



**ABSTRACT**

**Title :** CHILD PROTECTION POLICY SCHOOL BASED MONITORING AND REFERRAL SYSTEM CORRELATES TO TEACHER INSTRUCTIONAL COMPETENCE: BASIS FOR THE IMPLEMENTATION OF POLICY PROCEDURES

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This study was instigated to explore the issue of Child Protection Policy (CPP) implementation in the local school through the CPP Committee and its use of the Legal Service Information System (LSIS) CPP Data Tool or its equivalent in local schools. The study aims to describe the implementation of CPP in terms of the local schools' current degree of proficiency in utilizing its mandated school based referral and monitoring systems to gather relevant information pertaining to incidents in child protection. The study follows the Acculturation Theory of John Berry. This study uses the descriptive correlational research design and also the descriptive-comparative design. The participants of this study were limited to teachers and administrators (principals and Public Schools District Supervisor (PSDS)) of elementary schools from Cluster IV, V and Cluster VIII of the City Schools Division of



Dasmariñas. These schools were chosen through convenience sampling. The researcher took into consideration 10 administrators and 204 teachers from seven elementary schools. The researcher developed her questionnaire to measure School Based Referral and Monitoring Systems of local schools. The researcher made use of descriptive, correlational and inferential statistics.

Some of the salient findings of the study are (1) school administrators evaluation of their schools' referral and monitoring systems of Child Protection Policy is Proficient in terms of planning and Highly Proficient in terms of implementation; (2) teachers' evaluation of their schools' referral and monitoring systems of CPP is Proficient in terms of planning; (3) there was found a significant difference on the assessment of Administrators and Teachers when it comes to the proficiency of planning and implementation of CPP; (4) Teachers' self-evaluation of their instructional competence is in the highly competent level whereas school administrators' evaluation of teachers' instructional competence is very highly proficient; (5) There is a moderate to strong positive and significant relationship between proficiency of planning and teachers' instructional competence. Likewise there is also a strong significant positive relationship between proficiency of implementation of CPP and teachers' instructional competence. Other conclusions and recommendations were discussed.