

School-based Child Protection Policy and Teachers' Behavioral Management Practices

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Abstract

Child protection is fundamental to safe, inclusive, and nurturing learning environments. This descriptive-correlational study assessed the school-based child protection policy and behavioral management practices among Junior High School teachers in the Division of Valencia City during the School Year 2024–2025. Specifically, this aimed to describe the respondents' characteristics; determine the level of assessment of school-based child protection policy and behavioral management practices; examine the relationship between teachers' assessment of school-based child protection policy and their behavioral management practices; test the significant difference in teachers' behavioral management practices when grouped according to their characteristics, and develop a Child Protection Resource Guide intended to strengthen existing child protection mechanism in schools. Using complete enumeration, 504 teachers were chosen as respondents of the study. Data were gathered through survey questionnaires and analyzed using descriptive and inferential statistics.

Respondents demonstrated a very positive attitude towards the Child Protection Policy. The policy was assessed very high, with duties and responsibilities receiving the highest assessment, notably ensuring that children's rights were upheld and conducting disciplinary proceedings for offenses, while preventive measures received the lowest assessment, specifically implementing sessions on good parenting. Behavioral management was highly practiced, with discrimination receiving the highest assessment, especially treating students equally regardless of background or identity, whereas violence received the lowest assessment, particularly encouraging students to learn basic self-defense. The policy was significantly and positively associated with all behavioral management dimensions. Significant differences were also found according to attitude towards the Child Protection Policy across all dimensions and highest educational attainment specifically in relation to violence. In conclusion, attitude towards the Child Protection Policy is particularly relevant to teachers' behavioral management practices. These findings generated the Child Protection and Behavioral Management Theory, linking school-based child protection with teachers' management of discrimination, abuse, violence, and exploitation, with attitude towards the Child Protection Policy as a relevant teacher-related factor. The adoption of the Child Protection Resource Guide is recommended to strengthen preventive measures and violence prevention in schools.

Keywords: child protection, behavioral management practices

1. Introduction

The study focuses on the continuing challenges in protecting learners despite the implementation of the Child Protection Policy in schools. The occurrence of child protection cases involving discrimination, abuse, violence, and exploitation shows that having policies in place does not always guarantee effective protection and intervention. Teachers, as frontline implementers, play an important role in translating child protection policies into daily classroom practices and in maintaining a safe, respectful, inclusive, and supportive learning environment. Their understanding and assessment of the policy may influence how they respond to learner concerns and how they manage behavior while respecting children's rights. However, teachers may experience difficulties in balancing child protection requirements with classroom discipline, particularly when determining appropriate corrective measures and addressing concerns from parents or the community. These challenges may lead to differences in how policies and behavioral management strategies are applied. The study therefore seeks to determine the level of teachers' assessment of the school-based Child Protection Policy and their behavioral management practices among Junior High School teachers in the Division of Valencia City. It also aims to address the limited research on how teachers' assessment of child protection policies relates to their behavioral management practices. The findings will provide a basis for developing a Child Protection Resource Guide that can strengthen existing child protection mechanisms, provide practical guidance to teachers, and promote safe, inclusive, supportive, and child friendly learning environments.

Research Questions

This study intended to determine the School-Based Child Protection Policy and teachers' behavioral management practices among Junior High School teachers in the Division of Valencia City, School Year 2024–2025. The result of this study would be the basis for the development of a Child Protection Resource Guide.

Specifically, the study sought to answer the following questions:

1. How are the respondents characterized in terms of age, sex, type of school, position, highest educational attainment and attitude towards the child protection policy?
2. To what level is the respondents' assessment of school-based child protection policy with regard to duties and responsibilities, preventive measures, protective and remedial measures, rules and procedures, and referral and assessment?
3. To what level are the respondents' behavioral management practices considering discrimination, abuse, violence and exploitation?
4. Is there a significant relationship between the respondents' assessment of school-based child protection policy and their behavioral management practices?
5. Is there a significant difference in the respondents' behavioral management practices when grouped according to their characteristics?
6. Based on the result of the study, what Child Protection Resource Guide on school-based child protection policy can be designed?

Significance

The study may benefit various stakeholders by providing useful information on the implementation of the School Based Child Protection Policy and teachers' behavioral management practices. Policy makers may use the findings as a reference in reviewing and improving child protection policies, programs, and

implementation mechanisms, particularly those related to the prevention of violence and other protection concerns in schools. School administrators may use the results to identify effective practices and areas that require improvement and to develop appropriate policies, monitoring systems, and capacity building activities. Teachers and school personnel may benefit from a deeper understanding of child protection, behavioral management, and referral practices, particularly in addressing discrimination, abuse, violence, and exploitation. Learners may benefit from improved child centered, gender sensitive, rights based, and inclusive practices that promote safety, participation, quality education, and healthy development. Communities and other stakeholders, including families, partner organizations, and agencies, may gain greater awareness of their role in supporting school-based child protection and strengthening collaboration in addressing concerns. Future researchers may also use the findings as a reference for further studies on child protection policy implementation, behavioral management practices, and the development and evaluation of related interventions and resources.

Scope and Limitations

The study focused on determining the school-based child protection policy and behavioral management practices among Junior High School teachers in public schools with established secondary education in the Division of Valencia City, School Year 2024–2025. The respondents were the 504 Junior High School teachers in the schools where this study was conducted.

In this study, the independent variable was limited only to the school-based child protection policy in terms of duties and responsibilities, preventive measures, protective and remedial measures, rules and procedures, and referral and assessment. In the same manner, the dependent variable was limited only to teachers' behavioral management practices in terms of discrimination, abuse, violence and exploitation. The moderating variable was also limited only to respondent's characteristics in terms of age, sex, type of school, position, highest educational attainment and attitude towards the child protection policy.

Literature Review

Respondent Characteristics

The characteristics of teachers provide a relevant basis for examining variations in their behavioral management practices in the context of child protection. Duan et al. (2024) found that age and educational attainment were not significantly associated with classroom management self-efficacy, while teaching experience was positively associated with it, emphasizing the importance of professional experience. Dilabayan and Sambo (2024) reported significant age-related differences in classroom management among teachers in the Philippine setting, while Siddique et al. (2024) found differences in classroom management practices between male and female teachers. Thien and Lee (2023) showed that school size was associated with differences in organizational culture and teachers' professional experiences, highlighting the relevance of school context. Meanwhile, Dela Fuente (2021) found that greater awareness of the Child Protection Policy was associated with more favorable attitudes among Filipino teachers. Overall, these findings provide a basis for examining age, sex, school type, teaching position, educational attainment, and attitude toward the Child Protection Policy in relation to teachers' behavioral management practices concerning discrimination, abuse, violence, and exploitation, while recognizing the influence of professional experience, self-efficacy, preparation, and organizational context.

School-Based Child Protection Policy

School based child protection is an important component of ensuring learners' safety and providing appropriate responses to concerns involving abuse, neglect, violence, exploitation, and discrimination. Castino (2023) found a positive relationship between school-based child protection practices and teachers' behavioral management practices in a Philippine public-school setting, indicating the relevance of effective safeguarding practices in teachers' daily management of learners. Walsh et al. (2022) reported that child protection training may strengthen professionals' knowledge of child maltreatment, reporting responsibilities, and appropriate procedures, although knowledge alone does not necessarily guarantee effective reporting. Unger and Dreer Göthe (2026) emphasized the importance of professional, organizational, and social support in enabling teachers to carry out safeguarding responsibilities effectively. Duan et al. (2024) further identified teacher and school related factors associated with classroom management self-efficacy, highlighting the role of professional and organizational conditions in teachers' responses to learner concerns. Jiang et al. (2024) found that supportive teacher student relationships and classroom management practices were associated with more favorable classroom climates. Collectively, these studies support the importance of clear duties and responsibilities, preventive measures, protective and remedial actions, rules and procedures, and referral and assessment mechanisms in implementing child protection policies, while recognizing that effective safeguarding depends on teachers' preparation, professional confidence, organizational support, and collaboration with other stakeholders.

Behavioral Management Practices

Behavioral management practices represent an important aspect of teachers' professional practice, particularly in maintaining a safe, supportive, and inclusive learning environment for learners. Poulou et al. (2024) found that teachers' instructional and behavioral management practices were associated with students' emotional and behavioral experiences, emphasizing the value of supportive classroom approaches. Jiang et al. (2024) highlighted the relationship between teacher student relationships, classroom management, and positive classroom climates, which may support learners' wellbeing and reduce behavioral concerns. Duan et al. (2024) emphasized the role of classroom management self-efficacy and professional support in strengthening teachers' capacity to manage learner behavior. Yada et al. (2022) found that teacher self-efficacy was associated with inclusive educational practices that support diverse learners and promote positive learning experiences. Unger and Dreer Göthe (2026) further emphasized that effective child protection requires professional preparation, institutional support, and appropriate responses to safeguarding concerns. Collectively, the literature indicates that effective behavioral management involves preventive and supportive strategies, positive teacher student relationships, inclusive practices, professional development, and appropriate institutional mechanisms for addressing discrimination, abuse, violence, and exploitation, thereby contributing to safer and more supportive school environments.

2. Methodology

Research Design

This study employed a descriptive-correlational survey research design. A researcher-developed and adapted survey questionnaire was used as the main instrument for data gathering. Descriptive survey research designs are appropriate in obtaining systematic information about the characteristics, attitudes,

behaviors, and perceptions of respondents (Eichhorn, 2022). This design was utilized to assess the School-Based Child Protection Policy and the behavior management practices of Junior High School teachers in the Division of Valencia City.

The survey type of research design was deemed appropriate because the design allowed the researcher to obtain comparable information from a large number of teachers about their perception and practices. Survey research designs enable the systematic collection of information through the use of carefully constructed questionnaires (Eichhorn, 2022). This design also allows the representation and analysis of responses of the population. In this study, the design was utilized to determine the relationship between the assessment of school-based child protection policy and behavioral management practices and determine differences in the variables based on the characteristics of respondents without manipulating the variables.

Participants

The respondents of the study came from the public secondary schools of the Division of Valencia City. Teachers who participated came from all schools with established secondary education categorized as small, medium, large, and very large secondary schools in the division. A total of 504 teachers were the sample of the teaching staff in the said area. The survey respondents were from the Junior High School level, teaching Grades 7–10.

Data Collection

The study used a three-part survey questionnaire to gather data on the respondents' characteristics, their assessment of the school-based Child Protection Policy, and their behavioral management practices. The first part covered respondents' characteristics, including age, sex, grade level taught, position, highest educational attainment, and attitude toward the Child Protection Policy. The second part assessed the school-based Child Protection Policy based on duties and responsibilities, preventive measures, protective and remedial measures, rules and procedures, and referral and assessment. The third part examined teachers' behavioral management practices in addressing discrimination, abuse, violence, and exploitation. The questionnaire was developed by modifying existing research instruments and aligning them with relevant literature and the provisions of DepEd Order No. 40, series of 2012. It was further refined through consultation with experts in child protection and behavioral management to ensure that the instrument was appropriate to the study and its respondents.

Data Analysis

Descriptive statistical methods were used to aid in the examination and explanation of the data that was utilized to present the findings and discussions of the research.

For Problem 1, frequency and percentage were used to describe the characteristics of the respondents in terms of age, sex, grade level taught, position, highest educational attainment, and attitude towards the child protection policy. For Problems 2 and 3, mean and standard deviation were employed to determine the respondents' assessment of the implementation of school-based child protection policy and their level of behavioral management practices. On Problem 4, Pearson's correlation coefficient (r) was utilized to determine the significant relationship between the respondents' awareness on the implementation of child protection policy and behavioral management practices. This is to demonstrate whether the independent and dependent variables were correlated or related to each other. Lastly, for Problem 5, t-test and F-test

were employed to examine the significant difference on the teachers' behavioral management practices when grouped according to their characteristics.

3. Results and Discussions

Problem 1. How are the respondents characterized in terms of age, sex, type of school, position, highest educational attainment and attitude towards the child protection policy?

Table 1
Distribution of Respondents' Characteristics in terms of Age, Sex, Type of School, Position and Highest Educational Attainment

Variable	Category	Frequency	Percentage
Age	51 years old and above	50	9.92
	41-50 years old	137	27.18
	31-40 years old	179	35.52
	26-30 years old	118	23.41
	25 years old and below	20	3.97
	Total	504	100.00
Sex	Male	121	24.01
	Female	383	75.99
	Total	504	100.00
Type of School	Very Large	231	45.83
	Large	110	21.83
	Medium	163	32.34
	Small	0	0.00
	Total	504	100.00
Position	Master Teacher II	1	0.20
	Master Teacher I	24	4.76
	Teacher III	58	11.51
	Teacher II	42	8.33
	Teacher I	379	75.20
	Total	504	100.00
Highest Educational Attainment	Doctorate Degree	3	0.60
	With Doctoral Degree Unit	18	3.57
	Master's Graduate	82	16.27
	With Master's Degree Units	259	51.39
	Bachelor's Degree	142	28.18

Total	504	100.00
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Table 1 presents the respondents' characteristics in terms of age, sex, type of school, position, and highest educational attainment. Most respondents were 31 to 40 years old, while those aged 25 and below comprised the smallest group, showing that the respondents represented varied age groups. Female teachers made up the majority of the respondents, while males comprised a smaller proportion, although sex should be viewed only as a demographic characteristic and not as an indicator of competence in child protection or behavioral management. In terms of school type, most respondents came from very large schools, while large schools had the lowest proportion, suggesting that school size provides an important context in understanding teachers' work conditions, roles, and responsibilities but does not directly determine the effectiveness of their practices. Regarding position, the majority were Teacher I, while Master Teacher II had the smallest representation. This distribution reflects the professional composition of the respondents but should not be taken as a direct measure of experience, competence, or ability in managing learner behavior. In terms of educational attainment, more than half of the respondents had completed Master's Degree Units, while only a small number had completed a doctorate degree. Overall, the findings show that the respondents had diverse demographic and professional characteristics, and the reviewed literature suggests that factors such as experience, professional development, self-efficacy, school environment, mentoring, and organizational support may influence teachers' behavioral management and child protection practices beyond age, sex, position, school size, or educational attainment alone.

Table 2
Distribution of Respondents in terms of Attitude Towards
the Child Protection Policy

Indicator	Mean	SD	Description
I believe that the child protection policy... will benefit my students.	3.76	0.50	Strongly Agree
is important in my classroom.	3.73	0.50	Strongly Agree
positively impact the school environment.	3.69	0.55	Strongly Agree
is aligned with my values as a teacher.	3.67	0.54	Strongly Agree
will promote the holistic development of the students.	3.66	0.58	Strongly Agree
initiates a good collaborating activity among colleagues.	3.68	0.51	Strongly Agree
must be integrated in my classroom.	3.66	0.51	Strongly Agree
protects learner's rights and well-being.	3.73	0.49	Strongly Agree

is needed in school.	3.69	0.55	Strongly Agree
is for the best interest of both learners and teachers.	3.64	0.62	Strongly Agree
Overall	3.69	0.47	Strongly Agree

Table 2 shows that the respondents had a very positive attitude towards the Child Protection Policy, with an overall mean of 3.69 and a relatively low standard deviation of 0.47, indicating generally consistent and favorable responses. The respondents strongly agreed that the policy is relevant and beneficial in promoting learner welfare and protection. The highest rated statement was the belief that the Child Protection Policy benefits students, with a mean of 3.76, showing strong recognition of its importance to learners. Meanwhile, the lowest rated statement was the belief that the policy is in the best interest of both learners and teachers, with a mean of 3.64, although it was still interpreted as very positive. The findings indicate that teachers generally view the policy favorably, but a positive attitude does not necessarily mean that they possess sufficient knowledge, reporting competence, or consistent ability to apply child protection practices. Overall, the results demonstrate a strong and favorable orientation toward the Child Protection Policy while emphasizing the importance of continued awareness, professional preparation, and practical support to ensure that positive attitudes are translated into effective child protection practices.

Problem 2: To what level is the respondents' assessment of school-based child protection policy with regard to duties and responsibilities, preventive measures, protective and remedial measures, rules and procedures, and referral and assessment?

Table 3
Summary Distribution of Respondents' Assessment of School-Based Child Protection Policy

Variable	Mean	SD	Interpretation
Duties and Responsibilities	3.74	0.37	Very High
Preventive Measures	3.55	0.49	Very High
Protective and Remedial Measures	3.67	0.39	Very High
Rules and Procedures	3.67	0.42	Very High
Referral and Assessment	3.72	0.38	Very High
Overall	3.67	0.34	Very High

Table 3 shows that the respondents gave a Very High assessment of the five dimensions of the School Based Child Protection Policy, with an overall mean of 3.67 and a standard deviation of 0.34, indicating generally consistent responses. The five dimensions, namely duties and responsibilities, preventive measures, protective and remedial measures, rules and procedures, and referral and assessment, were all assessed as Very High, suggesting that respondents perceived these child protection practices as being

consistently observed in their schools. Among the dimensions, Duties and Responsibilities received the highest mean of 3.74, indicating that clearly defined roles and responsibilities were strongly observed. Meanwhile, Preventive Measures received the lowest mean of 3.55, although it still remained within the Very High interpretation. This suggests that preventive practices were generally well implemented but received comparatively lower assessments than the other dimensions and may therefore receive greater attention for further strengthening. Overall, the findings indicate strong and consistent perceptions of school-based child protection practices, while emphasizing that the results reflect respondents' assessments and do not by themselves establish the actual effectiveness or impact of these practices on child protection outcomes.

Problem 3: To what level are the teachers' behavioral management practices in terms of discrimination, abuse, violence and exploitation?

Table 4
Summary Distribution of Respondents' Level of Behavioral Management Practices

Variable	Mean	SD	Interpretation
Discrimination	3.74	0.33	Highly Practiced
Abuse	3.69	0.38	Highly Practiced
Violence	3.63	0.41	Highly Practiced
Exploitation	3.67	0.43	Highly Practiced
Overall	3.68	0.33	Highly Practiced

Table 4 shows that the respondents' behavioral management practices across discrimination, abuse, violence, and exploitation were Highly Practiced, with an overall mean of 3.68 and a standard deviation of 0.33, indicating generally consistent responses. All four dimensions received a Highly Practiced assessment, suggesting that teachers consistently reported applying behavioral management practices related to learner protection. Among the dimensions, discrimination obtained the highest mean of 3.74, indicating that practices related to equality, appropriate treatment, and addressing discrimination were most prominent. Meanwhile, violence received the lowest mean of 3.63, although it remained Highly Practiced, showing only a relative difference compared with the other dimensions. The findings suggest that teachers reported strong behavioral management practices across all areas, while violence related practices may receive comparatively greater attention for further strengthening. However, the results reflect teachers' reported practices and do not directly establish their effectiveness or their impact on the actual occurrence of discrimination, abuse, violence, or exploitation among learners.

Problem 4: Is there a significant relationship between the respondents' assessment of school-based child protection policy and their behavioral management practices?

Table 5

Result of the Test on Relationship Between School-Based Child Protection Policy and Teachers' Behavioral Management Practices

Behavioral Management Practices	School-Based Child Protection Policy					Overall r value p value
	Duties and Responsibilities	Preventive Measures	Protective and Remedial Measures	Rules and Procedures	Referral and Assessment	
	r value p value	r value p value	r value p value	r value p value	r value p value	
Discrimination	0.441 < .001 S	0.286 < .001 S	0.296 < .001 S	0.333 < .001 S	0.407 < .001 S	0.488 < .001 S
Abuse	0.482 < .001 S	0.46 < .001 S	0.246 < .001 S	0.44 < .001 S	0.359 < .001 S	0.505 < .001 S
Violence	0.514 < .001 S	0.414 < .001 S	0.329 < .001 S	0.461 < .001 S	0.456 < .001 S	0.455 < .001 S
Exploitation	0.503 < .001 S	0.402 < .001 S	0.33 < .001 S	0.469 < .001 S	0.419 < .001 S	0.451 < .001 S

Table 5 shows a statistically significant positive relationship between the School Based Child Protection Policy and teachers' behavioral management practices across all four dimensions, with all relationships significant at $p < .001$. The overall child protection policy practices were positively associated with behavioral management practices related to discrimination, abuse, violence, and exploitation, indicating that teachers who reported stronger child protection policy practices also tended to report stronger behavioral management practices. Among the four dimensions, abuse had the strongest relationship with the child protection policy ($r = .505$), followed by discrimination ($r = .488$), violence ($r = .455$), and exploitation ($r = .451$). Exploitation had the weakest relationship, although it remained statistically significant. These findings led to the rejection of the null hypothesis and suggest that school based child protection practices and teachers' behavioral management practices are closely associated. However, since the study used a descriptive correlational design, the results indicate relationships between the variables

but do not establish that stronger child protection policy implementation directly causes better behavioral management practices.

Problem 5: Is there a significant difference in the teachers' behavioral management practices when grouped according to their characteristics?

Table 6
Difference in the Respondents' Behavioral Management Practices
When Grouped According to their Characteristics

Respondents' Characteristics	Behavioral Management Practices			
	Discrimination	Abuse	Violence	Exploitation
	t value	t value	t value	t value
	p value	p value	p value	p value
	Interpretation	Interpretation	Interpretation	Interpretation
Sex	-0.63	0.87	1.03	0.69
	0.53	0.38	0.30	0.49
	NS	NS	NS	NS
Age	1.02	0.75	1.64	1.26
	0.40	0.56	0.17	0.29
	NS	NS	NS	NS
Type of School	1.26	0.93	0.58	0.77
	0.29	0.40	0.56	0.46
	NS	NS	NS	NS
Position	0.84	0.65	1.01	1.46
	0.53	0.66	0.43	0.23
	NS	NS	NS	NS
Highest Educational Attainment	0.01	1.85	3.23	2.67
	0.99	0.16	0.04	0.07
	NS	NS	S	NS
Attitude Towards the Child Protection Policy	12.60	33.50	28.30	19.70
	< .001	< .001	< .001	< .001
	S	S	S	S
Overall	2.52	6.42	5.97	4.43
	0.46	0.36	0.25	0.26
	NS	NS	NS	NS

Table 6 shows that teachers' behavioral management practices generally did not differ significantly when grouped according to sex, age, type of school, and position across discrimination, abuse, violence, and exploitation. However, significant differences were found when teachers were grouped according to their attitude towards the Child Protection Policy, with significant differences observed across all four behavioral management dimensions at $p < .001$. This indicates that attitude was the characteristic most consistently associated with differences in teachers reported behavioral management practices. A significant difference was also found based on highest educational attainment in relation to violence, with $p = .04$, while no significant differences were observed for discrimination, abuse, and exploitation. Overall, the findings indicate that teachers' attitudes towards the Child Protection Policy were associated with differences in behavioral management practices, while educational attainment was associated with differences only in violence related practices. The results do not establish causation and should not be interpreted as showing that any particular characteristic directly causes differences in teachers' behavioral management practices.

Problem 6. Based on the result of the study, what Child Protection Resource Guide on school-based child protection policy can be designed?

The following section describes the basis for the development of the proposed Child Protection Resource Guide. The resource guide was developed using the empirical findings of the study, particularly the indicators that obtained the lowest mean scores under the dimensions of the implementation of the school-based child protection policy and teachers' behavioral management practices. Although these indicators were interpreted as highly implemented or highly practiced, they represent areas with the greatest opportunity for further enhancement. Guided by these findings, the resource guide was designed to provide practical, evidence-based, and contextualized strategies intended to strengthen teachers' competencies in child protection policy implementation and behavioral management practices. The child protection resource guide is presented as a separate instructional material and serves as the primary output of this study.

4. Conclusion and Recommendations

Conclusion

The study concludes that among the respondents' characteristics, attitude towards the Child Protection Policy is particularly relevant to teachers' behavioral management practices. The school-based child protection policy was assessed very high, with duties and responsibilities as the strongest area and preventive measures as an area for continued strengthening. Teachers' behavioral management practices were highly practiced, with discrimination as the strongest area and violence as an area for continued strengthening. School-based child protection is effectively reflected when its principles are evident in teachers' behavioral management practices related to discrimination, abuse, violence, and exploitation. The relevance of attitude towards the Child Protection Policy across all four areas of behavioral management practices underscores the importance of teachers' recognition and internalization of the policy in protecting learners. These conclusions support the Child Protection and Behavioral Management Theory, which links school-based child protection with teachers' behavioral management practices related to discrimination, abuse, violence, and exploitation, with attitude towards the Child Protection Policy as a

relevant teacher-related factor, and provide the basis for the Child Protection Resource Guide for Teachers to strengthen preventive measures and violence prevention.

Recommendations

Based on the study's conclusion, the following recommendations were proposed:

1. The Schools Division Office–Human Resource Development Section and school administrators should conduct at least one annual professional development activity on the application of the Child Protection Policy and behavioral management practices.
2. School administrators and School Child Protection Committees should conduct at least one good parenting session each term, with topics informed by identified parent needs and learners' views.
3. School administrators, School Child Protection Committees, and guidance personnel should conduct at least one violence-prevention activity each semester that includes developmentally appropriate learner-safety and self-defense education.
4. Schools should integrate child protection and behavioral management into at least one Learning Action Cell session or school-based professional learning activity each semester to reinforce their application in everyday school practice.
5. School administrators should conduct an annual Child Protection Policy orientation and reflection session for teachers, with pre- and post-activity feedback to determine changes in their understanding and attitude towards the Child Protection Policy.
6. Schools should adopt and utilize the Child Protection Resource Guide for Teachers in good parenting sessions and violence-prevention activities and review its implementation at the end of each school year.

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