

# Community – Based Awareness on Children’s Rights Among Stakeholders

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## **Abstract**

Many children today continue to be deprived of their basic rights, particularly those who experience bullying in schools. This situation highlights the importance of promoting awareness and protection of children’s rights within the community.

This study examined community-based awareness of children’s rights among stakeholders in Barangay Iponan, Cagayan de Oro City, focusing on six key domains: Protection Rights, Provision Rights, Participation Rights, Civil Rights, Family and Health Care, and Educational and Cultural Rights. These addressed the extent of stakeholders’ awareness and whether their demographic profiles influence their understanding of children’s rights. The study involved 150 respondents. A descriptive-correlational research design was employed. Data were collected using a researcher-made and patterned questionnaire. Stratified random sampling was used to gather data. Data were analyzed using frequency, percentage, mean, standard deviation, and Pearson correlation coefficient.

Findings revealed that stakeholders demonstrated a high level of awareness across all six domains, with Educational and Cultural Rights got the highest mean which interpreted as To a Great Extent. While the Protection Rights, Participation Rights, and Family and Health Care got the lower mean which are also interpreted as To a Great Extent. A significant relationships were observed between awareness of age, sex, highest educational attainment, training/seminars attended, and tribal affiliation, whereas civil status showed no significant correlation. These results highlight the influence of education, experience, exposure to training, and cultural identity on stakeholder awareness. This study concluded that continuous education, capacity-building, and culturally sensitive approaches are essential to strengthen understanding and advocacy for children’s rights. Therefore, it is recommended that integrating child rights education in classrooms, institutionalizing school-based awareness programs, empowering students to participate actively, conducting targeted training for parents and caregivers, and promoting future research on digital platforms and cultural influences on awareness.

**Keywords:** children’s rights, stakeholders’ community-based awareness

## **Background of the Study**

Stakeholders’ awareness of children’s rights plays a vital role in ensuring a safe, nurturing, and conducive

learning environment. In the Philippines, the government has enacted various laws and Department of Education (DepEd) policies that emphasize the responsibility of educators, parents, school officials, and community members in protecting children from abuse, neglect, discrimination, and bullying. Despite these measures, many children continue to experience violations of their rights in schools and communities, indicating that not all stakeholders fully understand or consistently apply existing child protection policies.

This study examines the extent of stakeholders' awareness of children's rights as guided by key legal frameworks such as the Philippine Constitution, Republic Act No. 7610 or the *Special Protection of Children Against Abuse, Exploitation, and Discrimination Act*, and Republic Act No. 10627 or the *Anti-Bullying Act of 2013*. Reports from barangay officials indicate that approximately 30 percent of recorded cases involve child-related concerns, excluding unreported incidents, underscoring the need for increased vigilance and awareness among stakeholders. These laws highlight the shared responsibility of teachers, parents, school administrators, and community leaders in safeguarding children's welfare.

DepEd further reinforces child protection through DepEd Order No. 40, s. 2012, or the *Child Protection Policy*, and DepEd Order No. 74, s. 2022, which promotes inclusive and non-discriminatory education. Additionally, DepEd Order No. 002, s. 2024 supports teacher welfare by reducing administrative workloads, enabling educators to focus more on teaching and student well-being. Aligned with UNESCO's advocacy for a rights-based and child-centered approach to education, this study seeks to identify awareness gaps among stakeholders and contribute to strengthening policies, training, and collaborative efforts to ensure that schools remain safe, inclusive, and supportive environments for all learners.

### **Literature and Related Studies**

The protection and promotion of children's rights depend largely on the awareness and involvement of stakeholders such as governments, educators, parents, and civil society. While international frameworks like the United Nations Convention on the Rights of the Child (CRC) provide a strong foundation, studies show that varying levels of stakeholder awareness hinder effective implementation and advocacy (Lansdown, 2019; Smith et al., 2018). Research indicates a persistent gap between knowledge and practice, as educators often struggle to apply children's rights in school settings (Harris et al., 2019), parents—particularly in low-income communities—lack awareness of their children's legal rights (Durant et al., 2020), and policymakers may fail to fully align national policies with international standards due to limited understanding (Wills, 2019). These findings highlight the need to assess stakeholders' awareness across multiple dimensions of children's rights and to strengthen education, training, and policy implementation to ensure effective protection and promotion of children's welfare.

### **Respondents' Profile**

The respondents' profile provides essential socio-demographic context for understanding perspectives on children's rights. Variables such as age, sex, civil status, educational attainment, training exposure, and tribal affiliation help explain differences in awareness, attitudes, and engagement in child protection. Educational level and participation in child-rights trainings enhance understanding of legal frameworks such as RA 7610 and the UNCRC, while cultural background influences how children's rights are

interpreted and practiced. Together, these factors offer a comprehensive basis for analyzing stakeholder awareness and involvement in protecting children's rights.

### **Age**

Age significantly influences stakeholders' awareness and responsiveness to children's rights initiatives. Younger barangay officials and teachers are generally more receptive due to exposure to digital platforms, recent trainings, and updated policies, while older stakeholders may rely on traditional practices shaped by long-standing cultural norms (Lopez, 2021; Cruz & Ramos, 2022). Bridging this generational gap requires culturally sensitive awareness programs and intergenerational collaboration, where experienced stakeholders share practical insights and younger individuals contribute contemporary knowledge, fostering a unified and effective approach to child-rights advocacy across all age groups.

### **Sex**

Gender influences awareness and advocacy for children's rights, with studies showing that female teachers and parents are generally more proactive due to caregiving roles and societal expectations that encourage emotional engagement in child welfare initiatives (Hernandez, 2021). In contrast, male stakeholders, particularly barangay officials, tend to focus more on law enforcement and disciplinary measures rather than holistic child development, reflecting traditional gender roles associated with authority (De la Cruz, 2023). Promoting gender-inclusive policies, encouraging men's participation in child-development training, and strengthening women's leadership roles can help balance perspectives and enhance child-rights advocacy.

### **Civil Status**

Civil status affects stakeholders' perspectives on children's rights advocacy. Married individuals, especially parents and barangay officials, often demonstrate greater concern for child welfare due to direct caregiving experiences, making them more supportive of child protection, education, and health policies (Martinez, 2022). Meanwhile, single stakeholders may approach child rights from a policy-oriented or institutional perspective, emphasizing legal frameworks and enforcement. Integrating both caregiving and policy-driven perspectives through inclusive training and collaboration can lead to more comprehensive child protection strategies.

### **Educational Attainment**

Educational attainment plays a significant role in shaping awareness and support for children's rights, as higher education levels are associated with greater knowledge of child protection laws and stronger advocacy (Fernandez & Santos, 2023). Educated teachers are better able to integrate child-rights education into instruction, while barangay officials apply legal frameworks more effectively in governance. However, ensuring accessible child-rights education through community workshops and simplified materials is essential so that individuals of all educational backgrounds can participate in child protection efforts.

### **Trainings and Seminars on Child Rights**

Trainings and seminars are crucial in improving stakeholders' understanding and implementation of children's rights. Studies show that barangay officials and teachers who receive formal training

demonstrate higher awareness and more effective application of child protection policies (Reyes, 2022), while continuous professional development enables educators to integrate child-rights concepts into teaching and identify abuse or neglect more effectively (Martinez, 2022). Regular and accessible training opportunities help sustain awareness and strengthen collective child protection efforts.

### **Tribal Affiliation**

Tribal affiliation influences perceptions of children's rights, as indigenous communities may prioritize customary laws that sometimes differ from national child protection policies (Gonzales et al., 2023). Integrating Indigenous Knowledge Systems and Practices (IKSP) into education and advocacy has improved cultural responsiveness and inclusion (Ilagan, 2021), though challenges remain due to conflicting laws and limitations in implementing the Indigenous Peoples' Rights Act (IPRA) (Ampater et al., 2024). Engaging community elders, leaders, and educators through culturally sensitive training, dialogue, and bilingual materials supports the harmonization of traditional practices with child-protection laws.

### **Children's Rights**

Children's rights encompass a set of interconnected principles that ensure every child's safety, well-being, dignity, and holistic development. These include protection rights against abuse, neglect, exploitation, discrimination, and violence; provision rights that guarantee access to food, shelter, healthcare, and education; and family and healthcare rights that ensure parental care and medical support. Beyond survival, children are also entitled to participation rights that allow them to express their views, civil rights that uphold identity, privacy, and freedom of thought, and educational and cultural rights that promote quality education and respect for cultural heritage. Together, these rights recognize children as active individuals whose voices, identity, and welfare must be respected and protected.

### **Protection Rights**

Protection rights are upheld through strong legal frameworks and policies that prevent abuse, exploitation, and violence against children. Government intervention and community awareness are essential in ensuring child safety and accountability for violations (Jones & Miller, 2021). In the Philippines, DepEd Order No. 40, s. 2012, or the Child Protection Policy, mandates schools to establish child protection committees, reporting mechanisms, and awareness programs to address bullying and abuse. Effective implementation of such policies, supported by collaboration among schools, barangays, and local organizations, is vital in creating a safe and child-friendly environment.

### **Provision Rights**

Provision rights ensure that children have access to basic necessities such as food, shelter, healthcare, and other essential services necessary for physical, emotional, and cognitive development (Williams, 2022). Government agencies provide public healthcare, housing assistance, and school feeding programs, while NGOs complement these efforts through advocacy and direct support to underserved communities. Strengthening collaboration among stakeholders, increasing funding, and improving service delivery are crucial in ensuring that no child is deprived of the resources needed for their well-being.

## **Participation Rights**

Participation rights empower children by allowing them to express their views and engage in decisions affecting their lives, particularly in school and community settings (Rodriguez & Santos, 2023). Higher awareness among stakeholders promotes child involvement through student councils, forums, and community initiatives, fostering confidence, leadership, and responsibility. Creating safe spaces and policies that respect children's voices ensures that programs and decisions are responsive to their needs and supports the development of active, engaged citizens.

## **Civil Rights**

Civil rights protect children's dignity, identity, freedom of expression, and legal recognition, enabling them to develop confidence and a sense of self-worth (Harris, 2020). Awareness of these rights among parents, teachers, and local officials contributes to inclusive and non-discriminatory environments where children feel valued and protected. Continuous education, advocacy, and strict enforcement of child-related laws are necessary to safeguard children from discrimination, suppression, and abuse.

## **Family and Health Care Rights**

Family and healthcare rights are essential to children's physical and emotional development, as stable family environments and access to medical services significantly improve well-being (Lopez, 2022). Awareness among parents and guardians of healthcare rights and services enables timely access to vaccinations, check-ups, and treatments, reducing health risks and improving outcomes. Strengthening awareness campaigns, expanding healthcare services, and providing support to low-income families are vital to ensuring equitable access to child healthcare.

## **Educational and Cultural Rights**

Educational and cultural rights ensure access to quality, inclusive education while preserving children's cultural identity (Martinez & Cruz, 2023). Stakeholder awareness promotes advocacy for learning resources, school access, and policies that remove barriers such as discrimination and poverty. Integrating indigenous traditions, local languages, and cultural practices into education fosters respect, pride, and inclusivity, contributing to a supportive and empowering learning environment for all children.

## **Objectives**

This study examines stakeholders' awareness of children's rights in Iponan, Cagayan de Oro City by assessing their level of awareness across key domains, namely protection rights, provision rights, participation rights, civil rights, family and healthcare rights, and educational and cultural rights. It also analyzes differences in awareness based on stakeholders' demographic profile, including age, sex, civil status, highest educational attainment, participation in trainings and seminars on children's rights, and tribal affiliation, and determines the significant relationship between these demographic characteristics and the level of awareness of children's rights.

## **Theoretical Framework**

This study is anchored on Bronfenbrenner's Ecological Systems Theory (1979), which explains how children's development and rights are influenced by interactions within interconnected systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The awareness and roles of

parents, teachers, and barangay officials in these systems directly affect how children’s rights are understood and implemented in the community. The study also integrates the Rights-Based Approach (RBA) aligned with the UNCRC, emphasizing stakeholders’ responsibility in upholding protection, provision, participation, and civil and political rights to ensure children’s holistic development and well-being.

### Conceptual Framework

The conceptual framework is grounded in Philippine legal and institutional policies on child protection and education, particularly relevant DepEd Orders, Republic Act No. 7610, and Republic Act No. 10627. It illustrates the relationship between the respondents’ profile—age, sex, civil status, educational attainment, trainings and seminars on children’s rights, and tribal affiliation—as independent variables, and stakeholders’ awareness of children’s rights—protection, provision, participation, civil, family and healthcare, and educational and cultural rights—as dependent variables. This framework highlights how stakeholders’ characteristics influence their level of awareness, which in turn affects the implementation of children’s rights within Barangay Iponan, providing a basis for identifying gaps, strengthening awareness and enforcement mechanisms, and formulating policy recommendations and capacity-building interventions for a rights-based environment for children.

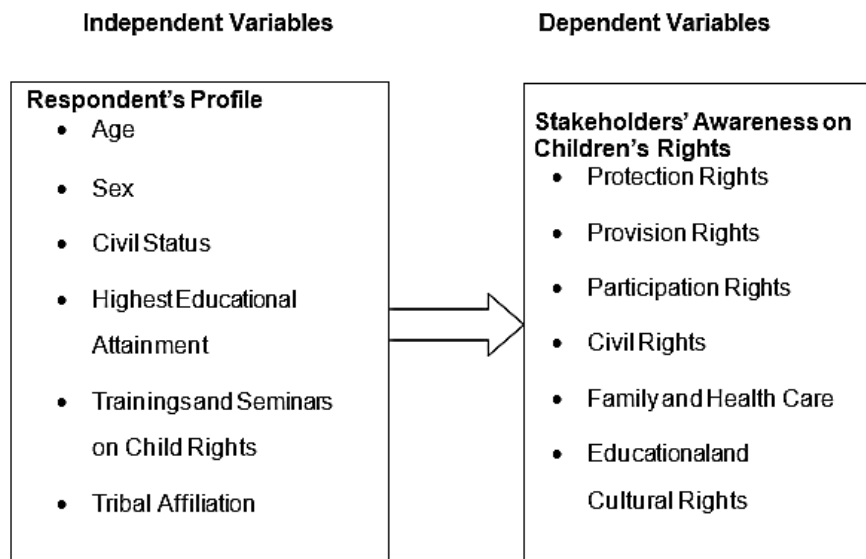


Figure 1. Schematic Presentation Showing the Interplay of Independent and Dependent Variables of the Study

### Statement of the Problem

This study aimed to determine the community-based awareness on children's rights among stakeholders’ in Barangay Iponan, Cagayan de Oro City. It specifically answer the following questions:

1. What is the respondents’ profile in terms of age, sex, civil status, highest educational attainment, trainings and seminars on child rights, and tribal affiliation?
2. What is the extent of the respondents’ awareness on children’s rights based on protection rights,

provision rights, participation rights, civil rights, family and health care and educational and cultural rights?

3. Is there a significant relationship between the respondents' profile and their level of awareness on children's rights?

### **Hypothesis**

Problems 1 and 2 are hypotheses - free. Based on Problem 3 the null hypothesis was tested at 0.05 level of significance.

H: There is no significant relationship between the stakeholders' awareness on children's rights when grouped according to their profile.

### **Significance of the Study**

This study is significant because it provides empirical insights into the level of awareness of barangay officials, parents, and teachers regarding children's rights and their role in child protection. By identifying strengths and gaps in stakeholders' knowledge and engagement, the findings can guide local government units, educational institutions, NGOs, advocacy groups, social workers, and policymakers in strengthening child protection policies, intervention programs, and advocacy efforts. The study also contributes to existing literature by examining how demographic factors influence awareness of children's rights, serving as a reference for researchers and academicians. Ultimately, the primary beneficiaries are children and youth, as the study supports the development of a safer, more inclusive, and rights-based environment through improved training, policy enhancement, and multi-sectoral collaboration among key stakeholders.

### **Scope and Limitation**

This study focuses on assessing the awareness of children's rights among 150 stakeholders in Barangay Iponan, Cagayan de Oro City, consisting of 50 barangay officials, 50 parents, and 50 teachers. It examines their awareness of protection, provision, participation, civil, family and healthcare, and educational and cultural rights, as well as the influence of demographic factors such as age, sex, civil status, highest educational attainment, participation in trainings and seminars, and tribal affiliation. Data are gathered through surveys and interviews to identify gaps in awareness and recommend strategies for improving child-rights advocacy. However, the findings are limited to Barangay Iponan and may not be generalizable to other areas, rely on self-reported data that may involve bias, and assess awareness rather than the actual effectiveness of child protection implementation.

### **Methodology**

This section presents the research design, respondents, sampling procedure, data gathering procedure, research instrument, scoring procedure, and statistical treatment used in the study. It explains how the data were collected and analyzed to determine stakeholders' level of awareness of children's rights and the relationship between their demographic profile and awareness levels.

### **Research Design**

The study utilized a descriptive-correlational research design to describe stakeholders' level of awareness of children's rights and examine the relationship between demographic variables and awareness without manipulating any variables. The descriptive component assessed the awareness of barangay officials,

parents, and teachers regarding protection, provision, participation, civil, family and healthcare, and educational and cultural rights, while the correlational component analyzed the association between awareness and demographic factors such as age, sex, civil status, educational attainment, participation in trainings and seminars, and tribal affiliation. This design allowed the identification of patterns, relationships, and gaps in awareness that can guide targeted interventions, training programs, and policy recommendations for strengthening child protection initiatives.

### **Study Setting**

The study was conducted in Barangay Iponan, Cagayan de Oro City, a diverse and progressive community with active governance, educational institutions, and social organizations involved in child welfare and protection. Barangay Iponan was selected due to its structured local governance, presence of public schools, diverse population, and ongoing implementation of child protection initiatives. Data were gathered from three primary locations: the barangay hall, public secondary schools, and households of participating parents. These settings were chosen to assess the awareness of barangay officials responsible for policy implementation, teachers who play a key role in children’s education and protection, and parents as primary caregivers who ensure children’s rights are upheld at home, providing a comprehensive view of stakeholders’ awareness within the community.

### **Research Respondents**

The respondents of this study consisted of 150 individuals from Barangay Iponan, Cagayan de Oro City, categorized into three groups to ensure balanced representation. Code A included 50 barangay personnel directly involved in local governance and community affairs, Code B comprised 50 teachers responsible for educating and safeguarding children’s rights in the school setting, and Code C consisted of 50 parents who serve as primary caregivers and key partners in nurturing and protecting children at home and within the community. This classification provided a comprehensive perspective from local leaders, educators, and parents in assessing stakeholders’ awareness of children’s rights.

**Table A**

**Distribution of Respondents’ Profile**

<b>Stakeholders</b>	<b>Respondents</b>
A	50
B	50
C	50
<b>TOTAL</b>	<b>150</b>

### **Sampling Technique**

This study employed a stratified random sampling technique to ensure proportional and fair representation of barangay officials, parents, and teachers in assessing stakeholders’ awareness of children’s rights in Barangay Iponan. The population was divided into three strata, from which an equal number of respondents were randomly selected, resulting in a total of 150 participants composed of 50 barangay

personnel, 50 parents, and 50 teachers. Barangay officials included elected leaders and personnel involved in child protection, parents were selected from diverse socio-economic and cultural backgrounds, including indigenous groups, and teachers were drawn from public and private schools within the barangay. Random selection within each stratum minimized bias and ensured diverse perspectives, allowing for a more comprehensive analysis relevant to policy-making, community programs, and child-rights advocacy.

### **Research Instrument**

The study utilized a researcher-made, patterned, and modified questionnaire consisting of two parts. Part I gathered data on respondents' demographic profile, including age, sex, civil status, highest educational attainment, participation in trainings and seminars on children's rights, and tribal affiliation. Part II measured stakeholders' level of awareness of children's rights in terms of protection, provision, participation, civil rights, family and healthcare, and educational and cultural rights. The instrument was anchored on Republic Act No. 7610, the Special Protection of Children Against Abuse, Exploitation and Discrimination Act, and DepEd Order No. 40, s. 2012, also known as the Child Protection Policy, which guide child protection and welfare initiatives in the Philippines.

### **Validity and Reliability of the Research Instrument**

The questionnaire underwent face and content validation through evaluation by a panel of experts in the field, who provided recommendations for improvement to ensure clarity and relevance. The instrument demonstrated high reliability, with Cronbach's alpha values ranging from 0.966 to 0.968, indicating excellent internal consistency across all domains. To further establish reliability, the questionnaire was pilot-tested on thirty (30) respondents who were not included in the main study, confirming its consistency and suitability for measuring stakeholders' awareness of children's rights in Barangay Iponan.

### **Categorization of Variables and Scoring System**

To facilitate accurate interpretation and analysis of the data, the variables in this study were categorized and evaluated using a standardized scoring system. This scoring guide was used to determine respondents' level of awareness across the different domains of children's rights and to support meaningful statistical analysis of the relationship between stakeholders' demographic characteristics and their awareness levels.

#### **Part I. Respondents' Profile**

##### **Age**

51 years old and above

41- 50 years old

31-40 years old

21-30 years old

##### **Sex**

Male

Female

##### **Civil Status**

Single



Married  
Separated  
Widowed

### **Highest Educational Attainment**

Doctorate Degree  
with Doctorate Degree units  
Master's Degree  
with M.A. units  
Bachelor's Degree  
College Graduate  
2-year course Graduate  
High School Graduate  
Elementary Graduate

### **Trainings and Seminars on Child Rights**

6 times and above  
1-5 times  
Never

### **Tribal Affiliation**

Tagalog  
Ilocano  
Cebuano  
Ilonggo  
Higaonon  
Others

### **Part II. Stakeholders Awareness**

<b>Scale</b>	<b>Range</b>	<b>Description</b>	<b>Interpretation</b>
4	3.26 - 4.00	At All times	To a Great Extent
3	2.51 - 3.25	Most of the Time	To Some Extent
2	1.76 – 2.50	Sometimes	To a Little Extent
1	1.00 - 1.75	Never	Not at All

### **Data Gathering Procedure**

Data were collected from 50 barangay officials, 50 teachers, and 50 parents in Barangay Iponan using questionnaires on children's rights awareness and demographic profiles. Permission was secured, instructions were given, and responses were collected, organized, and analyzed with confidentiality.

### Statistical Treatment of Data

Frequency, percentage, mean, standard deviation, and Pearson correlation were used to analyze awareness levels and determine relationships between respondents' profiles and their awareness.

### Ethical Considerations

The study followed ethical standards, including informed consent, voluntary participation, and confidentiality, with approval from PHINMA Cagayan de Oro College. These ensured trust, honest responses, and research credibility.

### Results and Discussion

This section presents the results, discussion, conclusion, and recommendation of the community-based awareness on children's rights in Iponan, Cagayan de Oro City with its interpretation and analysis from the findings of the study.

**Problem 1.** What is the respondent's profile in terms of age, sex, civil status, highest educational attainment, trainings and seminars on child rights and tribal affiliations?

**Table 1**  
**Distributions of Respondents' Profile in terms of Age**

Category	Frequency	Percentage
51 years and above	39	26
41-50 years old	40	26.7
31-40 years old	<b>29</b>	<b>19.3</b>
21-30 years old	<b>42</b>	<b>28</b>
Total	<b>150</b>	<b>100</b>

Table 1 shows that most respondents are aged 21–30 (28%), indicating they are young, adaptable, and open to innovation, making them strong advocates for child-rights education.

The smallest group is aged 31–40 (19.3%), likely due to workload and responsibilities, though they offer valuable experience and leadership.

Overall, combining the energy of younger professionals with the experience of older ones strengthens child-rights advocacy.

**Table 2**  
**Distribution of Respondents' Profile in terms of Sex**

Category	Frequency	Percentage
Male	<b>68</b>	<b>45.3</b>

<b>Female</b>	<b>82</b>	<b>54.7</b>
<b>Total</b>	<b>150</b>	<b>100</b>

Table 2 shows that most respondents are female (82 or 54.7%), reflecting the female-dominated education sector. This suggests a strong emphasis on nurturing, inclusive, and child-centered approaches, highlighting women’s key role in promoting children’s rights.

Males (68 or 45.3%) are less represented, indicating a gender imbalance that may limit diverse perspectives.

Overall, increasing male participation can help create a more balanced and inclusive approach to child-rights advocacy.

**Table 3**

**Distribution of Respondents’ Profile in terms of Civil Status**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Single</b>	<b>52</b>	<b>34.7</b>
<b>Married</b>	<b>98</b>	<b>65.3</b>
<b>Total</b>	<b>150</b>	<b>100</b>

Table 3 shows that most respondents are married (98 or 65.3%), indicating that family responsibilities may shape their perspectives, fostering maturity, stability, and a stronger commitment to children’s welfare and child-rights advocacy.

Single respondents (52 or 34.7%) are fewer, suggesting less representation, but they bring energy, adaptability, and openness to innovation, especially in adopting new practices and training.

Overall, both groups contribute uniquely—married stakeholders offer experience and stability, while single professionals bring innovation—creating a balanced approach to promoting children’s rights.

**Table 4**

**Distribution of Respondents’ Profile in terms of Highest Educational Attainment**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Doctorate Degree	18	12
with Doctorate Degree Units	14	8.3
Master’s Degree	<b>28</b>	<b>18.7</b>
with M.A. units	11	7.3
Bachelor’s Degree	9	6
College Graduate	20	13.3
2 years Course Graduate	24	16

High School Graduate	5	3.3
Elementary Graduate	21	14
<b>Total</b>	150	100

Table 4 shows that most respondents hold a Master’s degree (18.7%), indicating strong commitment to higher education and professional growth. This suggests they have advanced knowledge, critical thinking skills, and better understanding of child protection and inclusive education, strengthening their role in child-rights advocacy across schools, homes, and communities.

In contrast, only a few respondents are high school graduates (3.3%), implying limited academic qualification and highlighting the need for continuous training and capacity-building.

Overall, higher educational attainment strengthens stakeholders’ ability to analyze, implement, and promote children’s rights, while inclusive training ensures that even those with lower education can still actively contribute to child protection and advocacy.

**Table 5**

**Distribution of Respondents’ Profile in terms of Trainings and Seminars Attended on Child Rights**

Category	Frequency	Percentage
<b>6 times and above</b>	<b>89</b>	<b>59.3</b>
<b>1-5 times</b>	<b>61</b>	<b>40.7</b>
<b>Overall</b>	<b>150</b>	<b>100</b>

Table 5 shows that most respondents (59.3%) attended child rights trainings six times or more, indicating strong exposure and commitment to professional development. This suggests that stakeholders are well-informed and more likely to apply rights-based, protective, and inclusive practices in their work with children.

In contrast, 40.7% attended only 1–5 times, indicating limited exposure that may result in gaps in knowledge and inconsistent practices. This highlights the need for more accessible and continuous training opportunities.

Overall, frequent training strengthens stakeholders’ awareness, confidence, and effectiveness in promoting and protecting children’s rights, while limited participation underscores the need for expanded capacity-building programs.

**Table 6**

**Distribution of Respondents’ Profile in terms of Tribal Affiliation**

Category	Frequency	Percentage
Tagalog	56	37.3
Ilonggo	23	15.3

Ilocano	16	10.7
Higaonon	25	16.7
Cebuano	30	20
Overall	150	100

Table 6 shows that most respondents are Tagalog (37.3%), indicating their dominant presence in the study area. This suggests better access to resources, education, and programs, which may enhance their participation in child rights advocacy. However, this also highlights the need to ensure other cultural groups are equally represented for more inclusive perspectives.

In contrast, Ilocano respondents have the lowest representation (10.7%), suggesting possible cultural or linguistic barriers that may limit their participation and access to child rights programs.

Overall, the findings emphasize that while Tagalog respondents are more engaged due to greater access, child rights advocacy should be made more culturally inclusive to ensure equal participation and representation of all tribal groups.

**Problem 2.** What is the extent of the respondent’s awareness on children’s rights based on protection rights, provision rights, participation rights, civil rights, family health care, and educational and cultural rights?

**Table 7**  
**Summary of the Distributions of Respondents’ Level of Awareness on Children’s Rights**

Variable	Mean	SD	Interpretation
Protection Rights	3.26	0.75	To A Great Extent
Provision Rights	3.27	0.77	To A Great Extent
Participation Rights	3.26	0.74	To A Great Extent
Civil Rights	3.27	0.76	To A Great Extent
Family and Health Care	3.26	0.76	To A Great Extent
Educational and Cultural Rights	3.28	0.77	To A Great Extent
Overall	3.27	0.76	To A Great Extent

**Legend:** 3.26-4.00 At All Times/ To a Great Extent  
 1.76-2.50 Sometimes/To a Little Extent  
 2.51-3.25 Most of the Time/To Some Extent  
 1.00-1.75 Never/ Not At All

Table 7 shows a high level of stakeholders’ awareness of children’s rights (M = 3.27, SD = 0.76), interpreted as To a Great Extent, indicating strong and consistent understanding across all areas and active support for children’s holistic development.

Educational and Cultural Rights had the highest mean (M = 3.28), reflecting strong awareness of

inclusivity and cultural respect. Meanwhile, Protection, Participation, and Family and Health Care Rights had slightly lower means ( $M = 3.26$ ), suggesting that although awareness is high, challenges remain in consistent implementation due to factors like limited resources and cultural norms.

Overall, the findings show that awareness is strong but must be supported by concrete actions, collaboration, and effective programs to fully uphold children’s rights.

**Problem 3:** Is there a significant relationship between the respondents’ profile and their level of awareness on children’s rights?

**Table 8**

**Test Result of Relationship between the Respondents’ Profile and the Level of Awareness on Children’s Rights**

<b>Children’s Rights</b>							
<b>Respondents' Profile</b>	<b>Protection Rights</b>	<b>Provision Rights</b>	<b>Participation Rights</b>	<b>Civil Rights</b>	<b>Family and Health Care</b>	<b>Educational and Cultural Rights</b>	<b>Overall</b>
n							
r-value	r-value	r-value	r-value	r-value	r-value	r-value	r-value
p-value	p-value	p-value	p-value	p-value	p-value	p-value	p-value
interpretation	interpretation	interpretation	interpretation	interpretation	interpretation	interpretation	interpretation
	n	n	n	n	n	n	n
Age	0.6098	0.7003	0.6021	0.7003	0.9710	0.8921	0.7459
	0.0402	0.0307	0.0403	0.0301	0.0308	0.0142	0.0311
	S	S	S	S	S	S	S
Sex	0.5003	0.8003	0.8003	0.7003	0.7136	0.8321	0.7245
	0.0403	0.0308	0.0308	0.0301	0.0406	0.0302	0.0338
	S	S	S	S	S	S	S
Civil Status	0.5031	0.5003	0.4997	0.5003	0.4821	0.4336	0.4142
	0.1031	0.1033	0.1002	0.1002	0.1002	0.1022	0.1015
	NS	NS	NS	NS	NS	NS	NS
Highest Educational Attainment	0.9003	0.8912	0.8003	0.7003	0.8400	0.8330	0.8275
	0.0100	0.0103	0.0105	0.0201	0.0301	0.0203	0.0169
	S	S	S	S	S	S	S
Training and Seminars Attended on Child Rights	0.9009	0.8002	0.7002	0.6903	0.8001	0.8100	0.7836
	0.0102	0.0301	0.0205	0.0302	0.0201	0.0301	0.0235
	S	S	S	S	S	S	S
Tribal Affiliation	0.6003	0.8001	0.7001	0.7451	0.8001	0.7663	0.7353
	0.0302	0.0205	0.0206	0.0201	0.0308	0.0203	0.0238
	S	S	S	S	S	S	S

*Legend: \*significant at  $p < 0.05$  alpha level S-significant NS- not significant*

Table 8 shows that age, sex, educational attainment, training, and tribal affiliation have significant relationships with stakeholders' awareness of children's rights, while civil status has none. Age influences awareness, as maturity and experience strengthen advocacy and responsibility. Sex also shows significance, suggesting that gender roles shape perspectives, highlighting the need for gender-sensitive programs.

Educational attainment has a strong positive relationship, indicating that higher education improves knowledge, critical thinking, and the ability to promote and protect children's rights. Similarly, training and seminars enhance awareness, commitment, and the application of rights-based practices.

Tribal affiliation is also significant, showing that cultural identity influences how child rights are understood and practiced, emphasizing the importance of culturally sensitive approaches. In contrast, civil status does not affect awareness, suggesting that knowledge and exposure are more important than personal circumstances.

Overall, the findings highlight that education, training, and cultural context play key roles in strengthening stakeholders' awareness and advocacy for children's rights.

### **Discussion**

The study examined stakeholders' profiles and found that age, sex, education, training, and cultural affiliation significantly influence awareness of children's rights, while civil status does not. Older stakeholders show higher awareness due to experience, while gender differences highlight the need for inclusive programs. Education and training strengthen knowledge and application, and cultural affiliation emphasizes the need for culturally responsive approaches.

In Barangay Iponan, issues such as bullying, child neglect, and limited awareness of reporting systems show that while awareness exists, consistent practice remains a challenge. Overall awareness across child rights domains is high, especially in Educational and Cultural Rights, while Protection, Participation, and Family and Health Care Rights need improvement. Continuous training, collaboration, and culturally sensitive programs are essential to strengthen implementation.

### **Conclusion**

Stakeholders demonstrate strong awareness of children's rights, influenced by age, sex, education, training, and culture, but not by civil status. However, variations in understanding highlight the need for continuous education, inclusive programs, and culturally responsive strategies to ensure full protection and promotion of children's rights.

### **Recommendations**

Teachers should create safe, participatory classrooms and report child concerns. Barangay officials should strengthen child protection programs, awareness campaigns, and family support services. Parents should provide a supportive home environment and encourage open communication. Students should be

empowered to speak up, participate, and understand their rights.

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