

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

CHILD PROTECTION IN SCHOOLS: PREVENTIVE PRACTICES IN AN INCLUSIVE
CLASSROOM FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

A Thesis Presented to
the Faculty of the Graduate School
College of Education
West Visayas State University
La Paz, Iloilo City

In partial fulfillment
of the requirements for the degree
Master of Education
(Special Education)

by
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Abstract

The purpose of this survey design research was to investigate the child protection preventive practices in an inclusive classroom for learners with special educational needs (LSEs). The quantitative phase of this study aimed to determine the component of child protection prevention in place and specific child protection prevention strategies practiced in schools. The qualitative phase sought to understand the insights on the implementation of preventive practices from the experiences of the participants. Bronfenbrenner's Socio-ecological Theory provided the framework for this study. Using purposive sampling, the researcher conducted the quantitative phase to 42 respondents. The researcher-made instrument for this research was duly validated, pilot-tested, and administered to the participants of the quantitative phase. For the qualitative phase, four participants were chosen to participate in the follow-up interview. The results of the survey were analyzed through SPSS, specifically the mean and the standard deviation. The responses of the participants in the qualitative phase were processed using NVivo. The result showed that the three predetermined components of child protection prevention were highly in place, namely (a) student involvement; (b) school management and initiatives; and (c) policy implementation, monitoring and sustainability. The top five preventive practices for student involvement were also identified. In terms of school management and initiatives, the top five practices were

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determined the same with practices in policy monitoring, implementation, and sustainability. In the qualitative phase, there were six themes generated from the interview responses of the participants which divulged insights from their experiences on implementing child protection preventive practices. It is concluded that schools in the Division of Passi City fully implement child protection practices yet do not specifically include provisions for LSEs in their child protection policies. Nevertheless, the commitment of school personnel on the implementation of child protection which is significant in the prevention of victimization of LSEs was shown in this study.

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GRADUATE SCHOOL
Iloilo City

TABLE OF CONTENTS

	Page
Title Page	i
Approval Sheet	ii
Acknowledgement	iii
Abstract	v
Table of Contents	vii
List of Tables	ix
List of Figures	x
List of Appendices	xii
Chapter	
1 INTRODUCTION OF THE STUDY	1
Background of the study	2
Theoretical Framework	2
Conceptual Framework	10
Statement of the Problem	11
Significance of the Study	11
Definition of Terms	14
Delimitation of the Study	18
2 REVIEW OF THE RELATED LITERATURE	20
Local and International Basis on Implementing Child Protection in Schools	21

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

	Children with Special Needs in Victimization Dynamics in School	36
	Inclusion of Learners with Special Educational Needs in General Education Schools	42
	Child Protection Policy and Practices in School	44
	Summary	80
3	RESEARCH DESIGN AND METHODOLOGY	84
	Research Design	84
	Methodology	85
	The Sample	85
	The Instruments	86
	Data Collection Procedure	88
	Data Analysis Procedure	90
	Ethical Considerations	92
4	RESULTS AND DISCUSSION	93
	Quantitative Data Analysis	93
	Qualitative Data Analysis	105
5	SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	132
	Summary	132
	Conclusions	135
	Implications	136

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

Recommendations	139
REFERENCES	142
APPENDICES	165

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF TABLES

Table		Page
1	Child Protection Preventive Practices in	87
2	Components of Child Protection Prevention in Place in Schools	95
3	Student Involvement	98
4	School Management and Initiatives	102
5	Policy Implementations, Monitoring and Sustainability	105

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF FIGURES

Figure		Page
1	Research Paradigm	10
2	Survey Design of the Study	85
3	The Themes that Represent Insights on the Implementation of Preventive Practices from the Experience of the participants	106
4	The School Rules and Regulation hang in the entrance of the school	108
5	A child with disability on stage during the National Disability Prevention and Rehabilitation (NDPR) Week	113
6	Orientation of Parents of Learners with Special Educational Needs	122
7	General Assembly with the parents and community stakeholders in the school of the Guidance Coordinator	123
8	Interview with the School Head	176
9	Interview with the Guidance Coordinator	176
10	Interview with the SpEd Teacher	177
11	Interview with the Guidance Coordinator	177

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIST OF APPENDICES

Appendix		Page
A	Validated Researcher-made Instrument	166
B	Follow-up Interview Guide	169
C	Template of Letter to Validators	171
D	Letter to the Schools Division Superintendent	172
E	Letter for Pilot-Testing	173
F	Letter to School Principals	174
G	Informed Consent	175
H	Proof of Interview with Informants	176

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

144

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
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Iloilo City

145

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
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Iloilo City

146

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WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

148

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Iloilo City

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Iloilo City

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152

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155

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Iloilo City

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164

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