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Research Article

Child Protection Policy and Behavioral Management Practices at a Public Elementary School in Rizal, Philippines

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ABSTRACT

The study determined the child protection policy and behavioural management practices of a public elementary school in Rizal, Philippines in the year 2018-2019. It employed the quantitative descriptive correlational method of research which used questionnaires as the means to gather data. Results revealed that the practices observed by the respondents in child protection in terms of anti-bullying and discrimination are educating students on how to deal with bullying properly and strictly implementing the anti-bullying campaign. The behavioural management practices observed by the respondents in terms of anti-bullying and discrimination are making it more concrete for everyone the difference between play and fight and delivering praise and rewards to increase appropriate behavior. The practices observed by the respondents in child protection in terms of abuse are giving opportunities to pupils to speak and express their views and opinions especially when it comes to social interactions, gaining the trust of students through one-on-one coaching. The practices observed in child protection in terms of violence and exploitation are educating students about their rights as children and informing pupils that there are different agencies that handle issues on violations against the rights of the youth, and giving special attention to the misbehaved pupils. Lastly, there is a significant difference between the respondents in implementation of child protection policy and their behavioural management practices and that there is a positive correlation between the behavioural management practices of the respondents when grouped according to their profile.

Keywords: *Behavioural management, Child protection policy, Students' behavior.*

Introduction

Tagumpay Elementary School has been true to its commitment of giving quality

education in a much safer and secured environment and through the Department of Education (DepEd) initiative of advancing its Child

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Protection Policy by virtue of D.O. no. 40, s. 2012 in ensuring that all educational organizations shall demonstrate the rights and duties of a Filipino citizen, reinforce ethical and spiritual values, and prosper moral character and personal discipline.

This made some adjustments in the field of classroom behavioral management to the part of the teachers. Behavior management includes identification of the problem or the negative behavior, education about replacement behaviors, modification to the individual's environment to reduce the trigger to develop negative behavior, positive reinforcement to motivate the new behavior and to discourage the inappropriate behavior act (Ward, 2016).

In the Philippines, the issue of disciplinary actions of teachers and the misbehavior of students continues to surface as one of the most challenging problems in the educational sector today. Schools are not typically equipped to deal with moderate to severe behavioral problems, and many teachers feel unprepared to address the numerous challenges students exhibit in class (Millapre, 2014). Today's classrooms are much more difficult to handle than in years past. The reason is because some students do not respect their teachers, more students come to school with behavioral problems compared to students before and teachers are not sufficiently trained to deal with today's behavioral problems due to lack of fundings for the training in managing students behavior (Parsonson, 2012).

In addition to this, strengthening the student leadership greatly affects how the school officer will be able to manage such misbehavior. The majority of teachers and students delineated that school leadership influences students' behavior management through policies and procedures. This is through providing recognition to the students for good behavior rather than using any form of punishment for misbehavior. Awards and recognition are considered as a positive means of influence as compared to punishment (Nooruddin & Baig, 2014).

To promote effective learning, it is important that a safe, secured and positive environment is formed. To this end, the Department of Education (DepEd 2012) affirm that the

school is obligated to provide an environment for the delivery of quality teaching and learning by advocating the rights and safety of all students.

Thus, the researcher conducted a study on the child protection policy in the behavioral management practices that can be helpful in handling the classroom, particularly the behavior of the pupils among the teachers.

Purpose of the Study

This study will determine the level of implementation of the Child Protection Policy and behavioural management practices of a Public Elementary School in Rizal, Philippines in the year 2018-2019. It sought to answer to the following questions:

1. What is the profile of the teachers in terms of the following;
 - 1.1 Teacher respondents
 - 1.1.1 Age
 - 1.1.2 Gender
 - 1.1.3 Grade Level Handled
 - 1.1.4 Highest Educational Attainment
 - 1.2 Pupil respondents
 - 1.2.1 Age
 - 1.2.2 Gender
2. What are the different practices in Child protection policies applied at school in terms of;
 - 2.1 Anti bullying and Discrimination
 - 2.2 Abuse (Physical, Sexual, Psychological, Other forms of Abuse)
 - 2.3 Violence and Exploitation
3. What are the behavioural management practices of the teachers in terms of;
 - 3.1 Anti bullying and Discrimination
 - 3.2 Abuse (Physical, Sexual, Psychological, Other forms of Abuse)
 - 3.3 Violence and Exploitation
4. Is there a significant difference between the respondents implementation of Child Protection Policy and their behavioural management practices?
5. Is there a significant relationship on the behavioural management practices of the respondents when grouped according to their profile?
6. What are the recommendations that can be drawn from the study?

Scope and Delimitation

The study was limited to the study of the Child Protection Policy in the behavioral management of teachers of a Public Elementary School in Rizal, Philippines in the year 2018-2019. The study was further limited to the 55 teachers in the school.

Related Literature

Management of students' behavior is one of the current issues frequently being faced by the school community. According to Shukla-mehta & Albin (2003) even the most experienced classroom teachers tend to have difficulty handling students who present tolerable to outrageous behavior problems. Teachers are the ones who observe students' behavior in school. In the study of Barbetta, Norona, and Bicard (2005) teachers primary responsibilities are to help students learn. It is difficult for learning to take place in disarray environments. In due course, teachers are challenged daily to create and maintain a positive, productive classroom ambience that is conducive to learning. At any moment, this can be quite a problem. They continuously face this challenge, in an attempt to find a solution to the behavioral problem, they also continue to make common classroom behaviour management mistakes.

Oftentimes, the strategy that one uses will not work on the other and if this happens, when a strategy of solving the behavioral problem is not working, instead of trying harder, teachers should try another way. Teachers could try verbal redirecting, reinforcing incompatible behaviours, changing the academic works and providing additional cues. These aforementioned approaches are more effective, easier to use and it creates a more positive classroom atmosphere than trying harder and insisting that it will work out in the end (Barbetta et al., 2005).

In the study of Pas, et al., (2015) observational data was utilized to explore classroom management approach and evaluation of students' compliance, engagement, and social disruption. Latent profile analysis (LPA) was utilized to analyze specific configuration of classroom-wide student behavior in relation to teachers' use of classroom management strategies and classroom arrangements. Analyses

revealed that students behavior and teachers' classroom management is interrelated. Hence, a classroom in which students constantly meet the expected behavior, will urge teachers to be more responsive and lessens the disapproval. However, classrooms where students are non-compliant tend to have teachers who use disapproval mostly and reactive behavior management. In addition, having an elevated percentage of students with behavior problems in the classroom was cognate with lower job satisfaction of the teachers (OECD, 2014). In this thought, it seems indispensable for teachers to have a strong passion to become efficient in managing problematic student behavior.

Herman et al., (2022) stated that the teacher classroom behavior management training program, caused enhancement in teacher classroom behavioral management implementation and students' social and academic end result. The advancement in the academic section was observed by the increased students' time on task. Leflot, et al., (2010) investigated the role of teacher behavior management for student's uncontrollable behavior development using a universal classroom preventive intervention. The outcome showed that by reducing the use of negative comments as an intervention, teachers were able to predict the increase in on-task behavior and decrease in talking-out behavior of students. It can be concluded that the role of teachers' in choosing the correct classroom management approach is important in lowering the possibility for disruptive behavior to develop.

Korpershoek et al., (2016) examined which classroom management approach and school program boost students' academic behavioral, social, emotional and motivational outcomes. The study showed that social-emotional development seems to have an extensive involvement in the interventions' overall effectiveness. Moreover, it was revealed that students' academic end result gained benefit from teacher-focused strategies. Shukla-mehta & Albin (2003) proposed several ways on how to handle situations where students demonstrate misbehavior. Among which are the following: reinforce calm and on-task behavior; pay attention to anything unusual about the student's behavior; do not escalate along with the

student; offer students opportunities to display responsible behavior; teach students socially appropriate behavior to replace problem behavior.

Dupper (2010) stated that there is evidence that giving severe punishment, suspensions, and restrictive security policies are insufficient to enhance school safety and student behaviors, and are associated with increased risk of students dropping out. In relation to this, teachers who utilize practical classroom management can anticipate improvements in student behavior (Oliver, 2011).

Methods

The descriptive correlational method of research was employed in the study. To determine the effects of the Child Protection Policy in the behavioral management of teachers of a Public Elementary School in Rizal, Philippines in the year 2018-2019. For better appreciation on the analysis of data, the following statistical treatment was used: percentage, weighted mean, Pearson R - this will be used to find out if there is a significant relationship on the behavioral management practices of the respondents when grouped according to their profile; T test, this will be used to determine the significant difference between the implementation of Child Protection Policy and their behavioural management practices.

Sources of Data

The sources of data for this study were the 55 teachers which comprises the total population of the teachers in the school and 210 pupils out of 422 total population of the Grade six

pupils of a Public Elementary School in Rizal, Philippines. The sample of the pupil respondents was computed using the Slovin’s formula.

Data Gathering Instrument

The researcher used a checklist questionnaire which was composed of three parts, the first part deals on the demographic profile of the respondents. The second part will focus on the common problems of the pupils at school, different Child protection policies applied at school, and the different behavioral management practices by the teacher respondents in terms of classroom environment and diversity of culture, at Tagumpay Elementary School.

Data Gathering Procedure

The first step that the researcher did was to identify the different policies of the school in relation to the child protection policy. Before the administration of the questionnaire-checklist, it was shown first to the researcher’s adviser for checking. The final form of questionnaire checklist was constructed incorporating all the suggestions, comments and corrections made by the researcher’s adviser and experts.

As permission was granted, the researcher strategically went and proceeded at the specified school. The questionnaires and outputs were gathered right after the evaluation of the respondents. The data gathered were consolidated, tabulated, analysed and interpreted accordingly then submitted for statistical treatment afterward presentation, analysis and interpretation of results were done by the researcher toward the completion of the study.

Results and Discussion

Table 1. Mean Distribution of the Responses of the Teachers on the Practices in Child Protection Policy in School in terms of Anti Bullying and Discrimination

| No | Anti bullying and Discrimination | TEACHERS | | |
|----|--|----------|------------------------|------|
| | | Mean | Descriptive Equivalent | Rank |
| 1 | I strictly implement the anti-bullying campaign inside my class. | 4.42 | Always Observed | 2 |
| 2 | I educate my students on how to deal with bullying properly. | 4.69 | Always Observed | 1 |
| 3 | I motivate students to speak up against bullying. | 4.35 | Always Observed | 4 |

| No | Anti bullying and Discrimination | TEACHERS | | |
|----|---|----------|------------------------|------|
| | | Mean | Descriptive Equivalent | Rank |
| 4 | I participate in school programs on the improvement of students' wellbeing. | 3.93 | Observed | 5 |
| 5 | I conduct one-on -one coaching with students who are experiencing bullying inside the school. | 4.36 | Always Observed | 3 |

Table 1 indicates the mean distribution of the responses of the teachers on the practices in child protection policy in school in terms of anti bullying and discrimination with a mean of 4.35. Educate students on how to deal with bullying properly with a mean of 4.69 ranked 1, implement the anti-bullying campaign inside class with a mean of 4.42 ranked 2, conducting one on one coaching with students who are

experiencing bullying inside the school with a mean of 4.36 ranked 3, and motivating students to speak up against bullying with a mean of 4.35 ranked 4 are always observed by the respondents while participating in school programs on the improvement of students' wellbeing with a mean of 3.93 ranked 5 was observed.

Table 2. Mean Distribution of the Responses of the Pupils on the Practices in Child Protection Policy in School in terms of Anti Bullying and Discrimination

| No | Anti bullying at diskriminasyon | PUPILS | | |
|----|--|--------|------------------------|------|
| | | Mean | Descriptive Equivalent | Rank |
| 1 | Masusing pinapatupad ng aking guro ang anti-bullying sa loob ng silid aralan. | 4.18 | Observed | 1 |
| 2 | Pinag aaralan naming kung paano harapin ng maayos ang mga pang aabuso sa loob ng paaralan. | 4.08 | Observed | 2 |
| 3 | Kami ay hinihimok na magsaita ukol sa pang aabuso. | 3.88 | Observed | 3 |
| 4 | Lumalahok ako sa mga programa sa eskwelahan para sa pagpapaunlad ng aking pagkatao. | 3.79 | Observed | 4 |
| 5 | Kami ay kinakausap ukol sa mga pangyayari ukol sa bullying sa eskwelahan kungkami ba ay may nararanasan. | 4.18 | Observed | 1 |

Table 2 shows the mean distribution of the responses of the pupils on the practices in child protection policy in school in terms of anti bullying and discrimination with a total weighted mean of 4.02. Strictly implement the anti-bullying campaign by the teacher inside class and teachers conduct one on one coaching with students who are experiencing bullying inside the school with a mean of 4.18 both at rank 1,

educating students on how to deal with bullying properly with a mean of 4.08 ranked 2, motivating students to speak up against bullying with a mean of 3.88 ranked 3, and participating in school programs on the improvement of our wellbeing with a mean of 3.79 ranked 4 are observed by the student respondents in terms practices in child protection in terms of of bullying and discrimination.

Table 3. Mean Distribution of the Responses of the Teachers on the Practices in Child Protection Policy in School in terms of Abuse

| No | Abuse (Physical, Sexual, Psychological, Other forms of Abuse) | TEACHERS | | |
|----|--|----------|------------------------|------|
| | | Mean | Descriptive Equivalent | Rank |
| 1 | I educate students on the different types of abuse that they may encounter in and outside the school. | 4.31 | Always Observed | 5 |
| 2 | I teach children on how to manage and overcome abuse and violence. | 4.53 | Always Observed | 2 |
| 3 | I encourage pupils to participate in any activities connected to their personality development as children. | 4.42 | Always Observed | 3 |
| 4 | I gain the trust of my students through one-on-one coaching and observe confidentiality. | 4.40 | Always Observed | 4 |
| 5 | I give opportunities to my pupils to speak and express their views and opinions especially when it comes to social interactions. | 4.82 | Always Observed | 1 |

Table 3 presents the mean distribution of the responses of the teachers on the practices in child protection policy in school in terms of abuse with a total mean of 4.49. Giving opportunities to pupils to speak and express their views and opinions especially when it comes to social interactions with a weighted mean of 4.82 ranked 1, teaching children on how to manage and overcome abuse and violence with a weighted mean 4.53 ranked 2, encouraging pupils to participate in any activities connected

to their personality development as children with a weighted mean 4.42 ranked 3, gaining the trust of students through one on one coaching and observe confidentiality with a weighted mean 4.40 ranked 4, and educating students on the different types of abuse that they may encounter in and outside the school with a weighted mean 4.31 ranked 5 are always observed by the teacher respondents on the practices in child protection policy in school in terms of abuse.

Table 4. Mean Distribution of the Responses of the Pupils on the Practices in Child Protection Policy in School in terms of Abuse

| No. | Pang aabuso (Physical, Sexual, Psychological, Other forms of Abuse) | PUPILS | | |
|-----|--|--------|------------------------|------|
| | | Mean | Descriptive Equivalent | Rank |
| 1 | Kami ay nag aaral ng mga ibat ibang klase ng pang aabuso na maaring mangyari sa loob at labas ng paaralan upang kami ay maging handa laban rito. | 3.90 | Observed | 4 |
| 2 | Tinuturuan kaming harapin ang mga uri ng pang aabuso at maging handa ukol dito. a | 3.93 | Observed | 3 |
| 3 | Kami ay hinihimok na sumali sa mga Gawain na nauukol sa pagpapaunlad ng aming sarili. | 3.95 | Observed | 2 |
| 4 | Ako ay may tiwala sa aming guro sa pagtulong sa ain upang magkaroon ng tiwala sa sarili. | 4.07 | Observed | 1 |
| 5 | Kami ay binibigyan ng pagkakataon upang makapag sabing aming opinion. | 3.71 | Observed | 5 |

Table 4 indicates the mean distribution of the responses of the pupils on the practices in child protection policy in school in terms of abuse with a total weighted mean of 3.91. Gaining our trust through one on one coaching and observe confidentiality with a mean of 4.07 ranked 1, encouraging to participate in any activities connected to their personality development as children with a mean of 3.95 ranked 2, teaching on how to manage and overcome

abuse and violence with a mean of 3.93 ranked 3, educating on the different types of abuse that they may encounter in and outside the school with a mean of 3.90 ranked 4, and giving opportunities to us to speak and express their views and opinions especially when it comes to social interactions with a mean of 3.71 ranked 5 are observed by the pupil respondents on the practices in child protection policy in school in terms of abuse.

Table 5. Mean Distribution of the Responses of the Teachers on the Practices in Child Protection Policy in School in terms of Violence and Exploitation

| No. | Violence and Exploitation | TEACHERS | | |
|-----|--|----------|------------------------|------|
| | | Mean | Descriptive equivalent | Rank |
| 1 | 1. I give special tasks and attention to students who possess violent tendencies. | 4.15 | Observed | 5 |
| 2 | 2. I am observant to the behavior of my students and determine whether there is something unusual. | 4.36 | Always Observed | 2 |
| 3 | 3. I show extra emotional care for hyperactive pupils. | 4.29 | Always Observed | 3 |
| 4 | 4. I educate my students about their rights as children and inform them that there are different agencies that handle issues that violate the rights of the youth. | 4.69 | Always Observed | 1 |
| 5 | 5. I encourage my pupils to learn basic self-defense. | 4.22 | Always Observed | 4 |

Table 5 presents the mean distribution of the responses of the teachers on the practices in child protection policy in school in terms of violence and exploitation with a total weighted mean of 4.34. Educating students about their rights as children and inform them that there are different agencies that handle issues that violates the rights of the youth with a mean of 4.69 ranked 1, observant to the behavior of students and determine whether there is something unusual with a mean of 4.36 ranked 2,

showing extra emotional care for cases hyperactive pupils with a mean of 4.29 ranked 3, and encouraging to train my pupils to learn basic self-defense with a mean of 4.22 ranked 4 are always observed by the respondents while giving special tasks and attention to students who possess violent tendencies with a mean of 4.15 ranked 5 is observed by the teacher respondents on the practices in child protection policy in school in terms of violence and exploitation.

Table 6. Mean Distribution of the Responses of the Pupils on the Practices in Child Protection Policy in School in terms of Violence and Exploitation

| No | Karahasan at Pagsasamantala | PUPILS | | |
|----|--|--------|------------------------|------|
| | | Mean | Descriptive Equivalent | Rank |
| 1 | Binibigyan kami ng mga gawain lalo na kapag kami ay magulo sa klase. | 4.19 | Observed | 4 |
| 2 | Kami ay napupuna ng guro kapag kami ay may maling Gawain sa loob ng klase. | 4.08 | Observed | 5 |

| No | Karahasan at Pagsasamantala | PUPILS | | |
|----|---|--------|------------------------|------|
| | | Mean | Descriptive Equivalent | Rank |
| 3 | Ang aming guro ay nagpapakita ng suporta sa pamamagitan ng pagtingin ng maigi para sa mga mag aaral na magulo sa klase. | 4.37 | Always Observed | 1 |
| 4 | Kami ay nag aaral ukol sa aming karapatan at mga tao o grupo na pwedeng makatulong sa amin. | 4.24 | Always Observed | 2 |
| 5 | Kami ay hinihimok na matuto ng self defense. | 4.21 | Always Observed | 3 |

Table 6 presents the mean distribution of the responses of the pupils on the practices in child protection policy in school in terms of violence and exploitation with a total weighted mean of 4.22. Showing extra emotional care for cases hyperactive pupils with a mean of 4.37 ranked 1, educating students about their rights as children and inform them that there are different agencies that handle issues that violates the rights of the youth with a mean of 4.24 ranked 2, encouraging to train pupils to learn

basic self-defense with a mean of 4.21 ranked 3 are always observed by the pupil respondents, while giving special tasks and attention to students who possess violent tendencies with a mean of 4.19 ranked 4 and being observant to the behavior of students and determine whether there is something unusual with a mean of 4.08 ranked 5 are observed by the pupil respondents on the practices in child protection policy in school in terms of violence and exploitation.

Table 7. Mean Distribution of the Responses of the Teachers on the Behavioural Management Practices in terms of Anti Bullying and Discrimination

| No | Anti bullying and Discrimination | TEACHERS | | |
|----|---|---------------|------------------------|------|
| | | Weighted Mean | Descriptive Equivalent | Rank |
| 1 | I deliver praise and rewards to increase appropriate behavior. | 4.24 | Always Observed | 4.5 |
| 2 | The school has office disciplinary referrals, verbal reprimands, yelling, and removal | 4.24 | Always Observed | 4.5 |
| 3 | I make it more concrete for everyone the difference between play and fight. | 4.53 | Always Observed | 1 |
| 4 | I encourage pupils to report on encounters about bullying. | 4.29 | Always Observed | 2.5 |
| 5 | I give extra work to pupils who exhibit inappropriate behavior. | 4.29 | Always Observed | 2.5 |

Table 7 shows the mean distribution of the responses of the teachers on the behavioural management practices in terms of anti bullying and discrimination with a total weighted mean of 4.32. Making it more concrete for everyone the difference between play and fight with a mean of 4.53 ranked 1, encouraging pupils to report on encounters about bullying. And give extra work to pupils who exhibit inappropriate

behavior with a mean of 4.29 both at rank 2.5, and delivering praise and rewards to increase appropriate behavior and school has office disciplinary referrals, verbal reprimands, yelling, and removal with a mean of 4.24 both at rank 4.5 are always observed by the teacher respondents on the behavioural management practices in terms of anti bullying and discrimination.

Table 8. Mean Distribution of the Responses of the Pupils on the Behavioural Management Practices in terms of Anti Bullying and Discrimination

| No | Anti bullying at diskriminasyon | PUPILS | | |
|----|---|--------|------------------------|------|
| | | Mean | Descriptive Equivalent | Rank |
| 1 | Pinupuri kami n gaming guro sa mga magagandang nagawa sa paaralan. | 4.23 | Always Observed | 1 |
| 2 | Nagbibigay ang paaralan ng mga restriksyon ukol sa tamang pag uugali. | 4.18 | Observed | 2.5 |
| 3 | Malinaw sa amin ang pagkakaiba ng laro sa away dahil ito ay tinuturo sa paaralan. | 4.18 | Observed | 2.5 |
| 4 | Hinihimok kami isulat lahat ng klase ng pang aabuso sa paaralan. | 3.60 | Observed | 5 |
| 5 | Binibigyan kami ng karagdagang Gawain sa bawat maling pag uugali. | 4.02 | Observed | 4 |

Table 8 presents the mean distribution of the responses of the pupils on the behavioural management practices in terms of anti bullying and discrimination with a total weighted mean of 4.04. Delivering praise and rewards to increase appropriate behavior with a weighted mean of 4.23 ranked 1 is always observed by the respondents while school has office disciplinary referrals, verbal reprimands, yelling, and removal and make it more concrete for

everyone the difference between play and fight with a weighted mean of 4.18 both at rank 2.5, giving extra work to pupils who exhibit inappropriate behavior with a weighted mean of with a weighted mean of 4.02 ranked 4, and encouraging pupils to report on encounters about bullying with a weighted mean of 3.60 ranked 5 are observed by the pupil respondents on the behavioural management practices in terms of anti bullying and discrimination.

Table 9. Mean Distribution of the Responses of the Teachers on the Behavioural Management Practices in terms of Abuse

| No | Abuse (Physical, Sexual, Psychological, Other forms of Abuse) | TEACHERS | | |
|----|---|----------|------------------------|------|
| | | Mean | Descriptive Equivalent | Rank |
| 1. | I convey to my pupils that they are loved, adequate, or valued as a person. | 4.42 | Always Observed | 3 |
| 2 | I give my pupils opportunities to express their views. | 4.49 | Always Observed | 1 |
| 3 | I give appropriate expectations to my pupils. | 4.58 | Always Observed | 2 |
| 4 | I give my pupils a feeling of security in the classroom and in school. | 4.11 | Observed | 5 |
| 5 | I educate my pupils on forms of abuse either physical, sexual or psychological and how to deal with it. | 4.22 | Always Observed | 4 |

Table 9 indicates the mean distribution of the responses of the teachers on the behavioural management practices in terms of abuse with a total weighted mean of 4.36. Giving my pupils opportunities to express their views with a weighted mean of 4.49 ranked 1, giving appropriate expectations to my pupils with a weighted mean of 4.58 ranked 2, conveying to

my pupils that they are loved, adequate, or valued as a person with a weighted mean of 4.42 ranked 3, educating my pupils on forms of abuses either physical, sexual or psychological and how to deal with it with a weighted mean of 4.22 ranked 4, and giving my pupils feeling of security in the classroom and in school with

a weighted mean of 4.11 ranked 5 are always observed by the teacher respondents on the behavioural management practices in terms of abuse.

Table 10. Mean Distribution of the Responses of the Pupils on the Behavioural Management Practices in terms of Abuse

| No | Pang aabuso (Physical, Sexual, Psychological, Other forms of Abuse) | PUPILS | | |
|----|--|---------------|------------------------|------|
| | | Weighted Mean | Descriptive Equivalent | Rank |
| 1 | Kami ay laging pinapa maalalahanin na kami ay mahal-aga bilang tao. | 3.81 | Observed | 5 |
| 2 | Binigyan kami ng pagkakataong mag salita para sa sarili. | 3.96 | Observed | 4 |
| 3 | Kami ay inaasahang gawin ang mga naka atang na re-sponsibilidad sa loob ng paaralan. | 4.28 | Always Observed | 1 |
| 4 | Kami ay nabibigyan ng kaukulang seguridad at ligtas kami sa paaralan. | 4.11 | Observed | 3 |
| 5 | Kami ay nag aaral ng mga ukol sa pang aabuso at mga dapat gawin sa pagkakataon na naharap ito. | 4.15 | Observed | 2 |

Table 10 shows the mean distribution of the responses of the pupils on the behavioural management practices in terms of abuse with a total weighted mean of 4.06. Respondents always observed of giving appropriate expectations to pupils with a weighted mean of 4.28 ranked 1, and observed educating pupils on forms of abuses either physical, sexual or psychological and how to deal with it with a weighted mean of 4.15 ranked 2, giving pupils

feeling of security in the classroom and in school with a weighted mean of 4.11 ranked 3, giving pupils with opportunities to express their views with a weighted mean of 3.96 ranked 4, and conveying to pupils that they are loved, adequate, or valued as a person with a weighted mean of 3.81 ranked 5 are observed by the pupil respondents pupils on the behavioural management practices in terms of abuse.

Table 11. Mean Distribution of the Responses of the Teachers on the Behavioural Management Practices in terms of Violence and Exploitation

| No | Violence and Exploitation | TEACHERS | | |
|----|---|----------|------------------------|------|
| | | Mean | Descriptive Equivalent | Rank |
| 1 | I give special tasks and attention to students who possess violent tendencies. | 4.15 | Observed | 4 |
| 2 | I conduct seminars for my students to easily determine whether there is something unusual. | 4.24 | Always Observed | 2.5 |
| 3 | I show extra emotional care for hyperactive pupils. | 4.58 | Always Observed | 1 |
| 4 | I educate my students about their rights as children and inform them that there are different agencies that handle issues that violate the rights of the youth. | 4.09 | Observed | 5 |
| 5 | I encourage my pupils to learn basic self-defense. | 4.24 | Always Observed | 2.5 |

Table 11 presents the mean distribution of the responses of the teachers on the behavioural management practices in terms of violence and exploitation with a total weighted mean of 4.26. Respondents always observed show extra emotional care for cases hyperactive pupils with a mean of 4.58 ranked 1, and conducting seminar to students for them to easily determine whether there is something unusual and encouraging to train pupils to learn basic self-defense with a mean of 4.24

both at rank 2.5, while giving special tasks and attention to students who possess violent tendencies with a mean of 4.15 ranked 4, and educating students about their rights as children and informing them that there are different agencies that handle issues that violate the rights of the youth with a mean of 4.09 both at rank 5 are observed by the teacher respondents on the behavioural management practices in terms of violence and exploitation.

Table 12. Mean Distribution of the Responses of the Pupils on the Behavioural Management Practices in terms of Violence and Exploitation

| No. | Karahasan at Pagsasamantala | PUPILS | | |
|-----|--|--------|------------------------|------|
| | | Mean | Descriptive Equivalent | Rank |
| 1 | Ang aming guro ay may atensyon na para sa aming lahat sa klase. | 4.32 | Always Observed | 1 |
| 2 | Nagkaroon kami ng mga seminar ukol sa karahasan at uri ng pagsasamantala. | 3.81 | Observed | 4 |
| 3 | Nagbibigay ng karagdagang atensyon an gaming guro para sa mga kaklase na may kakaibang ugali. | 3.99 | Observed | 2 |
| 4 | Kami ay nag aaral ukol sa aming mga karapatan bilang bata at mga tao or grupo na pwedeng tumulong sa aming mga bata. | 3.90 | Observed | 3 |
| 5 | Kami ay pinayuhan ng magsanay para maipagtanggol an gaming mga sarili. | 3.74 | Observed | 5 |

Table 12 indicates the mean distribution of the responses of the pupils on the behavioural management practices in terms of violence and exploitation with a total weighted mean of 3.95. Respondents always observed giving special tasks and attention to students who possess violent tendencies with a mean of 4.32 ranked 1, while showing extra emotional care for cases hyperactive pupils with a mean of 3.99 ranked 2, educating students about our rights as chil-

dren and inform that there are different agencies that handle issues that violate the rights of the youth with a mean of 3.90 ranked 3, conducting seminar to students for us to easily determine whether there is something unusual with a mean of 3.81 ranked 4, and encouraging to train to learn basic self-defense with a mean of 3.74 ranked 5 are observed by the pupil respondents on the behavioural management practices in terms of violence and exploitation.

Table 13. Significant Difference Between The Respondents Implementation Of Child Protection Policy And Their Behavioural Management Practices

| Respondents | T Value | P Value | Conclusion |
|-------------|-----------|---------|-------------|
| Teacher | t= 1.7613 | .049276 | significant |
| Pupil | t=1.7613 | .049276 | significant |

Table 13 indicates the significant difference between the respondents implementation of child protection policy and their behavioural

management practices. Both has a t value of 1.7613 and p value of .049276 which means

there is a significant difference between the respondents in implementation of child protection policy and their behavioural management practices.

Table 14. Significant Relationship on the Behavioural Management Practices of the Respondents When Grouped According to Their Profile

| Respondents | AW M | R1 Value | R2 Value | Decision | Interpretation |
|---------------------------------|---------|-------------|-------------|---------------|----------------------|
| Behavioral Management Practices | 4.31 | 0.0587 | 0.0034 | Reject the Ho | positive correlation |

Table 14 shows the significant relationship on the behavioural management practices of the respondents when grouped according to their profile. It indicates that at 0.0034 there is a positive correlation between the behavioural management practices of the respondents when grouped according to their profile.

Conclusion

Based on the above findings, this study concludes that:

1. Most of the teacher -respondents in this study are aged 36-40 years old, female, College degree holder, and are handling Grade 6 class while the pupil respondents are mostly 12 years old and equal number of for male and female participated in the study.
2. The practices in child protection policies applied at school in terms of anti-bullying, discrimination and abuse are the following: educating students on how to deal with bullying properly, implementing the anti-bullying campaign inside class, and conducting one on one coaching with students who are experiencing bullying inside the school. As well as encouraging pupils to report on encounters about bullying and giving extra work to pupils who exhibit inappropriate behavior.
3. The behavioural management practices of the teachers in terms of anti-bullying, discrimination and abuse are the following: giving opportunities to pupils to speak and express their views and opinions, teaching children on how to manage and overcome abuse and violence, and encouraging pu-

pils to participate in any activities connected to their personality development as children. In addition, giving pupils a feeling of security in school.

4. There is a significant difference between the respondents in implementation of child protection policy and their behavioural management practices and that there is a positive correlation between the behavioural management practices of the respondents when grouped according to their profile.

Recommendation

Based on the aforementioned findings and conclusions of the study, the following recommendations are hereby presented.

1. To the teachers that they may be model of positive behavior, by treating children with respect and building up a positive relationship with pupils. Establishing and maintaining rules and routines in the classroom requires a good deal of effort from teachers, but it has been shown to promote positive behavior.
2. That the schools must develop strategies to promote positive behavior. Acceptable behavior must be reinforce in school and classroom climate which is supportive of positive behavior. A positive approach to the promotion of good behavior benefits all children, including those with special educational needs. However, approaches must be modified to ensure that they are developmentally appropriate to the child with special educational needs.

3. The role of parents in an approach to positive behaviour is extremely important. Collaboration involves parents and teachers in discussions about behavior without the danger that individuals may feel that their classroom management skills are being questioned. Support has also been identified as one of the major factors in coping effectively with incidents relating to challenging behavior. This support must come first and foremost from the parents.
4. The Department of Education will train teachers on best strategies adopted by schools as part of a whole-school approach to the promotion of positive behavior. A shared ethos for the school which emphasizes care, respect and responsibility can be both a starting point and a result of an emphasis on positive behavior.

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