significant
Attitude	.246	2.747	.007	Significant
r^2	**.130**			
F	**8.791**			
p-value	**.000**			

As a model, 13% of the variation in the practice can be attributed to the combined influence of knowledge and attitude ($p<.05$). On its own, knowledge can significantly influence the practices ($p<.05$). Data reveal that for every unit increase in knowledge, there corresponds a .202 increase or improvement in practices. Data also imply that attitude, on its own, can significantly influence practices--for every unit increase in attitude, it results in a .246 increase or improvement in practices.

The result is aligned with FIA (2011) claims, which mention that some practices, like using children for personal motives, are considered emotional abuse, and strict ethical codes apply to minimize such practices. In other contexts, in African countries, it is acceptable to threaten children with a bogeyman, which would be unacceptable in other cultures (Gamlin et al., 2013). Hence, cultural perspectives and perceptions are important to consider when emotional abuse is concerned. In addition, attachment is the key to emotional abuse. Ineffective parental behavior is described as passive or passive/aggressive towards the child's emotional needs (Gamlin et al., 2013). Parents with mental problems usually exhibit a more inconsistent attachment style with the child. Hence, most

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interventions are directed towards building a positive relationship between the child and the parent/caregiver (Meintjes et al., 2010).

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CONCLUSIONS AND RECOMMENDATIONS

Findings

Based on the results of the study, the following findings were obtained:

1. The demographic profile of teachers revealed that a greater number of teachers, or 84.30 percent, were female. Eighty-one teachers, or 66.90 percent, came from public schools, while 40 teachers, or 33.10 percent, were from private schools. Fifty-six teachers, or 46.30 percent, were college graduates or had never enrolled in master's or doctoral programs; 55 teachers, or 45.50 percent, were at the master's level; seven teachers, or 5.80 percent, had obtained a master's degree; and only three teachers, or 2.50 percent, were at the doctoral level. In addition, 41 teachers, or 33.90 percent, had one to five years in service; 34 teachers, or 28.10 percent, had six to ten years of teaching experience; 21 teachers, or 17.40 percent, belonged to 11 to 15 years; nine teachers, or 7.40 percent, were in the 16 to 20 years in service; and 16 teachers, or 13.20 percent, were classified under 21 years and above. Furthermore, 86 teachers, or 71.10 percent, claimed that they had attended training, while 35 teachers, or 28.90 percent, did not attend any training.

2. The extent of agreement on knowledge among teachers regarding abuses indicated a mean rating of 2.26 with a standard deviation of .16, which can be described as moderate. For each indicator, physical abuse garnered a mean rating of 2.33 and a standard deviation of .28, which was labeled as moderate. Sexual abuse tallied a descriptive rating of moderate with a corresponding mean score of 2.42 and a standard deviation of .20. Emotional abuse marked a mean rating of 2.04 with a standard deviation of .32, which can be described as moderate.

3. On the extent of agreeability on attitude among teachers regarding neglect, a mean rating of 2.27 with a standard deviation of .18 was generated, which can be described as moderate. Emotional neglect marked a mean rating of 2.30 with a standard deviation of .29 and was labeled as moderate. Physical neglect recorded a mean rating of 2.31 with a standard deviation of .26, which is described as moderate. Exposure to violence garnered a mean rating of 2.21 with a standard deviation of .26, which can be described as moderate.

4. The level of practices registered a mean rating of 1.58 with a standard deviation of .48, which can be described as high. For each indicator, creation of a child-friendly environment marked a mean rating of 1.50 with a standard deviation of .48; monitoring and management of maltreated child registered a mean rating of 1.60 with a standard deviation of .54; conduct of case conference recorded a mean rating of 1.62 with a standard deviation of .55; and establishment of a child protection committee garnered a mean rating of 1.59 with a standard deviation of .54. All the indicators of practices concerning child protection obtained high descriptive ratings.

5. The test of difference among knowledge, attitude, and practices when analyzed according to gender recorded p-values of .991, .082, and .055, which indicate no significant difference. This implies that knowledge, attitude, and practices concerning child protection did not significantly differ between male and female teachers. For the type of school, the results indicated p-values of .906, .550, and .358, which are labeled as not significant. This means that knowledge, attitude, and practices concerning child protection did not significantly differ by type of school. In terms of trainings attended, the results displayed p-values of .687, .296, and .890, which are described as not significant. This means that knowledge, attitude, and practices concerning child protection did not significantly differ by trainings attended. Further, educational qualification and years of teaching experience yielded non-significant results, with p-values greater than the .05 level of significance. This implies that knowledge, attitude, and practices did not significantly differ when analyzed by educational qualification and years of teaching experience.

6. The test of correlation indicated that knowledge was significantly related to practices concerning child protection, with an r-value of .272 and a p-value of .003. This implies that there was a significant relationship between the knowledge of teachers and practices concerning child protection. Hence, as knowledge increases,

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practices concerning child protection also increase, and vice versa. Further, the test of correlation between attitude and practices concerning child protection issues revealed that attitude was significantly correlated with practices, with an r-value of .304 and a p-value of .001, which is less than the .05 level of significance. This implies that there was a significant relationship between attitude and practices concerning child protection. Hence, as the attitude of teachers increases, practices on child protection also increase, and vice versa.

7. The result of the regression analysis revealed the influence of knowledge and attitude on practices concerning child protection, with p-values less than the .05 level of significance. Thus, for every unit increase in the level of knowledge and attitude, there was a corresponding increase in the practices of teachers on child protection by .202 and .246, respectively. This indicates that knowledge and attitude contribute to the practices of teachers concerning child protection matters.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The profile of teachers comprised a higher percentage of female teachers teaching in public schools who were not enrolled in master's or doctoral programs. There was also a greater number of teachers with at least five years of teaching experience in the service, and most of them did not acquire any training on child protection.

2. The extent of agreement on the knowledge among teachers regarding abuses is moderate. This implies that physical, sexual, and emotional abuses in child protection are sometimes manifested.

3. The extent of agreement on the attitude regarding neglect is moderate. This suggests that emotional neglect, physical neglect, and exposure to violence are sometimes manifested.

4. The overall level of practices of teachers on child protection issues is high. This indicates that the creation of a child-friendly environment, monitoring and management of maltreated children, conduct of case conferences, and establishment of a child protection committee are always implemented or demonstrated.

5. Knowledge, attitude, and practices concerning child protection did not significantly differ when analyzed by gender, type of school, trainings attended, educational qualification, and years of teaching experience.

6. There is a significant relationship among the knowledge, attitude, and practices of teachers concerning child protection. This means that as the knowledge and attitude of teachers increase, there is a greater likelihood that practices on child protection also increase, and vice versa.

7. The knowledge and attitude of teachers significantly influence the practices of teachers concerning child protection. This implies that the knowledge and attitude of teachers contribute to their practices concerning child protection.

Recommendations

Based on the conclusions drawn, the following recommendations are suggested:

1. Teachers and parents may be sent to trainings, seminars, or workshops concerning child protection to be fully aware of their roles and responsibilities as parent/guardian or second parent in promoting child welfare and development.

2. Teachers may be encouraged to take master's or doctoral degrees to grow and develop professionally.

3. Resource speakers may be invited to conduct lectures or symposia for teachers so that they may be guided on their duties and obligations. This would serve as an avenue for enhancing their knowledge and establishing

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proper attitudes concerning child protection. The training should also focus on the emotional aspect of development and on how to properly handle emotions. Similarly, gender perception must be added to the training.

4. More practices that are friendly and holistic to the development of every child or learner may be developed.

5. Other variables that might influence practices concerning child protection may be explored.

6. Similar studies may be conducted in other settings to validate the findings of this research.

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