

# Influence of RA 7610 implementations on classroom management and learners' academic performance in San Jose North District

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## Abstract

This study investigated the influence of teachers' classroom management practices and the implementation of Republic Act 7610 on learners' academic performance. Anchored in an integrated framework, the research examined how key dimensions of classroom management expectations, discipline, and learners' engagement interact with institutional efforts to uphold child protection by preventing abuse, eliminating discrimination, and avoiding exploitation. Using a sequential exploratory design, data were collected from 136 teachers and 136 learners to assess the level of classroom management practices, the extent of implementation of RA 7610, and students' academic performance. Findings revealed that teachers generally demonstrated effective classroom management practices, particularly in setting clear expectations, promoting active learner engagement, and maintaining appropriate disciplinary strategies. Schools were also found to have a moderate to high level of implementation of the provisions of RA 7610, indicating a growing commitment to child protection and safe learning environments. Moreover, learners' academic performance was observed to be satisfactory, with variations linked to both instructional and environmental factors. Statistical analysis indicated a significant relationship between classroom management and the implementation of RA 7610, suggesting that well-managed classrooms are often supported by strong institutional policies. Furthermore, both classroom management and the implementation of RA 7610 were found to significantly influence learners' academic performance. Based on these findings, an action plan was proposed to strengthen classroom practices and policy implementation. The study underscores the importance of a holistic approach in enhancing educational outcomes while ensuring learners' rights and well-being are protected.

**Keywords:** RA 7610, child protection policy, classroom management, academic performance, positive discipline, learners' welfare

## **Influence of RA 7610 implementations on classroom management and learners' academic performance in San Jose North District**

### **1. Introduction**

According to the 2025 data of the Philippine Statistics Authority, the Department of Social Welfare and Development served 1,967 cases of child abuse, involving 5 girls and 897 boys, in 2024, which gives us a look at the bigger picture of child abuse in the country (PSA 2025 Fact Sheet on Women and Men in the Philippines). The Philippine National Police Women and Children Protection Center (PNP WCPC) said on Friday that there have been nine reported cases of people selling babies online so far in 2026. This is more than the eight cases that were reported in all of 2025. FMA found 57 new OGBV cases between January and June 2025 by monitoring the news, speaking with survivors, and receiving reports via its email service. This number is a big jump from previous years, showing that online abuse is getting worse and that we need stronger, more gender-sensitive digital protections and better coordination between institutions (Caliwan, 2026).

Generally, people do not link child abuse to incidents occurring in educational settings. Imagining it as an action performed by an educator rather than by a parent or other family member at home challenges our traditional views. Unfortunately, the harsh reality is that many educators, despite the dignity of their role, have indeed perpetrated child abuse, be it physical, verbal, discrimination, and exploitation, and vigilance for children's well-being is also required among their colleagues (Khosravan et al., 2018). According to the Implementation of RA 7610: Special Protection of Children Against Abuse, Exploitation, and Discrimination Act, the state's policy is to protect children from all types of abuse, exploitation, and discrimination, as well as other conditions that could harm their development. It also sanctions those who commit these crimes and implements a program to prevent and deter child abuse, exploitation, and discrimination, as well as crisis intervention in such cases. When the parent, guardian, teacher, or other person with custody of the child fails to protect the child from abuse, exploitation, or discrimination, or when the child is the victim of such acts by the aforementioned parent, guardian, teacher, or other person with care and custody of the child, the state will step in on the child's behalf. Child protection policies are important tools for protecting students' rights in schools. Putting these kinds of rules in place is both the right thing to do and the law (Rabor, 2025). Teachers, parents, caregivers, administrators, and community partners must all work together to keep kids safe (Peralta & Poja, 2025). However, despite many countries having strong laws (such as the Philippines' RA 7610 and DepEd Order No. 40, s. 2012), schools still struggle to comply with them (Philippine Department of Education, 2019). The Department of Education's Child Protection Policy states that the state must care for children and ensure they are safe and treated with respect in schools. This policy is based on the 1987 Philippine Constitution, which states that children deserve to be cared for, fed, and protected from harm or mistreatment. The Department of Education's Child Protection Policy also states that schools must ensure children are treated fairly and with respect. However, competent educators are aware that a variety of factors influence students' motivation and involvement. Chen et al. (2022) highlight evidence linking academic rigor to misbehavior, noting that students who fear they cannot complete their assignments tend to become disengaged and exhibit off-task behaviors. To maintain classroom stability, teachers must be skilled at designing learning activities that account for students' differences in ability and attention span while fostering confidence through encouragement and supporting high-level cognitive development (Ahmed, 2024; Godwin et al., 2025).

The Child Protection Policy explains that schools are not just for teaching; they also have to help children grow as people. Schools should teach children to love their country, be kind to others, respect people's rights, and be people. The Department of Education Child Protection Policy shows that education is not about learning; it is also about teaching children important values and keeping them safe in school. The Department of Education Child Protection Policy is also aligned with the Convention on the Rights of the Child, which protects children from harm or mistreatment (DepEd Child Protection Policy, 2012). The Convention on the Rights of the Child states

that every child has the right to attend school and be treated equally. So, the government and schools have to make sure children can attend school, do not drop out, and behave well, all while treating them with respect and dignity. The Department of Education Child Protection Policy and the Convention on the Rights of the Child are important for keeping children safe and helping them grow. Maintaining a disciplined and compassionate educational environment is essential. Using evidence-based strategies for community safety and consistent discipline, schools should create safe, inclusive, encouraging, and equitable learning environments for every student. Section 40 of the DepEd Order (DO) No. The 2012 DepEd Child Protection Policy (CPP), a landmark document in Philippine education, provides educators with guidance in this endeavor by reiterating that any act of violence against children, exploitation, discrimination, bullying, or other abuse will not be tolerated.

Consequently, Castino (2023) said that students misbehaving in class was a problem in schools. Because of the Child Protection Policy, teachers were worried that punishing students by sending them away from school for misbehaving might break the law. This concern about students' behavior in class was also mentioned by Mag-atas & Carmona (2023), and Castino (2023) noted that one of the problems in the Philippine education system today is students' bad behavior and teachers' attempts to discipline them. Most of the time, schools do not have the resources they need to address behavioral problems. Many teachers also feel unprepared to handle all the challenges students bring to class. Students misbehaving in class and teachers trying to discipline them are issues. The Child Protection Policy makes it hard for teachers to know how to handle these situations. Schools and teachers need help to deal with these problems.

Inclusive education worldwide is something we need to consider. We have to look at the numbers to see what is going on. These numbers show us how many kids are in school and how good the education is. They also show us that there are still a lot of problems for kids who are from poor areas and kids who have disabilities. We can see that things are not getting better for these kids. The numbers from 2023 are very sad. 69 million kids are not in school, and a lot of them have disabilities (UNICEF, n.d). This is a problem because we know that only a small number of kids with disabilities are in regular schools. This means that we are not doing a job of including these kids in our schools. In some places, things are not changing fast. A lot of kids with disabilities are still in separate schools. They are not in the classrooms like other kids. This is something that we need to work on. Inclusive education is something that we need to focus on (Hayes & Bulat, 2017). We need to make sure that all kids can go to school together, no matter their abilities. Inclusive education is very important. We need to do better.

**Statement of the Problem** - This study aimed to explore teachers' classroom management and determine its influence, along with the implementation of RA 7610, on learners' academic performance. Specifically, it sought to answer the following questions: (1) What practices do teachers observe in managing the classroom? (2) What is the level of teachers' classroom management in terms of expectations, discipline, and learners' engagement? (3) What is the extent of the schools' implementation of RA 7610 in terms of prevention of Abuse, elimination of discrimination, and avoidance of exploitation? (4) What is the level of learners' academic performance? (5) Is there a significant relationship between the level of teachers' classroom management and the extent of schools' implementation of RA 7610? (6) Is the level of learners' academic performance significantly affected by teachers' classroom management and schools' implementation of RA 7610? (7) What action plan may be formulated to improve the teachers' classroom management, schools' implementation of RA 7610, and learners' academic performance?

**Significance of the Study** - This study is significant and provides valuable insights into a safer, more inclusive learning environment for learners and improved academic success. Improved focus and motivation, higher self-confidence, and effective support for individual needs. For teachers, it helps them understand how protective legislation such as RA 7610 can guide their classroom management strategies and create a safe, supportive learning environment, thereby enhancing student performance. For school administrators and principals, the study offers data-driven support for implementing child protection policies within schools and for training faculty on children's rights and positive discipline. For DepEd officials, findings can inform future amendments or reinforcements to RA 7610 and related educational policies, ensuring their effectiveness in actual classroom settings. For parents and

guardians, it raises awareness of the importance of laws protecting children in educational settings. It encourages collaborative engagement with local government units (LGUs) and community leaders to ensure student welfare. The study offers data that local government units (LGUs) can utilize to improve child protection laws and initiatives. It ensures that laws are sensitive to children's real needs. Lastly, for future researchers, the study provides a foundation for further investigation into the relationship among legal protections for children, classroom practices, and educational outcomes.

***Scope and Delimitation of the Study*** - This research focused on the implementation of RA 7610, which addresses abuse, discrimination, and exploitation, and its influence on classroom management, including expectations, discipline, and learners' engagement and academic performance, in the San Jose North District. This research focuses on assessing the implementation of RA 7610 on teachers' classroom management and learners' academic performance in the San Jose North District, Division of Occidental Mindoro, for the SY. 2025-2026. The respondents of the study are the regular permanent teachers of the San Jose North District and learner respondents. The researcher selected 136 learners to obtain their first- and second-quarter grades. The data was gathered through interviews in the qualitative phase and a researcher-made questionnaire in the quantitative phase. The reliability test was conducted in the East, West, and Magsaysay Districts using a researcher-made questionnaire administered via an online platform. Thirty (30) respondents answered the questionnaire. The qualitative study was conducted through face-to-face interviews with 15 teacher respondents in phase 1 and 136 teachers in phase 2 for the quantitative phase in the schools of Batasan, Hilltop, La Curva, Naibuan, Pulang Lupa, San Agustin, San Isidro, Siete Central, and Yabat. Data collection was done over 60 days, from November to December 2025, allowing ample time for in-depth responses, data validation, and analysis. This mixed-methods approach ensured a comprehensive understanding of respondents' perspectives on the implementation of RA 7610 and on teachers' classroom management.

## 2. Methodology

***Research Design*** - To obtain the data, the study used a sequential exploratory design. is a two-phase mixed-methods research approach that begins with a qualitative data collection and analysis phase, which then informs the subsequent quantitative phase (Creswell & Clark, 2023). Thus, in this study, a qualitative method was first used to explore responses to classroom management. The responses were used to identify the final themes for the quantitative data collection. For the second phase, a descriptive correlation design was approved. This aimed to describe the level of classroom management, schools' implementation of RA 7610, and learners' academic performance. Moreover, a correlational design was used to determine if the learners' academic performance is significantly affected by teachers' classroom management and schools' implementation of RA 7610.

***Respondents of the Study*** - In this study, 9 schools with 10 or more teachers were included. Thus, complete enumeration was applied to cover the 136 teachers in the San Jose North District during the academic year 2025-2026. Moreover, the researcher also included 136 learners from nine (9) different schools. The learners were randomly selected to avoid bias.

***Research Instrument*** - The study conducted the data collection through two distinct phases. The research used an interview guide during its first stage to gather information from selected participants. The second phase used a researcher-made questionnaire based on the interview and employed a 5-point Likert scale. There are two primary sections comprising the research tool. The first part comprises the extent to which elementary schools implement RA 7610 regarding abuse, discrimination, and exploitation. The second part focuses on teachers' classroom management, covering three components: classroom expectations, discipline, and student engagement. It comprises 10 statements describing all the components. Overall, the research instrument comprised 60 items that assessed respondents' level of agreement on a five-point Likert scale, a scale commonly used to measure attitudes and perceptions (Trochim et al., 2016). The verbal description of each scale is given in Table 2. The third seeks the academic performance of the 136 learners based on the first- and second-quarter grades.

To ensure the validity of the instrument as a survey questionnaire, three (3) members of the graduate school faculty from Divine Word College of San Jose, who are deemed experts in this field, assisted in checking and validating the questionnaire items. Their comments and suggestions have been incorporated into the final draft of the questionnaire. In undertaking the reliability test, thirty (30) respondents gave answers to the researcher-made instrument. The researcher ensured a one-week interval following the questionnaire's administration. After having collected the data, the inter-item consistency of the instrument was checked using the Cronbach's alpha measure. Cronbach's alpha assesses how closely related a set of items is as a group and how consistently they measure the same underlying construct in the study. Cronbach's alpha yielded the coefficients as shown in Table 1.

**Table 1**  
*Result of Reliability Analysis*

Items	Number of Items	Reliability Coefficients*	Analysis
1. Abuse	10	0.890	High Reliability
2. Discrimination	10	0.793	High Reliability
3. Exploitation	10	0.742	High Reliability
4. Classroom Rules and Expectations	10	0.658	Moderate Reliability
5. Behavior Management and Discipline	10	0.701	High Reliability
6. Instructional Management and Student Engagement	10	0.788	High Reliability

\*Based on equal length

Based on the results, the reliability analysis yielded generally high coefficients, although the academic exploitation indicator registered a moderate value. Coefficients ranged from 0.658 to 0.890, all of which fell below the acceptability threshold for reliability testing. This result confirms that the questionnaire was administered to the final set of respondents.

**Data Gathering Procedure** - To obtain the necessary data, approval/recommendations from the graduate studies panel/ministers/examiners were secured. A letter requesting to conduct this study was forwarded to the Office of the Schools Division Superintendent and Public Schools District Supervisor. Upon approval, permission to administer the questionnaire was secured from the school heads in the San Jose North District. The qualitative data collection phase was conducted face-to-face and was properly coordinated with the school principal and teachers over five days. In addition, administering the quantitative questionnaire via an online platform required close coordination with the participating school for almost two weeks. After the teacher-respondents had completed the survey, the researcher collected and tabulated the data for statistical processing. Furthermore, it took another two weeks to record and collect learners' grades.

**Statistical Treatment of the Data** - Descriptive and inferential statistics were applied in this study. For the qualitative part of the study, interview responses were transcribed and analyzed thematically to identify themes and insights. At the same time, the effect of RA 7610 on teaching practices was examined using online surveys. Meanwhile, learner performance was determined by taking their grades in a sample of 136 grade 6 learners. Descriptive and inferential statistics have been used for the quantitative phases of the study. Descriptive statistics included computing the weighted mean to describe the degree of teachers' classroom management, the degree of implementation of RA 7610 in schools, and the degree of learners' academic performance. Additionally, for inferential statistics, the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique was employed to examine the relationships between the degree of implementation of the class and learner management and learner performance. Statistical analyses were conducted using WarpPLS version 7.0, with tests conducted at the 0.05 level.

**Ethical Considerations** - The research objectives were made clear to the subjects, and confidentiality was assured to protect their identities, which is why their names have not been used in this article. The research conformed to ethical standards throughout the study period. The principal of the primary school in the San Jose North District approved the collection of the required data. The purpose and procedures of the study were clearly communicated to the respondents, fostering trust and understanding. Confidentiality was prioritized, with all

collected data secured and used exclusively for the study's purpose. Participants were informed of their right to withdraw at any time without consequence. We made sure to give credit to all the researchers who helped us. The information we collected from people was used only for this study, and we took every possible measure to keep their details private. The information came from the teachers' and students' identities, which were protected by confidentiality and anonymity, with codes used in place of their names. The research followed APA guidelines for academic integrity. Our goal was to provide helpful insights for education while ensuring the safety and well-being of all participants.

### 3. Results and Discussions

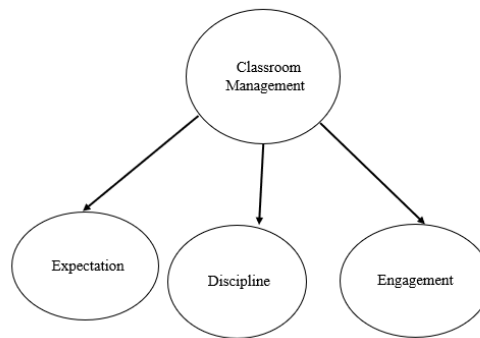


Figure 1. Final Thematic Map of Classroom Management

The final thematic map in Figure 1 reveals three key themes: expectations, discipline, and engagement. From the eleven distinct themes, three primary areas have been identified. The map illustrates a holistic approach that balances classroom management through expectations. Expectations are described when there is consistency in enforcement and classroom rules, when clear rules are established, and when learners are aware of and understand the rules. Learners are more likely to feel respected and act positively when schools and teachers respond to their behavior with respect, trust, and attention. Across the studies, teachers adjusted their teaching based on their expectations of their students. They chose different methods and materials and adjusted the pace to match each student's learning style or needs (Sieberer-Nagler, 2016). However, here is the catch: teachers did not just grade the exams—they graded them according to their own expectations. To make new skills fluent, you need to teach them directly and practice them (Lane et al., 2024). When teachers enforce rules consistently and make sure everyone understands what is expected, students know where they stand. They feel respected when teachers respond with trust and pay attention to them; it goes a long way. When schools use fair strategies, such as mixing kids with different skill levels and offering support tailored to each student, everyone gets a real shot at success (Hasanah et al., 2024). These approaches do not just change how teachers behave; they actually shape how students see themselves and what they think they can achieve (Yeager et al., 2021).

Discipline is exercised by establishing boundaries for inappropriate behavior, responding to disruptions fairly and justly, and providing constructive feedback. Students feel the most respect and are most likely to participate positively when their teachers' and schools' responses to discipline demonstrate respect, trust, and consideration for their perspectives. However, when teachers' and schools' responses to students' behavior are dismissive of students' points of view and rely solely on punitive measures, students are likely to feel disconnected from their teachers or schools (Bishop et al., 2022). Discipline policies that were allegedly designed to limit dangerous behavior via suspensions and expulsions have increasingly been applied to non-dangerous student behaviors (Jones et al., 2018; Camacho et al., 2024). Engagement refers to clarity of directions and transitions between activities, preparation and class planning, time management during teaching and learning, and the promotion of active involvement. Clarity of directions and transition between activities, preparation and class planning, time management during teaching and learning, and promotion of active involvement. Apart from understanding the techniques that promote student engagement, it is equally crucial to learn the classroom behaviors that lead to low engagement and to avoid them. The demotivating teaching behaviors are also termed “the dark side” of SDT and

have recently appeared on researchers' radar screens (Amerstorfer & Frein von Münster-Kistner, 2021). Among other demotivating teaching practices that inhibit particular needs under SDT, control (inhibiting autonomy), chaos (inhibiting competence), and cold teaching (inhibiting relatedness) have been considered. Further, certain teacher-student behavioral patterns that occur during a lesson may help one grasp the interaction between teachers' and students' motivational factors. Thus, according to Cents-Boonstra et al. (2022), positive correlations were observed between motivating teaching and student engagement at the very beginning of lessons.

The assessment of the respondents' classroom management, as shown in Table 2, reveals an overall mean of 4.83, which falls within the very high category. This indicates a robust proficiency in classroom management across all indicators. In addition, teachers are perceived to use a blend of empathy, clear structure, and engaging pedagogy to maintain an optimal learning climate. The consistency between behavior management and instructional management, both at 4.85, underscores the theory that well-managed instructions lead to well-managed behavior. As noted by Gage & MacSuga-Gage (2017), teachers who were rated highly are not just managing a room but a complex social and academic ecosystem. With a composite mean of 4.80 in expectations, the findings indicate that teachers are highly effective in establishing clear boundaries. Clear expectations are the basis of a predictable learning environment. According to recent studies by Lane et al. (2024) and Wilkins et al. (2023), proactive classroom management, where rules are explicitly taught and consistently reinforced, drastically reduces the need for reactive discipline.

Classroom discipline yielded a mean of 4.85, indicating a strong ability to maintain order and address disruptions. A very high level in behavior management, as supported by Bear et al. (2022), often indicates that teachers are focusing on self-regulation and relationship-building rather than mere compliance. This approach fosters a sense of safety and belonging, which is critical for student mental health in the post-pandemic classroom. Regarding students' engagement, the mean of 4.85 indicates that respondents can synchronize the flow of instruction with student involvement. Recent research by Li and Xue (2023) and Nisar et al. (2019) emphasizes that classroom management is inseparable from instructional quality. The results suggest that teachers are likely employing active learning strategies and digital tools effectively to keep learners focused and motivated throughout the lesson.

**Table 2**  
*Mean Level of the Respondents' Classroom Management in terms of Classroom Expectations, Discipline, and Students' Engagement*

Classroom Expectations	Weighted Mean	Interpretation
1. Students show respect for their teachers and classmates.	4.74	Very High
2. Classrooms are well-organized and conducive to learning.	4.72	Very High
3. Teachers give credit to others who give better ideas.	4.85	Very High
4. Teachers maintain consistent routines throughout the day.	4.84	Very High
5. Teachers establish clear classroom rules and expectations.	4.82	Very High
6. Students follow instructions carefully.	4.82	Very High
7. Students follow classroom procedures without constant reminders.	4.81	Very High
8. Teachers build positive relationships with their students.	4.86	Very High
9. Teachers address disruptive behavior immediately and appropriately.	4.78	Very High
10. Classroom transitions happen smoothly and quickly.	4.81	Very High
Composite Mean	4.80	Very High
<b>Discipline</b>		
1. The teacher treats all students equally when enforcing discipline rules.	4.85	Very High
2. The teacher uses warnings before applying serious disciplinary measures.	4.82	Very High
3. The teacher communicates with my parents/guardians when I have behavioral issues.	4.79	Very High
4. I feel respected when my teacher addresses my misbehavior	4.87	Very High
5. Discipline in the classroom focuses on helping students learn from their mistakes.	4.83	Very High
6. The current discipline system in my classroom is effective in promoting good behavior.	4.86	Very High
7. Students are treated with respect even when being disciplined	4.85	Very High

8. Individual student needs are considered when addressing behavioral issues	4.90	Very High
9. Students understand the reasons behind classroom rules upon class start.	4.86	Very High
10. Teachers recognize and acknowledge when students demonstrate good behavior.	4.86	Very High
Composite Mean	4.85	Very High
Students' Engagement	4.30	Very High
1. The teacher clearly explains learning objectives at the beginning of each lesson	4.82	Very High
2. Classroom rules and procedures are consistently enforced	4.77	Very High
3. The teacher uses various teaching methods to keep students interested	4.85	Very High
4. Students receive timely and helpful feedback on their work	4.90	Very High
5. Students actively participate in class discussions that enhance their overall development.	4.81	Very High
6. Students demonstrate passion, curiosity, eagerness for acquiring new knowledge, enthusiasm, and interest in learning	4.91	Very High
7. Students ask questions and seek help when they do not understand	4.83	Very High
8. Students seek clarification whenever concepts are not clear to me.	4.93	Very High
9. The classroom environment supports collaborative learning among students	4.89	Very High
10. Students demonstrate persistence when working on challenging tasks	4.82	Very High
Composite Mean	4.85	Very High
Overall Mean	4.83	Very High

Scale: 4.20-5.00 Very High; 3.40 -4.19 High; 2.60-3.39 Moderate; 1.80-2.59 Low; 1.00-1.79 Very Low

**Table 3**

*Mean Extent of the School's Implementation of RA 7610 in terms of Prevention of Abuse, Elimination of Discrimination and Avoidance of Exploitation*

Prevention of Abuse	Weighted Mean	Interpretation
1. The school has a guidance counselor who settles cases of bullying	4.81	Very Great Extent
2. The advisers usually explained the punishment for bullying	4.64	Very Great Extent
3. The teacher's action regarding the abuse of words is clearly addressed	4.81	Very Great Extent
4. The teachers took immediate action on inappropriate words and actions by the students	4.85	Very Great Extent
5. The teachers are open to dialogue about the bullying issue.	4.87	Very Great Extent
6. Teachers always see to it that bullying is avoided.	4.79	Very Great Extent
7. The teachers made a way to have a conversation with both parties involved in bullying.	4.79	Very Great Extent
8. The school has a campaign drive about abuse awareness in school	4.75	Very Great Extent
9. The school has a firm decision on the policy regarding the bullying issue	4.85	Very Great Extent
10. The school clearly and properly disseminates the policy about child abuse.	4.87	Very Great Extent
Composite Mean	4.80	Very Great Extent
Elimination of Discrimination		
1. Teachers promote an inclusive environment and protect students with special needs from discrimination.	4.78	Very Great Extent
2. Students are not judged by their family background.	4.67	Very Great Extent
3. Everyone is given equal opportunities to join school activities.	4.86	Very Great Extent
4. Students of different religions or beliefs are respected.	4.79	Very Great Extent
5. No one is left out because of their physical appearance.	4.93	Very Great Extent
6. Teachers stop classmates who make fun of others.	4.80	Very Great Extent
7. School rules are applied equally to all students.	4.79	Very Great Extent
8. Our school promotes respect for different cultures and traditions.	4.77	Very Great Extent
9. Students feel safe to express their identity (e.g., language, culture, interests).	4.79	Very Great Extent
10. Discrimination cases are addressed quickly and fairly by the school.	4.83	Very Great Extent
Composite Mean	4.80	Very Great Extent
Avoidance of Exploitation		
1. The school takes action to prevent exploitation of students.	4.73	Very Great Extent
2. The school resources are used fairly for student welfare.	4.70	Very Great Extent
3. Victims of exploitation are afraid to seek help due to threats or trauma.	4.79	Very Great Extent
4. Teachers give warnings about inappropriate online content and advertising.	4.80	Very Great Extent
5. Teachers advised students to feel safe from child exploitation.	4.82	Very Great Extent
6. Teachers are vigilant of children who show signs of fear, anxiety, and withdrawal.	4.81	Very Great Extent
7. The teachers clearly discuss sexual exploitation to prevent exploitation.	4.76	Very Great Extent
8. School has a specialized trauma-informed care and support team.	4.88	Very Great Extent

9. Sometimes, children with impairments are not given the assistance and education they need.	4.82	Very Great Extent
10. Children who are exploited physically are at higher risk of developmental delays.	4.68	Very Great Extent
<b>Composite Mean</b>	<b>4.78</b>	<b>Very Great Extent</b>

**Scale:** : 4.20-5.00 Very Great Extent; 3.40 -4.19 Great Extent; 2.60-3.39 Moderate Extent; 1.80-2.59 Low Extent; 1.00-1.79 Very Low Extent

Table 3 shows the mean extent of the school's implementation of RA 7610 in terms of preventing abuse, eliminating discrimination, and avoiding exploitation. Data reveals that the schools have achieved a very high level of compliance with RA 7610. Both indicators of abuse and discrimination received the highest composite mean of 4.80, closely followed by 4.78. The schools recorded an overall mean of 4.79, signifying that they implement the child protection mandates to a great extent. These results indicate that the schools have successfully institutionalized child protection protocols. A mean of 4.79 suggests that policies regarding the prevention of child abuse, discrimination, and exploitation are not merely present on paper but are actively practiced and integrated into the schools' culture. Moreover, the very high level of implementation indicates that school personnel are well trained and tasked with identifying red flags and following reporting procedures. The very high rating in discrimination implies an inclusive environment where students are protected regardless of their background. In abuse prevention, it reflects a safe physical and emotional space for learners (Rabor, 2025). The strict implementation of RA7610 in Philippine schools fulfills the Doctrine of Parentis Patriae, according to Monterona (2016), in which the state acts as the guardian of children's rights, and reflects the school's commitment to the DepEd Child Protection Policy. A report by UNESCO (2019) also noted that schools that achieve the highest tier of anti-discrimination policy implementation often foster stronger social cohesion. By addressing discrimination, the schools align with global standards of inclusive education, ensuring that every child feels a sense of belonging.

**Table 4**  
*Distribution of the Learners' Academic Performance Based on the First and Second Quarter Grades*

Grades	First Quarter		Second Quarter	
	Frequency	Percent	Frequency	Percent
75 – 79	37	27.2	27	19.9
80 – 84	55	40.4	64	47.1
85 – 89	26	19.1	21	15.4
90 – 94	17	12.5	21	15.4
95 – 100	1	.7	3	2.2
<b>Total</b>	<b>136</b>	<b>100.0</b>	<b>136</b>	<b>100.0</b>

The academic performance of the 136 learners was evaluated using their frequency distribution and percentages across two quarters, as shown in Table 4. In the first quarter, the majority of the learners fell within the 80-84 grade bracket, representing 40.4% (n=55) of the total sample. A significant portion of the class, 27.2%, performed within the 75-79 range. Only one student (0.7%) achieved a grade in the highest bracket of 95-100. The movement of 10 students out of the lowest bracket (75-79) is a key indicator that remedial or instructional efforts were successful. The second-quarter performance showed a noticeable shift in the grade distribution. While the 80-84 bracket remained the highest at 47.1%, there was a significant reduction in students scoring in the lowest bracket, 75-79, from 27.2% to 19.9%. Conversely, the number of high achievers increased as learners in the 90-94 range rose from 12.5% to 15.4%, and those in the 95-100 bracket tripled from 1 to 3 students (2.2%). The improvement in the second quarter may be attributed to the washback effect of the first-quarter assessment, as presented in Ilie's (2024) recent research. The research emphasized that effective feedback catalyzes enhancing student achievement, helping learners identify specific weaknesses and adjust their study strategies accordingly. By receiving grades in the first quarter, students may have developed stronger metacognitive skills for monitoring their learning progress, as revealed by Rickey et al. (2025). The upward shift in the 80-84 and 90-100 brackets reflects academic resilience, as mentioned in the study of Carroza-Pacheco et al. (2025). It stated that students in secondary education often demonstrate the ability to recover from initial academic setback through improved coping strategies and persistent effort. This transition often aligns with students becoming more familiar with the teacher's instructional style. The improvement of the learners' grades may be attributed to some instructional

interventions. The findings of Sari et al. (2025) indicated that the use of contextualized learning resources and active teaching strategies significantly improved performance in subsequent grading periods.

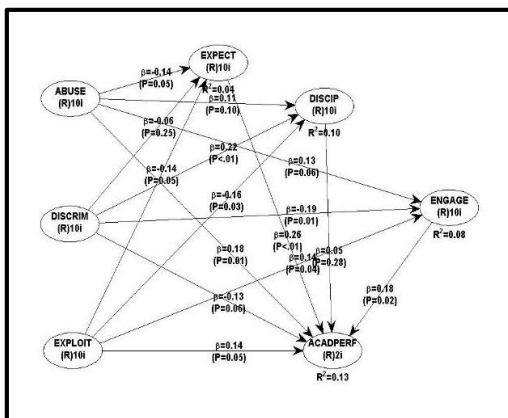


Figure 2. Structural Model of the Relationship Between the Schools’ RA 7610 Implementation and Teachers’ Classroom Management, Schools’ RA 7610 Implementation and Academic Performance, and Schools’ RA 7610 Implementation and Teachers’ Classroom Management

The structural model diagram displayed in Figure 9 indicates the hypothesized relationship between the level of schools’ RA 7610 implementation and the level of teachers’ classroom management, between the level of schools’ RA 7610 implementation and students’ academic performance, and between the level of schools’ RA 7610 implementation and teachers’ classroom management. Results have been generated using WarpPLS version 7.0, applying Structural Equation Modeling (SEM) with the Partial Least Squares (PLS) method, and are anchored at the 0.05 level of significance. The model includes three exogenous (predictor) variables at the RA 7610 implementation level, with descriptors for abuse, discrimination (DISCRIM), and exploitation (EXPLOIT). The intervening variable, classroom management, is described by classroom rules and expectations (EXPECT), behavior management and discipline (DISCIP), and instructional management and students’ engagement (ENGAGE), all of which are derived from a 10-item scale. The endogenous variable, academic performance (ACADPERF), is derived from the first two quarterly grades of learners. The paths represent the direct causal relationships proposed by the model, with the beta values indicating the strength and direction of the relationships and the R<sup>2</sup> values ranging from 0.04 to 0.13, indicating the proportion of variance in the endogenous variable, academic performance, explained by the predictors. The R<sup>2</sup> values are relatively low, suggesting that combined variables explain only a small to moderate amount of variability in the outcome variables.

**Table 5**  
Beta Coefficients of the Paths and p-values for H<sub>0</sub>

Paths	Beta (β) Coefficient	p-value*	Interpretation
Ho1: RA 7610 Implementation→Classroom Management			
ABUSE→EXPECT	-0.140	0.047	Significant
ABUSE→DISCIP	0.108	0.100	Not Significant
ABUSE→ENGAGE	0.130	0.060	Not Significant
DISCRIM→EXPECT	-0.057	0.253	Not Significant
DISCRIM→DISCIP	0.216	0.004	Significant
DISCRIM→ENGAGE	-0.192	0.010	Significant
EXPLOIT→EXPECT	-0.138	0.050	Not Significant
EXPLOIT→DISCIP	-0.160	0.027	Significant
EXPLOIT→ENGAGE	0.143	0.044	Significant
Ho2: RA 7610 Implementation→Academic Performance			
ABUSE→ACADPERF	0.182	0.014	Significant
DISCRIM→ACADPERF	-0.128	0.064	Not Significant
EXPLOIT→ACADPERF	0.138	0.050	Not Significant
Ho3: Classroom Management→Academic Performance			
EXPECT→ACADPERF	0.261	<0.001	Highly Significant
DISCIP→ACADPERF	0.051	0.276	Not Significant
ENGAGE→ACADPERF	0.175	0.018	Significant

\*Significant at p < 0.05

The path analysis in Table 5 reveals the complex interplay between legal protections for children and education outcomes. The results of the first test of the hypothesis (Ho1) registered relatively low beta ( $\beta$ ) coefficients ranging from -0.057 to 0.216. The results indicate that specific components of child protection, abuse, discrimination, and exploitation have varying impacts on classroom management strategies. A negative impact of adverse experiences on abuse, discrimination, and exploitation is reflected in the table. Abuse, discrimination, and exploitation reveal a direct and significant negative effect on classroom rules and expectations, instructional management and students' engagement, and behavior management and discipline, in that order. This suggests that negative experiences detract from students' belief in classroom expectations. Moreover, as awareness of or instances of abuse-related protocols increase, teacher expectations may appear more constrained. Surprisingly, the role of discipline is positively associated with discrimination and holds to the correlation between instructional management and students' engagement and exploitation. A probable explanation for this positive correlation in marginalized or victimized populations is that students adopt discipline as a coping mechanism. Students who experience discrimination or exploitation may internalize a drive to succeed to counter negative stereotypes.

The findings suggest that child protection policies are active variables in classroom dynamics. In fact, according to Garcia-Rodriguez (2026), a safe environment, free from threat of abuse or discrimination, is the foundation upon which effective classroom management is built. When teachers prioritize the anti-discrimination aspects of RA 7610, it creates a structured environment that directly influences student discipline and involvement. The path coefficients for RA 7610 implementation correlated with academic performance were low, at -0.128 and 0.182. Only the perception of abuse prevention influenced academic performance; however, discrimination and exploitation did not reach statistical significance. While the school becomes a safer environment than their home life, students may pour their energy into academic tasks to maximize their time away from an abusive environment. The significant link between abuse prevention and academic performance underscores the safety-first model of learning, with UNESCO (2023) emphasizing that child protection policies are essential for academic success. When students feel physically and emotionally secure, their capacity for memory retention and executive functioning increases (Latino et al., 2025).

Classroom rules and expectations had a highly significant positive effect on students' academic performance. Instructional management and students' engagement also exerted their significant influence on academic performance. The high significance of expectations confirms that teacher efficacy and high standards are primary drivers of student success. This aligns with Hattie's (2023) updated synthesis of visible learning, in which teacher expectations rank among the top influences on student achievement. Furthermore, the role of engagement aligns with the findings of Fredricks et al. (2004), as cited by Graham et al. (2023), who argue that behavioral and emotional engagement are the psychological precursors to academic mastery. Engagement is multidimensional, covering behavioral, emotional, and cognitive domains, and its connection to academic performance aligns with Fredricks' conclusion that active participation is a reliable predictor of grade-point average or test scores. The above findings support rejecting the null hypothesis that there is no significant relationship between the exogenous and endogenous variables. Hence, the data suggest that while the implementation of RA 7610 directly influences academic performance through abuse prevention, its greater effect is mediated by classroom management. By creating a non-discriminatory and safe environment, the policy allows high expectations and student engagement to flourish, which are considered catalysts for academic excellence (Obah, 2024).

There are seven links in the structural model that were found to be non-significant; thus, an emerging model is generated. This new model, as displayed in Figure 3, reflects only the significant links between the exogenous variables and the endogenous variable. In support of the hypothesis test results, the standardized path estimates, effect sizes, and standard errors are presented in Table 5. The beta coefficients show a slight increase, reflecting the correlation between the variables, compared to the structural model, and the p-values indicate a significant effect on academic performance.

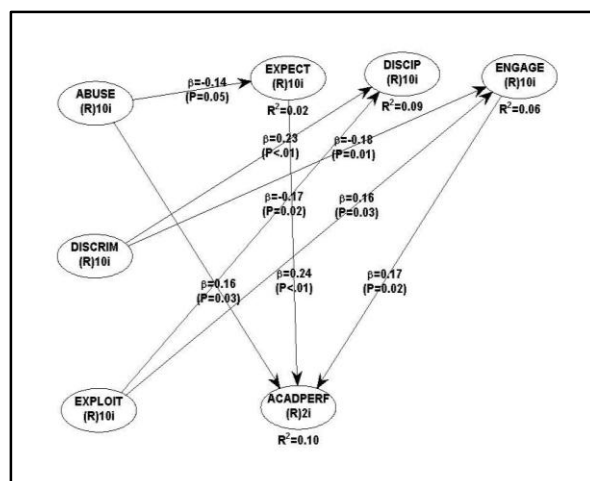


Figure 3. The Emerging Model of the Relationship Between Schools’ RA 7610 Implementation and Teachers’ Classroom Management, Schools’ RA 7610 Implementation and Academic Performance, and Schools’ RA 7610 Implementation and Teachers’ Classroom Management.

**Table 6**

*Standardized Estimates of the Path in the Emerging Model*

Hypothesis	Standardized Estimates ( $\beta$ )	Standard Error	p-value*	Effect Coefficient**	Effect Size
Ho <sub>1</sub> : RA 7610 Implementation→Classroom Management					
ABUSE→EXPECT	-0.141	0.083	0.046	0.020	Small
DISCRIM→DISCIP	0.232	0.081	0.003	0.058	Small
DISCRIM→ENGAGE	-0.182	0.082	0.014	0.034	Small
EXPLOIT→DISCIP	-0.166	0.082	0.023	0.032	Small
EXPLOIT→ENGAGE	0.162	0.083	0.026	0.027	Small
Ho <sub>2</sub> : RA 7610 Implementation→Academic Performance					
ABUSE→ACADPERF	0.162	0.083	0.026	0.024	Small
Ho <sub>3</sub> : Classroom Management→Academic Performance					
EXPECT→ACADPERF	0.238	0.081	0.002	0.054	Small
ENGAGE→ACADPERF	0.171	0.082	0.020	0.023	Small

\*Significant at  $p \leq 0.05$

\*\*Effect size coefficient: 0.02 – small, 0.15 – medium, 0.30 – large

Table 6 presents the standardized path estimates in the emerging model, obtained from path analysis or structural equation modeling (SEM). Since these are standardized, the magnitude can be directly compared across different paths. For the first hypothesis, a negative relationship exists in the path, Abuse and Expectation, suggesting that as awareness or reporting of abuse increases, teacher expectations might decrease, potentially due to the psychological burden on both learners and teachers. This negative path suggests a cautionary effect, as emphasized by Asak et al. (2023), whereby teachers might reduce academic pressure to avoid inadvertently crossing into behaviors perceived as psychological abuse under the law. The findings argued that when child protection is standardized, it reduces classroom volatility. Other paths also demonstrated negative effects, such as in "Discrim to Engage" and "Exploit to Discipline."

On the other hand, a strong positive path in the model is reflected in Discrim and Discip. It suggests that as awareness and implementation of anti-discrimination policies increase, teachers adopt more structured and fair disciplinary measures. The significant relationship between RA 7610, the anti-discrimination policy, and classroom discipline aligns with De Leon et al. (2026), who found that legal literacy among Filipino teachers promotes a shift toward positive discipline. In addition, a recent study by Khanbashi (2024) emphasized that proactive discipline is a hallmark of effective management. Another path recording a positive effect is on EExploit-to-Engage. This implies that protecting students from exploitation, such as ensuring they are not overburdened or unfairly treated, would significantly increase their classroom engagement. The second hypothesis test yielded a

low standardized estimate for the path from Abuse to AcadPerf, indicating that protecting children from abuse has a direct, positive impact on academic performance. This aligns with UNESCO's Child 21 Framework (2025), which posits that a child's survival and development serve as prerequisites for learning. In other words, the child's safety is a non-negotiable prerequisite for cognitive development.

The third hypothesis test examined how classroom management indicators relate to academic performance. Both tested paths, Expect to AcadPerf and Engage to AcadPerf, show a positive relationship. This is consistent with findings that higher expectations and greater engagement lead to better academic performance, although both paths have a small effect size (0.053 and 0.023). While effect sizes are small, in educational settings, according to Gage & MacSuga-Gage (2017), even small improvements in safety and management can lead to meaningful long-term gains for marginalized learners. The result is consistent with Marzano's (2023) study, underscoring that high teacher expectations can improve achievement scores by significant margins. Consistent with the findings, active student engagement is viewed as a primary driver of higher grades and better test outcomes. High expectations are the most effective management behavior for boosting academic grades. All tested paths are statistically significant, indicating that the null hypotheses are rejected for these paths. However, the observed relationships have a small effect (0.020 to 0.058). In the meta-analysis by Korpershoek et al. (2025), the authors noted that although the effect size of safety policies on grades is often small, safety policies are a foundational variable. This indicates that without the sense of safety provided by anti-abuse policies, more direct pedagogical interventions often fail. While the variables are related, their practical impact on the variance in the outcome variable, academic performance, is minor. Moreover, standard error values of 0.081 to 0.083 are very low, indicating the accuracy of the samples in relation to the conclusions drawn about the overall respondent population. The findings above confirm a cascading effect of the proper implementation of RA 7610, creating a safer, non-discriminatory environment that facilitates better classroom management and ultimately improves academic performance.

**Table 7**

*Action plan to improve the implementation of RA 7610 in teachers' classroom management and students' academic performance*

Program Title	Goal	Action Steps	Budget (PHP) Time Framed	Responsible Person(s)	Expected Outcome
Enhanced Classroom Management Program (ECMP)	To improve teachers' classroom management skills for better student engagement and discipline	<ul style="list-style-type: none"> <li>• Conduct seminars/workshops on classroom management</li> <li>• Organize LAC sessions and peer mentoring                             <ul style="list-style-type: none"> <li>• Classroom observations and feedback</li> <li>• Provide instructional materials</li> </ul> </li> </ul>	5,000 July - March	School Head, Master Teachers, Teachers	Improved classroom environment; increased student engagement and reduced misbehavior
RA 7610 Child Protection Implementation Program	To strengthen awareness and proper implementation of child protection policies in schools	<ul style="list-style-type: none"> <li>• Conduct orientation on RA 7610</li> <li>• Establish Child Protection Committee</li> <li>• Develop reporting system for violations</li> <li>• Post child protection policies in school</li> </ul>	5,000 August –March	School Head, Guidance Counselor, Child Protection Committee	Increased awareness of child rights; safer and child-friendly school environment
Academic Performance Enhancement Program (APEP)	To improve learners' academic performance through targeted interventions	<ul style="list-style-type: none"> <li>• Conduct diagnostic and formative assessments</li> <li>• Implement remedial and enrichment classes</li> <li>• Use differentiated instruction strategies</li> </ul>	5,000 July- February	Teachers, Master Teachers, School Head	Improved academic performance; increased mastery of competencies

		<ul style="list-style-type: none"> <li>• Provide learning materials and modules</li> </ul>			
Positive Discipline and Student Engagement Program	To promote positive behavior and active participation among learners	<ul style="list-style-type: none"> <li>• Implement positive discipline strategies</li> <li>• Conduct interactive and collaborative activities</li> <li>• Recognition and reward system</li> </ul>	5,000 August – February	Teachers, Guidance Counselor, School Head	Improved learner behavior; increased motivation and participation
		<ul style="list-style-type: none"> <li>• Provide guidance and counseling sessions</li> </ul>			
Monitoring, Evaluation, and Feedback Program	To ensure the continuous improvement of implemented programs	<ul style="list-style-type: none"> <li>• Conduct regular classroom observations</li> <li>• Gather feedback from students and teachers</li> <li>• Analyze academic performance data</li> <li>• Quarterly review and adjustment of plans</li> </ul>	5,000 July - February	School Head, Master Teachers, Research Coordinator	Data-driven decisions; sustained improvement in teaching and learning outcomes

Table 7 presents a comprehensive action plan specifically designed to bridge the gap between the mandates of RA 7610 and their practical application within the classroom. This strategic roadmap is built upon four interconnected programs that aim to refine both teacher management styles and student academic outcomes. Central to this plan is the RA 7610 Child Protection Implementation Program, which serves as an advocacy tool to foster a deeper understanding of child safety and transform the school into a genuine sanctuary for learners. To ensure this safety translates into classroom success, the Academic Performance Enhancement Program introduces tailored teaching methods designed to meet diverse student needs. At the same time, the Discipline and Learner Engagement Program focuses on cultivating positive behavior through active participation rather than punitive measures. A dedicated monitoring and evaluation system sustains the effectiveness of these initiatives, and a feedback program that establishes a necessary cycle of assessment and refinement. By continuously checking the progress of these interventions, school administrators can identify successful strategies and address areas requiring improvement (Wang et al., 2025). The study ultimately emphasizes that for the DepEd Child Protection Policy to be truly transformative, it must move beyond simple compliance. This is especially true for private institutions, where there is an urgent need to verify that teachers have the logistical support and resources necessary to implement these protections. According to Regidor et al. (2024), prioritizing these systemic supports is the only way to ensure that the law effectively creates a supportive, high-performing environment for every student.

#### 4. Conclusions

Based on the summary of the findings presented above, the following conclusions were drawn. The teachers in the San Jose North District exhibit highly effective classroom management practices, including clear expectations, discipline, and student engagement. To create a happy, orderly, and productive learning environment, it is essential to incorporate expectations, discipline, and learners' engagement. Teachers can lessen interruptions and improve student focus by proactively defining behavioral norms, using constructive sanctions, and actively involving students. As a result, these integrated strategies are crucial for creating a nurturing environment that immediately enhances students' academic performance. The teachers at San Jose North District demonstrated a high level of classroom management skills, particularly in their expectations, discipline, and learners' engagement. Teachers' clear expectations and established classroom rules play a vital role in effective classroom management, as they guide students' behavior, clarify expectations, and help maintain focus and order in the learning environment. Also, fair and consistent classroom management is essential in promoting a positive learning environment, as it not only reduces disruptions but also helps students develop important life skills such as self-discipline, responsibility, and respect, ultimately supporting their academic success and personal growth. Teachers

are really good at getting students involved and excited about learning. They use many methods to teach that keep students interested and encourage participation. When students are really into what they are learning, they behave better and do better in school. This is important because it shows that teachers are doing a job of managing their classrooms and helping students learn. Teachers are doing a job of getting students engaged in the learning process, and this is a big part of having a classroom that works well. The teachers are successful because they find ways to make learning fun and interesting for the students. The schools in the San Jose North District demonstrated a high level of implementation of RA 7610 to prevent abuses, discrimination, and exploitation. This shows that these schools are highly committed to abiding by child protection policies. The implementation of RA 7610 in these schools shows a safe environment for children to learn, which is significant for their development. Classroom management and the implementation of RA 7610 significantly affect learners' academic performance. This finding serves as a strong call to action for all educational institutions to sustain and further strengthen their abuse prevention initiatives, recognizing that the protection of every child is not just a legal obligation but a profound moral responsibility that must never be compromised. It was determined that there was a very high level of implementation aimed at eradicating discrimination. Regardless of a child's ethnicity, gender, religion, socioeconomic status, or background, this study clearly demonstrates the schools' strong commitment to establishing inclusive, equitable, and respectful learning environments. This outcome clearly shows that schools have made significant and notable strides toward eradicating discriminatory attitudes and actions in their local communities. Schools are doing a job in keeping children safe from all kinds of exploitation. They have put in place measures to monitor the situation loosely and have strong programs that speak out against exploitation. This shows that the school community really cares about protecting children from harm and supporting their well-being. They support every child's rights. Schools are committed to shielding children and championing their dignity.

The results indicate that the learners' academic performance was satisfactory to high. This suggests that most learners are performing favorably academically. This indicates that the learning environment and processes are positively influencing learners' academic performance. The teachers' skill in managing the classroom is significantly related to the implementation of RA 7610 in schools, underscoring the importance of effective classroom management in promoting a safe and protective environment. The academic performance of the learners is greatly influenced by the teachers' competence in classroom management and the school's compliance with RA 7610, thereby emphasizing the role of an organized environment in learners' academic success. An action plan was proposed to enhance classroom management, strengthen the implementation of RA 7610, and improve learners' academic performance.

**Recommendations** - In view of the findings and conclusions of this study, the following recommendations are made: School heads, in coordination with various agencies, may continue to provide training and seminars for teachers on classroom management and the implementation of RA 7610. The level of teachers' classroom management may be further enhanced through specific interventions: Teachers may be supported in establishing clear, consistent, and achievable expectations developed in collaboration with learners to promote greater accountability. The institutionalization of positive discipline can be enhanced through teacher training and mentoring, helping ensure fairness and respect in discipline. Teachers may use a range of student-centered activities, such as project work, role-plays, and concept mapping, alongside technology to sustain higher levels of engagement. The level of implementation of RA 7610 by schools may be enhanced through the following targeted interventions: schools may develop and institutionalize confidential reporting mechanisms and prompt-response systems, with regular orientations for teachers, learners, and parents on how to identify and prevent abusive behaviors. Inclusive education programs in schools may be developed to highlight the importance of equity, diversity, and respect for learners from different backgrounds, with monitoring of classroom practices to ensure non-discriminatory treatment in grading, participation, and opportunities. Monitoring and evaluation can be conducted regularly using qualitative and quantitative methods. The academic performance of learners, which is significantly affected by teachers' classroom management and the implementation of RA 7610, can be sustained by aligning instructional strategies with the school's child protection policies. Teachers' classroom management can be continually improved to enhance learners' academic performance sustainably. Child protection policies can

be strictly implemented in schools to enhance learners' academic performance sustainably. An action plan can be developed and implemented to enhance teachers' classroom management sustainably, the implementation of RA 7610, and learners' academic performance. This can be done with the involvement of all stakeholders, which includes DepEd, the school, teachers, parents, learners, the local government, and future researchers.

Clear policies against child labor and exploitation may be developed and institutionalized, with the support of local government units and non-government organizations that ensure the welfare of learners inside and outside the school. Learners' academic performance may be enhanced through targeted academic support programs, such as tutorials, mentoring, and enrichment activities. Differentiated instruction may be implemented, and socio-emotional learning may be integrated to enhance learners' strengths, motivation, and self-regulation. Future researchers may also include the level of understanding of RA 7610 among both teachers and learners, as this will serve as baseline data to assess the law's influence.

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