

# Child Protection Capacity of Public Secondary Schools in Northern Samar Division and Academic Performance of Victims of Violence against Children

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**Abstract:** This study determined the child protection capacity of public high schools in Northern Samar Division, the profile and academic performance of students who are victims of violence. It involved 173 victims of violence who were selected through purposive sampling and 71 school principals who were completely enumerated. The main statistical tool used was Pearson Correlation. Findings revealed that the child protection capacity of public junior high schools in the Division of Northern Samar was at developing level, which indicates that practices and procedures were on early or preliminary stages of implementation. Findings also revealed that a majority of the victims of violence against children were fifteen to sixteen years old and belonged to Grade 9 and 10. There were more females than males who were victims of violence. A majority of the victims of violence were children agricultural and fishery workers. Moreover, a majority of the respondents belonged to families whose income belongs to lowest income bracket and from married parents. Furthermore, the academic performance of the victims of violence against children was generally high – outstanding and very satisfactory which means that having been exposed to violence does not automatically mean low academic performance. Lastly, school's child protection capacity positively correlates with academic performance, which means that high level of school's child protection capacity will result to high academic performance.

**Keywords:** Violence, Children, School, Child, Protection, Capacity, Academic, Performance

## 1. Introduction

In spite of the efforts of many organizations and governments around the world to ensure the full protection of children from all forms of violence, there are still many cases of violence against children, which are reported and monitored. As reported by mass media and child welfare organizations like the United Nations Children's Fund (UNICEF) and Plan Philippines violence against children occurs everywhere which includes the schools and homes. It means that even until today, violence against children remains part of the children's life and it continues as one of the factors that influence them while growing.

Children who are victims of violence or who are exposed to violence are more likely to have violent behavior when they grow old. As claimed by the learning theory of reciprocal determinism, just as an individual's behavior is influenced by the environment, the environment is also influenced by the individual's behavior.

While it is true that many forms of violence against children are occurring everyday like bullying, sexual abuse, slapping, pushing, ridiculing, etc., they are seldom recognized, partly because they are so commonplace. There are children who are not even aware that they are already victims of violence.

Child Reach International (2014) stressed that "violence remains an all too real part of life for children around the globe..."<sup>1</sup> UNICEF (2014) reported that in 2012 alone, an estimated 8.8 million deaths occurred worldwide among boys and girls under the age of 20 and homicide took the

lives of almost 95,000 children and adolescents under the age of 19.<sup>2</sup>

The United States of America, which is known for ensuring the welfare of their children, is no exception. One of the main concerns of the United States is protecting its children from "gun violence." Just like USA, the Philippines is also confronted with this problem. Plan Philippines, a children's organization, reported at least five out of 10 Filipino children in grades 1-3, seven out of 10 in grades 4-6, and six out of 10 in high school experienced child abuse in school.<sup>3</sup> Meanwhile, as cited by at Rappler.com, the Child and Adolescent Psychiatrists of the Philippines Inc (CAPPI) reported that "around 500 to 800 cases of child abuse are annually committed by teachers."<sup>4</sup> In 2006, CAPPI reported that half of the perpetrators in schools were teachers.<sup>5</sup>

Children in Northern Samar particularly in public schools are not free from it. In 2014, a public school teacher told the researcher that a grade school boy in San Isidro town died because of brain injury after he had a fight with his classmate. In 2012, a male high school teacher in Allen District was accused of sexually abusing his female student. This complaint was recorded on the logbook of the barangay where the school is situated.

To address this problem the Department of Education (DepEd) has also issued Child Protection Policy, which protects the students against bullying, exploitation and discrimination in schools. Public schools are mandated "to ensure the utmost protection of the children against any form of abuse and violence;"<sup>6</sup> thereby enhancing the child

protection capacity of public schools. Therefore, the proponent of the study believed that the child protection capacity of the public secondary schools be investigated and find out if there are students in public schools who are victims of violence against children (VAC).

## 2. Objectives Of The Study

This study tried to attain the following objectives:

- 1) Describe the child protection capacity of public secondary schools in Northern Samar Division in terms of facilities, skilled personnel, curriculum, policies, community linkages, and capacity building.
- 2) Determine the academic performance of the victims of violence against children.
- 3) Document the socio-demographic profile of the victims of violence against children in terms of age, sex, grade level, parent's livelihood, family income, and parental marital status.
- 4) Determine if the school's child protection capacity in terms of facilities, skilled personnel, curriculum, policies, community linkages, and capacity building is significantly related to academic performance of victims of violence against children.

## 3. Methodology

This study employed descriptive-correlational research design using evaluative and qualitative approaches. The evaluative aspect of the study was employed in determining the child protection capacity of schools in terms of facilities, skilled personnel, funds allotted for child protection activities, curriculum, policies, and community linkages. On the other hand, the qualitative approach was utilized in delving deeper into the experiences of the victims of violence against children. In depth one-on-one interview with the victims of violence was done. Purposive sampling was used to determine the respondents who were victims of violence against children. Preliminary data gathering was done to identify the victims of violence. The researchers asked information from the school's guidance office and the principal's office, teachers, school heads, and students. The researchers also gathered reports from Provincial and Municipal Social Welfare and Development Offices. Names that were brought out as victims were included as respondents even if they were not included in the original list. In cases, there were female victims of sexual violence; the researcher asked the presence of a female teacher-advisor/guidance counselor or the parents of the respondents to be present during the interview. Others were interviewed by female research assistants. Meanwhile, complete enumeration of the junior high school administrators. An interview guide was utilized in gathering data from the victims of violence, while the school administrators were made to answer a questionnaire checklist for them to determine the child protection capacity of their respective schools. The statistical tools used were frequency counts, percentage, and Pearson r correlation.

## 4. Findings

### 4.1 Schools' Child Protection Capacity

Table 1 shows that the child protection capacity of junior secondary schools in Northern Samar Division was developing, having the grand mean of 1.49. It indicates that practices and procedures were generally on early or preliminary stages of implementation, which means that many things have to be done before advance level is attained or practices are in accordance with prescribed standard. Among the six areas of child protection, three were on maturing capacity – skilled personnel, policies, and community linkages. It indicates that in these areas of child protection, practices and procedures have been fully implemented. Meanwhile, there were three areas that were still on developing stage – facilities (1.23), Curriculum (1.38), and capacity building (1.29). It indicates that in these three areas the practices and procedures were on early or preliminary stages of implementation or establishment.

In terms of facilities, Table 1 indicates that much has to be done in putting up facilities such as special office where cases of violence can be reported, counseling office for victims of violence, and information and feedback gathering using the traditional and modern means of communication like feedback box, hotline, and social media.

In terms of skilled personnel, generally junior high schools in Northern Samar Division have organized Child Protection Committee, have established an office, and have assigned personnel for investigating acts of violence and taking action against it. These two aspects are on maturing level already, which means procedures are fully implemented, but not yet according to standard. It means that rules and procedures in handling cases of violence are not yet strictly observed, while the Child Protection Committee is not yet totally functional.

On the other hand, generally, public junior high schools in Northern Samar Division lack trained counselors and organized group of counselors for victims of violence. Having trained counselors has the lowest mean of 1.06, which means that on this aspect of child protection, public junior high schools in Northern Samar Division are lagging behind.

In terms of curriculum, Table 1 indicates that little attention is given to the provision of special learning materials like pamphlets, posters and flyers informing the children and the community about the forms and consequences of violence against children. As a whole, continuous information campaign against violence is less prioritized.

In terms of policies, generally, as shown in Table 1 the capacity level of public junior high schools is on the maturing. It means that policies are already established considering that the Department of Education has already formulated and issued its Child Protection Policy which stipulates the DepEd's policy and guidelines on protecting children in school from abuse, violence, exploitation, discrimination, bullying and other forms of abuse. It mandates all public schools to come up with Student Code

of Conduct, states the things to be done in taking action on cases of violence, and defines the duties and responsibilities of DepEd's central, regional and division offices. It also clearly enumerates the duties and responsibilities of school heads, personnel, and students/pupils/learners. It is also the legal basis of having School Child Protection Committee and its functions. It also enumerates preventive and protective measures to address child abuse, exploitation, violence, discrimination and bullying and other acts of abuse. Moreover, the policy also defines the rules and procedures in handling child abuse, exploitation, violence, and discrimination cases and it also establishes the referral and assessment of victims and offenders and other children. However, the Policy has weakness. As pointed by Ancho and Park, "The DepEd's Child Protection Policy has not identified schemes on how schools could sustain special financial spending in executing programs and campaigns related to putting up facilities, capacity building, and seminars among others.<sup>7</sup> "Generally, it pertains to handling of cases of violence and abuse in schools more than preventive measures to strengthen the stakeholders' capacity to be vigilant against these cases."<sup>8</sup>

Meanwhile, when it comes to community linkages, the level of capacity is generally maturing (1.81), which means that practices are fully implemented. It indicates that the partnership between the school and the community in terms of child protection has already been established. What is needed is to have the community be actively engaged in protecting the children against violence. As indicated in Table 3 (community linkages), monitoring systems for victims of violence has the lowest mean (1.52). It indicates that schools are generally weak on this aspect.

Capacity building is one of the two areas of schoolchild protection, which had the lowest mark. As indicated in Table 3, the average main is only 1.25, which means that the level of capacity is developing. Among the four indicators, the lowest was on funds allotted for child protection capacity building of personnel (.86). It means that public junior high schools did not have enough funds for capacity building related to child protection. It is more likely the reason why under skilled personnel the indicator that had the lowest mean was on having trained counselor for victims of violence, and under curriculum, many schools could not provide special learning materials on child protection information campaign.

Meanwhile, when the student-respondents were asked if they believed that the school could protect them against all forms of violence against children, a majority of them answered positively. The respondents answered that they felt that they were safe inside the school because of the presence of security guards, because the school is taking care of them, because teachers have the capability to protect them, because the school has authority to impose discipline, because the school prohibits violence, and because the teachers coordinate with parents about what is happening to the students. This finding confirms the findings of UNICEF stating that there was a high level of awareness about the importance of safety, security, and emotional well-being among stakeholders and nearly all teachers and students felt safe in the school, although 34 percent of students indicated

that, they sometimes stayed home because they worried about safety.<sup>9</sup>

**Table 1:** Child Protection Capacity of Public Schools

<i>Area</i>	<i>Mean</i>	<i>Level</i>
<b>A. Facilities</b>		
The school has special office where cases of violence can be reported.	1.33	Developing
The school has counseling office for victims of violence against children.	1.35	Developing
The school has child protection hotline, social media account and feedback box.	.73	Developing
The school premise is properly secured.	1.69	Maturing
<b>Sub-Mean</b>	<b>1.23</b>	<b>Developing</b>
<b>B. Skilled Personnel</b>		
The school has Child Protection Committee (CPC).	2.08	Maturing
The school has committee, office or person responsible for investigating acts of violence and taking action against it.	1.79	Maturing
The school has trained counselor for victims of violence.	1.06	Developing
The school has organized group of counselors on violence prevention.	1.21	Developing
<b>Sub-Mean</b>	<b>1.54</b>	<b>Maturing</b>
<b>C. Curriculum</b>		
The school has pamphlets, posters or books given to pupils informing them about the forms and consequences of violence.	0.96	Developing
The rights of the child are written on lightly visible place in the school and classrooms.	1.07	Developing
Violence against children and child protection advocacy are integrated in learning materials and lessons.	1.77	Maturing
The school conducts activities or celebration promoting awareness on human rights, child rights, and child welfare.	1.70	Maturing
<b>Sub-Mean</b>	<b>1.38</b>	<b>Developing</b>
<b>D. Policies</b>		
The school has School-Based Child Protection Policy.	1.93	Maturing
The school maintains records of all proceedings related to bullying, peer abuse or other forms of violence and submit the copy after each school year to the Division Office.	1.79	Maturing
The school has student Code of Conduct to be followed by every student while in school campus, or when travelling to and from school, or during sponsored activity, and during lunch period, whether on or off campus.	1.75	Maturing
The school has a system of identifying students who may be suffering from significant harm based on any physical, emotional or behavioral signs.	1.35	Developing
<b>Sub-Mean</b>	<b>1.70</b>	<b>Maturing</b>
<b>E. Community Linkages</b>		
The school has referral and monitoring systems for victims of violence.	1.52	Maturing
The school coordinates with the appropriate offices and other agency or instrumentally for appropriate assistance and intervention.	1.82	Maturing
The school coordinates with the Barangay Council for the Protection of Children (BCPC) Department of Social Welfare and Development or appropriate government agencies or non-governmental organizations on Child Protection Hotline for reporting	1.83	Maturing

abuse, violence, exploitation, discrimination, bullying and other similar acts and for counseling.		
The school has ensured that teachers, parents, community are aware and active in child rights promotion and protection though forum, meeting, and seminar.	2.07	Maturing
<b>Sub-Mean</b>	<b>1.81</b>	<b>Maturing</b>
<b>F. Capacity Building</b>		
The school conducts seminar on prevention of violence or capacity building activity for members of Child Protection Committee, Barangay Council for the Protection of Children (BCPC), and Guidance Counselors/Teachers.	1.51	Maturing
The school personnel have been trained about child protection.	1.27	Developing
The school sends students to seminar on prevention of violence against children.	1.38	Developing
The school has funds allotted for child protection capacity building of personnel.	0.86	Developing
<b>Sub-Mean</b>	<b>1.25</b>	<b>Developing</b>
<b>Grand Mean</b>	<b>1.49</b>	<b>Developing</b>

#### 4.2 Academic Performance of Victims of Violence against Children

Table 2 shows the academic performance of the victims of VAC in school year 2014-2015. It was determined through their general average in their report card or DepEd Form 138 or from their permanent record or DepEd Form 137. The highest percentage belonged to a group of respondents who had outstanding and very satisfactory academic performance. Fifty-seven (57) or 32.9% of the respondents had outstanding academic performance or had general average of 90 percent and above. Moreover, 43 or 24.9% had very satisfactory or general average of 85% to 89%. There were 44 or 25.4% who had satisfactory academic performance (80% to 84%). Only 29 respondents or 16.8% earned fairly satisfactory performance (75% to 79%). It could be inferred that there are children with high academic performance who are maybe vulnerable to violence, because there are students who are envious of their good academic performance.

Moreover, culture is another reason why high achievers are vulnerable to school violence particularly bullying. Students who could not dominate academically will resort to other means to dominate the academic achievers. This finding is in contrast with that of Strom I.F., et al.'s who found out in their study that on the individual level, all combinations of violence including bullying and sexual abuse were significantly associated with lower grades.<sup>10</sup>

It also negates the finding of Krug et al. claiming that children who experienced physical violence were at risk of truancy and repeating grades and tended to have lower education aspirations and achievement than children who have not been treated this way.<sup>11</sup>

On the contrary, the findings of this study confirm the finding of Werner and Smith as cited by Meichenbaum (2013) asserting that in spite of high risk factors like violence, the children developed into "confident, accomplished and connected adults." Researchers explained

this phenomenon as "resilience."<sup>12</sup> It means the ability to handle problems or challenges, persevere and adapt even when things go wrong.<sup>13</sup> In spite of being maltreated physically and mentally, children can still manage to study hard and excel academically.<sup>14</sup> It is bending instead of breaking. Filipinos are generally resilient. However, not everyone is resilient. There are still many who are weak and cannot easily overcome difficulties and in the end become society's liabilities. As indicated in table 2, there are about 17 percent of the respondents who have low academic performance.

**Table 2: Academic Performance of VAC**

Academic Performance	F	%
90% and above (Outstanding)	57	32.9%
85% – 89% (Very Satisfactory)	43	24.9%
80% – 84% (Satisfactory)	44	25.4%
75% – 79% (Fairly Satisfactory)	29	16.8%
<b>Total</b>	<b>173</b>	<b>100%</b>

#### 4.3 Profile of Victims of Violence against Children

##### Age

Table 3.1 indicates that the range of age of the respondents was between twelve years old to seventeen years old. Forty-seven (47) or 27.9% of the respondents were sixteen years old, while 43 or 24.9% were fifteen years old. In addition, 35 or 20.2% were fourteen years old and there were 27 respondents or 15.6% were seventeen years old. Respondents who were twelve years old were only four (4) which was equivalent to 4%.

The data implied that bulk of junior high school students were adolescence whose ages 14 to 16 years old. They are vulnerable to all forms of violence like physical, sexual, mental, etc. Being young and immature, they do not care for themselves and found helpless to defend themselves from violence. This finding confirms the report UNICEF (2015) stating that children are vulnerable to abuse due to their age because they have less experience, knowledge, maturity, and in many cases, physical strength than adults, which puts increased risk of being perceived as easy targets.<sup>15</sup>

**Table 3.1: Age of Victims of VAC**

Age	F	%
12 years old	4	2.3%
13 years old	17	9.8%
14 years old	35	20.2%
15 years old	43	24.9%
16 years old	47	27.2%
17 years old	27	15.6%
<b>Total</b>	<b>173</b>	<b>100%</b>

##### Sex

Table 3.2 shows the sex of the children who were victims of violence. Ninety (90) or 52% were females, while 83 or 48% were males. It indicates that females are more vulnerable to violence than males.

**Table 3.2: Sex of Victims of VAC**

Sex	F	%
Female	90	52.0%
Male	83	48.0%
<b>Total</b>	<b>173</b>	<b>100%</b>

**Grade Level**

On the one hand, Table 3.3 indicates the grade level of respondents who were victims of violence against children. There were 62 or 35% were Grade 10, while 58 or 33.5% were Grade 9. Grade 7 had the lowest number of respondents, which was 20 or 11.6%.

It can be noticed that the greater number of victims of violence against children increases as grade level increases. It indicates that in spite of having the capability to defend themselves the adolescents particularly those who belonged to higher age group are still vulnerable to different forms of violence. It also indicates that as children grow older they encounter more violence because they are more adventurous and outgoing.

**Table 3.3:** Grade Level of Victims of VAC

Grade	F	%
7	20	11.6%
8	33	19.1%
9	58	33.5%
10	62	35.8%
<b>Total</b>	<b>173</b>	<b>100%</b>

**Livelihood of Parents**

Table 3.4 presents the livelihood of the parents of the respondents. It shows that 61 or 35.3% of the victims of violence are children whose parents are farmers and fishermen. The other respondents are children of professionals, 22 or 12.7%. The data indicate that children who are victims of violence are children of both professionals and non-professionals. It means that having educated or professional parents like teachers, police officers, and engineers, supervisors, etc. is not a guarantee that children will be protected from all forms of violence. In other words, parents who have high educational attainment could not guarantee complete protection against violence for their children. Similarly, parents who are not professional like farmers, drivers, and fishermen could not totally protect their children from all forms of violence.

Moreover, both parents nowadays are working. Many parents spend a big percentage of their waking time everyday working and less time is devoted on checking what is happening to their children inside and outside their homes.

**Table 3.4:** Livelihood of Parents of Victims of VAC

Livelihood	F	%
Agricultural, Forestry and Fishery	61	35.3%
Professionals	22	12.7%
Driver and Mobile Plant Operator	15	8.7%
Craft and Related Trades Worker	14	8.1%
Clerical Support Worker	12	6.9%
Domestic, Hotel and Office Cleaner and Helper	11	6.4%
Construction Worker	8	4.6%
Street and Market Vendor	8	4.6%
Service and Sales Worker	7	4%
Protective Service Worker	5	2.9%
Commissioned Armed Forces Officer	5	2.9%
OFW	3	1.7%
Plant and Machine Operator and Assembler	1	.6%
Law Enforcement Officer	1	.6%

**Family Income**

Table 3.5 shows the monthly income of the families of victims of violence against children. As indicated in the table, a majority of the respondents, 91 or 52.6% belonged to families whose income is below five thousand pesos and 23.7% belonged to families whose income is second lowest bracket, P5,001 – P10,000. It indicates that children who belonged to poor families were more vulnerable to violence than children who belonged to well-off families. It may also indicate that a majority of families in Northern Samar are poor considering that it is one of the poverty stricken or poorest provinces in the Philippines. This finding adheres to what Haugen (2014) pointed out by that the painful truth is that the very poorest people in the world are desperately vulnerable to violence because they are poor.<sup>16</sup> Throughout the developing world, justice systems are so broken and dysfunctional that the poor people these systems should protect have no defense whatsoever from those who seek to rape, abuse, exploit and assault them.<sup>17</sup>

**Table 3.5:** Monthly Family Income of Victims of VAC

Income Bracket	F	%
Below P5,000	91	52.6%
P5,001 – P10,000	41	23.7%
P10,001 – P15,000	11	6.4%
P15,001 – P20,000	11	6.4%
Above P20,000	19	11%
<b>Total</b>	<b>173</b>	<b>100%</b>

**Parent's Marital Status**

Table 3.6 presents the marital status of parents of the respondents. A majority of the respondents, 138 or 79.8%, have married parents. It indicates that the children whose parents were married were still vulnerable to all forms of violence. It could be inferred that having a complete family is not a guarantee that the child will be protected from violence. In fact, there were respondents who revealed that their mother and father were the perpetrators of violence like hitting with belt and stick, slapping, etc. This finding confirms the finding of Dela Cruz as cited by Plan Philippines stating that the ways of parents for disciplining their children were physically or mentally abusive.<sup>18</sup>

Surprisingly, very few children were victims of violence whose parents were single or widowed. It could be inferred that the Filipino value of compassion or “awa,” for being an orphan is still strong and heavily emphasized. It further suggests that being an orphan or having only one parent could deter a person from committing violence against children.

**Table 3.6:** Marital Status of Parents of Victims VAC

Marital Status	F	%
Single	23	13.3%
Married	138	79.8%
Widowed	12	6.9
<b>Total</b>	<b>173</b>	<b>100%</b>

**4.4 Relationship between School's Child Protection Capacity Academic Performance of Victims of Violence**

Table 4 shows the relationship between school's child protection capacity and academic performance. Pearson r Correlation was used to test the effect of school's child

protection capacity in terms of facilities, skilled personnel, curriculum, policies, community linkages, and capacity building on academic performance of victims of violence against children.

Results of the analysis showed a Pearson r value of 0.308, which means that 9.49 percent of the variance in the dependent variable is explained by independent variable (facilities). Since significance value of 0.015 is less than the 0.05 alpha level, the null hypothesis is rejected, which means that there is a significant relationship between child protection capacity in terms of facilities and academic performance of victims of violence.

Results of analysis also showed a Pearson r value of 0.311, which means that 9.67 percent of the variance in the dependent variable is explained by independent variable (skilled personnel). The significance value of 0.012 is less than the 0.05 alpha level. It means that the null hypothesis is rejected which means that there is a significant relationship between school's child protection capacity in terms of skilled personnel and academic performance of victims of violence against children.

The same table presents the results of analysis of relationship between the school's child protection capacity in terms of curriculum and academic performance of victims of violence. It indicates the Pearson r value of 0.483, which means that 23.32 percent of the variance in the dependent variable is explained by independent variable (curriculum). The significance value of 0.015 is less than the 0.05 alpha level. Therefore, the null hypothesis is rejected which means that there is a significant relationship between school's child protection capacity in terms of curriculum and academic performance of victims of violence against children.

Meanwhile, it was also found out that there is a significant relationship between the school's child protection capacity in terms of community linkages and the academic performance of victims of violence against children, which means that the null hypothesis was rejected. It is because results of analysis showed the Pearson r value of 0.354, which means that 12.53 percent of the variance in the dependent variable is explained by independent variable (community linkages), and the significance value of 0.05 is less than the 0.05 alpha level.

This finding indicates that there is positive correlation between the schools child protection capacity in terms of facilities, skilled personnel, curriculum, and community linkages and the academic performance of the victims of violence against children. It means that if the school's capacity to protect the children against violence is high, academic performance improves. Moreover, the finding also indicates that public junior high schools in Northern Samar Division have already significantly done something to protect the children against violence in terms of facilities, skilled personnel, curriculum, and community linkages.

Lastly, results of analysis showed the Pearson r value of 0.011, which means that only 0.01 percent of the variance in the dependent variable is explained by independent variable (policies), and the significance value of 0.790 is more than

the 0.05 alpha level. Therefore, the null hypothesis is accepted – there is no significant relationship between the school's child protection capacity in terms of policies and academic performance. Similarly, the null hypothesis, there is no significant relationship between the school's child protection capacity in terms of capacity building has no bearing with academic performance, is also affirmed. It is because analysis showed the Pearson value of .010, which means that only one percent of the variance in the dependent variable is explained by the independent variable (capacity building), and the significant value of .910 is more than the 0.05 alpha level.

Since policies and capacity building did not significantly predict academic performance, it means that these two areas of school's child protection need more attention.

**Table 4:** Relationship between School's Child Protection Capacity and Academic Performance of Victims of VAC

<i>Child Protection Capacity</i>	<i>Parameters</i>	<i>Academic Performance</i>
Facilities	Pearson Correlation	0.308
	Sig. (2-tailed)	0.015
	Interpretation	Significant
Skilled Personnel	Pearson Correlation	0.311
	Sig. (2-tailed)	0.012
	Interpretation	Significant
Curriculum	Pearson Correlation	0.483
	Sig. (2-tailed)	0.023
	Interpretation	Significant
Policies	Pearson Correlation	0.011
	Sig. (2-tailed)	0.790
	Interpretation	Not Significant
Community Linkages	Pearson Correlation	0.354
	Sig. (2-tailed)	0.005
	Interpretation	Significant
Capacity Building	Pearson Correlation	0.010
	Sig. (2-tailed)	0.910
	Interpretation	Not Significant

## 5. Conclusions

Based on the findings of this study, the following conclusions were formulated:

- 1) Public junior high schools in Northern Samar Division are lagging behind in protecting and helping children against different forms of violence inside and outside the school.
- 2) Having been exposed to violence does not automatically mean low academic performance, because humans as rational beings have inborn instincts in order to cope with difficult circumstances and eventually succeed in life.
- 3) Grown up children or those who are nearing adulthood are still vulnerable to different forms of violence in spite of having capability to defend themselves particularly the boys and being from a well-off or poor family, professional or non-professional parents, and married or not married parents is not a guarantee that children will be free from violence.
- 4) School's child protection capacity plays a vital role in ensuring high academic performance.

## 6. Recommendations

Based on the findings of this study the following are recommended:

- 1) Strengthening of Child Protection Capacity of public schools needs to be given extra attention. All education stakeholders should be actively engaged on it.
- 2) There is a need to dig deeper on victims of violence who excel academically to find out how they manage to overcome the violence and its implications to school management and to the society as a whole.
- 3) Adolescents need to be capacitated in terms of fighting for their rights and on how to defend themselves. The school can do this task with the help of other agencies like the Department of Social Welfare and Development, UNICEF, Plan Philippines, and Local Government Units.
- 4) Since the school's child protection capacity predicts academic performance of the learners, a school based child protection program should be implemented.

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