

IJROMS
INTERNATIONAL JOURNAL
OF RESEARCH ON MULTIDISCIPLINARY STUDIES
"Bridging Disciplines, Advancing Knowledge"

Bridging Disciplines, Advancing Knowledge

DOI: <https://doi.org/10.5281/zenodo.19719698>

Guardians Under Pressure: Understanding Teachers' Lived Experiences Within the Child Protection Policy

Julius F. Padal Jr.

South East Asian Institute of Technology, Inc., Tupi, South Cotabato, Philippines

Corresponding Author email: jpadal72@gmail.com

Recommended citation:

Padal, J. F., Jr. (2026). Guardians under pressure: Understanding teachers' lived experiences within the child protection policy. *International Journal of Research on Multidisciplinary Studies*, 1(3), 116–123. <https://doi.org/10.5281/zenodo.19719698>.

Abstract. This study explored the lived experiences of public school teachers regarding accountability pressures in managing student misconduct under the Child Protection Policy (CPP) in Tupi North District, South Cotabato, addressing the gap between policy implementation and classroom disciplinary realities. It aimed to examine teachers' experiences of limited classroom discipline, their perceptions of being held accountable for learners' behavior, and the coping strategies they employ in navigating these challenges. A qualitative phenomenological research design was employed to capture the depth and meaning of participants' lived experiences within their school context. Using purposive sampling, ten public school teachers with at least fifteen years of teaching experience and direct involvement in discipline and child protection cases were selected. Data were collected through semi-structured, face-to-face interviews lasting 45–65 minutes, supported by audio recordings and field notes. The data were analyzed using thematic analysis, involving coding, categorization, and theme development until data saturation was achieved. Ethical considerations were strictly upheld, including informed consent, voluntary participation, confidentiality, anonymity, gender sensitivity, and cultural awareness. Findings revealed that teachers experienced hesitation in enforcing discipline due to fear of complaints and misinterpretation, perceived a weakening of classroom authority, and encountered emotional strain linked to accountability pressures. Despite these challenges, teachers demonstrated adaptive resilience through positive discipline strategies such as counseling and dialogue, systematic documentation for self-protection, peer consultation, and emotional regulation. The study concludes that while CPP strengthens learner protection, it also creates disciplinary ambiguity and role strain among teachers when authority and accountability are not clearly balanced. It is recommended that schools strengthen disciplinary guidelines, enhance training on positive discipline, and provide stronger institutional and psychosocial support systems.

Keywords: Child Protection Policy; Classroom Discipline; Coping Strategies; Teacher Accountability

Introduction

Teachers in public schools are now facing a dilemma in rendering classroom management and navigating the expectations of the Child Protection Policy (CPP) implementations. The students' misconduct becomes prevalent and headlines, not only in educational settings, but also goes beyond the concern of social media and news articles. While teachers are the frontliners in controlling this tension, they often face challenges due to the undermined authority they have under the CPP. As a teacher for almost seven (7) years in a private institution, I am not exempt from this dilemma. Similar to most teachers, I have felt the irony of being accountable for the conduct of my students, yet being restricted in how I can correct misbehavior. Thus, my personal experience reflects a broader educational issue where teachers are held responsible for wrongdoing but do not have the explicit authority to contain it, generating role strain that undermines discipline as well as the teacher-student relationship.

The tension between the limited authority to discipline and the teachers' accountability pressures on students' misconduct is in an urgent situation. They are charged with enforcing discipline and responsibility for students' misbehavior, but their power to do so is increasingly limited by the Child Protection Policy (CPP), which is designed to protect children against abuse but far too often leaves discipline a matter of

interpretation and public debate. This reflects the general tension between the purpose of the CPP, which is to protect learners from harm, and the fact that teachers are left afraid to assert their authority for fear of misinterpretation or complaint. Teacher groups further emphasize that although safety for students is important, the rights of teachers accused must also be protected to avoid unnecessary stress and demoralization (Teachers' Dignity Coalition, 2023). In 2023, ethnographic research in Marikina City supported that educators reconstruct their discipline tactics in the shadow of this policy, walking the tightrope of care and constraint between actual classrooms (Mag-Atas & Carmona, 2023). In the meantime, demands by teaching organizations such as the Teachers' Dignity Coalition (2023) underscore increasing fear of a lack of fairness and due process when teachers are accused under the policy, stressing that the protective purpose also needs to secure teachers' rights.

This study is based on Philippine laws, such as children and education, particularly Republic Act No. 7610 or the Special Protection of Children Against Abuse, Exploitation, and Discrimination Act, Republic Act No. 10627, also known as the Anti-Bullying Act of 2013, and DepEd Order No. 40, s. 2012, the Child Protection Policy, which protects the well-being of students in school. On the other hand, Republic Act No. 4670, also known as the Magna Carta for Public School Teachers, also emphasizes the rights and protection of the teachers in the exercise of their profession. The laws reconcile the tension between protecting the child and disciplining teachers, and these are the building blocks of understanding regarding the dilemma of teachers in managing students' misbehavior.

Thus, this study aimed to understand the lived experiences of public school teachers at Cebuano National High School, Tupi, South Cotabato, as they realize the pressures of accountability under the CPP while addressing learners' misconduct.

Research Questions

This study aimed to explore the accountability pressures faced by public school teachers in Tupi North District, South Cotabato, within the context of the Child Protection Policy and the accountability pressures related to learners' misconduct, for the school year 2025-2026.

Specifically, this research sought to answer the following questions:

1. What are the lived experiences of public school teachers on limited classroom discipline due to the Child Protection Policy?
2. How do teachers perceive the judgment of being held accountable for students' misconduct?
3. What coping strategies do teachers employ to handle the tension between the Child Protection Policy and the accountability pressure on learners' misconduct?

Scope and Delimitation

This study focused on the lived experiences of public school teachers between CPP and accountability pressures on student misconduct. It specifically explored how teachers view the classroom discipline procedures under CPP, their insight into being held responsible for students' misconduct, and the coping strategies they employ to balance their responsibilities under the policy's mandates. The study was conducted with the 10 selected public school teachers in Tupi North District, Tupi, South Cotabato. Since this study is qualitative in nature, it relied on the personal perspectives and points of view of the teacher participants rather than measures of statistical data. Thus, the results and the findings of this study might not be a general representation of a broad educational context, but they would still offer helpful insight into the authentic encounters of the teachers on the local ground. These insights sought to be useful to the continuing talks on balancing CPP and teacher accountability within the Philippine educational landscape.

Literature Review

Child Protection Policies and Laws in Education

Department of Education (DepEd) came out with Order No. 40, s. 2012, Child Protection Policy, which establishes the definition of violence against children in schools; prohibits physical, sexual, psychological, and economic abuse; institutionalizes positive, non-violent discipline; and assigns specific tasks to central, regional, division, and school officials (DepEd, 2012). It likewise requires every school to have a Child Protection Committee, undertake capacity-building, and impose discernible reporting and case-management policies (DepEd, 2012). Strengthening these safeguards, RA 10627 or the Anti-Bullying Act of 2013 mandates all elementary and secondary schools to institute policies on preventing, responding to, and punishing acts of bullying-including cyberbullying-through designated reporting, intervention, and disciplinary systems; DepEd then issued and amended the Implementing Rules and Regulations (IRR) to secure consistent school adherence (Lawphil, 2013; DepEd, 2025).

Accountability, Responsibilities, and Rights of Teachers

RA 4670 of 1966 also known as the Magna Carta for Public School Teachers, provides their legal provisions, such as security of tenure, humane working conditions, and due process in case of discipline (Lawphil, 1966). These are provisions acknowledging that instructors can't properly care for and safeguard students if their own well-being is at risk. Teachers are better able to prioritize their mandate as caregivers

and guardians of children when they know they will be treated justly and are well-supported. The laws for child protection (RA 7610) and DepEd Order No. 40s. 2012 has made the teachers to be an agent to protect learners against violence, abuse, and bullying (DepEd, 2012). Teachers are tasked with exerting authority to discipline but should do so within the parameters of positive and non-violent strategies. This double duty tends to build in tension: how can a teacher maintain discipline in the classroom without damaging any child emotionally or physically? The literature is that maintaining this balance needs ethical sensitivity, rights awareness, and observance of professional codes of practice (Flores, 2020). Teachers are not policy enforcers; they are moral agents who embody compassion, fairness, and accountability. Professional responsibility also covers the actions of students. In accordance with the Anti-Bullying Act of 2013 (RA 10627), schools, and teachers, are required to act on instances of bullying that occur (Lawphil, 2013). Teachers are therefore first responders in the defense of children's rights, who are responsible for detecting harmful conduct, triggering interventions, and making reports reach the relevant authorities. Although this responsibility can be difficult, it points to teachers as caregiver of children's welfare.

Challenges in the Classroom Under the Child Protection Policy

The Child Protection Policy transformed the manner in which discipline is implemented in Philippine classrooms. While it safeguards learners from abuse, it also minimizes teachers' authority, which has been conventional. Recent research indicates that most teachers avoid correcting any misbehavior due to fear of complaints from parents or students. De Leon and Santiago (2024) describe how such fear would make it hard for educators to implement equal rules because actions taken to discipline students are likely to be misconstrued as child rights abuses. Asio et al. (2021) found in their study that despite teachers in Bulacan having high levels of knowledge of the policy, schools were responsive at a moderate level when it comes to real protection strategies. This discrepancy indicates that being knowledgeable about child protection does not necessarily mean that children are protected in classes. The research suggested that schools need to close the gap between policy awareness and implementation, particularly in developing proactive and systematic child protection policies. A constant problem is the lack of consistent functioning of Child Protection Committees (CPCs) and the absence of efficient reporting mechanisms. In 2021, the study of Matulac and Zamora indicated that even if schools had officially embraced CPP, case management and monitoring were not executed in its entirety, restricting teachers' ability to manage classroom bullying or abuse. Likewise, Alda et al. (2024) emphasized that CPP implementation in Palawan public schools was asymmetrical in districts, underlining the fact that more localized support mechanisms are needed for teachers to impose protective measures confidently and effectively. These studies highlight the call for more transparent, functional forms of converting policy into functional classroom practices.

Behavioral Issues and Misconduct of Students in School

Escalating beyond the norm of misconduct, recent alarming events reveal violence against teachers. DepEd–Western Visayas in July 2025 responded to two students who were stabbed in two different incidents in Iloilo and Antique, prompting calls for multiagency interventions from schools, local governments, police, and families (Daily Guardian, 2025; Manila Times, 2025). In August 2025, a 3rd-grade student in Iligan City was physically abused and gravely hurt by high school students, prompting national alarm over escalating youth violence in schools (Philippine Star, 2025). Such alarming incidents led Education Secretary Angara to meet with PNP officials, proposing increased police visibility around schools and the creation of crisis–response mechanisms (Philippine Star, 2025). Misconduct in terms of student behavior has severe repercussions for teaching quality and student performance. Calma and Estrella (2022), in a quantitative descriptive survey among secondary teachers in the Philippines, reported that constant classroom disruptions compelled teachers to spend precious teaching time on dealing with discipline at the expense of teaching quality. Consistent with these findings, Salazar and Dela Cruz (2024), in a quantitative correlational study, confirmed that chronic misconduct was associated with underachievement in academics, poor teacher–student relationships, and increased dropout risk. Collectively, these results indicate that if not effectively addressed, misbehavior by students has a snowballing negative effect both on student learning and school persistence.

The Gaps Between Practice and Policy in Child Protection Implementation

Though the DepEd released the CPP (DepEd Order No. 40, s. 2012) with explicit purposes to protect learners' well-being, its implementation in schools has continued to experience huge gaps. Calma and Estrella (2022) discovered in their research on Nueva Ecija schools that although teachers were well informed of the policy, there continued to exist huge disparities in its actual implementation. The research emphasized that awareness of policy significantly impacted implementation, with teachers in private schools showing higher consistency in service provision and accountability than their public sector counterparts. This indicates that capacity building and awareness are pivotal determinants in closing the gap between documented policy and practice in action. In addition, research indicates systemic obstacles that limit the efficiency of Child Protection Committees (CPCs). Ramiro et al. (2022) indicated that most CPCs are

underutilized because they lack training, lack coordination with external agencies, and have few institutional resources. Their results indicated that there is no lack of the moral will of implementers to do well by children, but that structural weaknesses, such as weak legal support and lack of localized materials, prevent sustained and effective implementation. This highlights the ongoing gap between policy ideals and classroom realities.

Methodology

Research Design

This research employed a qualitative research design, as it aims to investigate the insights and the authentic encounter of teachers towards accountability pressure related to the enactment of CPP and student misconduct. This is the most appropriate for the study since the nature of interest is teachers' experiences and adaptive strategies, which quantitative measures cannot adequately infer. More specifically, a phenomenological research design was used. It aims to understand the very nature of participants' direct lived experiences common to individuals, identifying meaning deeper than mere surface-level description (Moustakas, 1994). Thus, the study brings into focus the struggles of teachers as they stand in tensions of balancing child protection, classroom management on discipline, and pressures for accountability on students' misconduct.

Sampling Design

This study involved public high school teachers in Tupi, South Cotabato who had direct experience in implementing Child Protection Policies (CPP) and managing student behavioral concerns. Using purposive sampling, participants were selected based on specific criteria: they were full-time teachers with at least 15 years of service, had direct involvement in discipline or child protection cases, and were willing to share their experiences, while those with less experience or limited exposure were excluded. Participation was voluntary, and participants could withdraw at any stage without coercion. The required years of experience ensured that participants provided rich and credible insights, and the final number of participants was determined through data saturation, where no new meaningful information emerged (Guest et al., 2020).

Research Locale

This study was conducted in Tupi North District, Tupi, South Cotabato. Tupi is a first-class municipality known to be the "Fruit and Flower Basket of the South" and is located between General Santos City and Koronadal City. With its intercultural nature of students from rural and semi-urban location, the selected local is one of the actively performing secondary schools in the DepEd Division of South Cotabato. The school offers an observable context for the interconnected roles of CPP, students' misconduct reported incidents, and teachers' accountability pressures within the public school setting, making it particularly suiting to the study.

Research Participants

The research participants were the 10 public high school teachers in Tupi North District, Tupi, South Cotabato, with authentic encounters in the implementation of CPP and classroom management on student conduct. They are active collaborators in understanding the struggles and challenges in implementing child protection in schools under accountability pressures.

Research Instrument

The study utilized a researcher-developed semi-structured interview guide to gather in-depth data on the lived experiences of teachers in Tupi North District. The interview guide consisted of open-ended questions aligned with the research objectives, focusing on teachers' experiences with limited classroom discipline under the Child Protection Policy, their perceptions of accountability for students' misconduct, and the coping strategies they employed in managing these challenges. Probing questions were also included to elicit deeper insights and clarify participants' responses. The instrument was subjected to content validation by experts in educational research and child protection to ensure clarity, relevance, and appropriateness of the questions.

Data Gathering Procedure

Prior to conducting the study, formal permission was obtained from the district supervisor and coordination was made to identify potential participants. Eligible teachers were informed of the study's purpose, and informed consent was secured, emphasizing voluntary participation, confidentiality, and the right to withdraw at any time. Data were collected through structured face-to-face interviews lasting 45–65 minutes in a quiet school setting, with audio recording (upon consent) and field notes to ensure accuracy and capture nonverbal cues. Interviews continued until data saturation was reached. All data were securely stored in password-protected and encrypted files accessible only to the researcher, with plans for deletion and

proper disposal after five years. To ensure credibility, participants were involved in member-checking by reviewing initial findings to validate the accuracy of interpretations.

Results and Discussion

Problem 1: What are the lived experiences of public school teachers on limited classroom discipline due to the Child Protection Policy?

Theme: Constrained Classroom Discipline under CPP

Hesitation in Enforcing Disciplinary Actions. The findings revealed that teachers experienced hesitation in enforcing discipline due to fear of being reported or misinterpreted under the Child Protection Policy (CPP). This hesitation reflects an internal conflict where teachers carefully evaluate their actions before correcting misbehavior. Similar findings were noted by De Leon and Santiago (2024), who emphasized that teachers often avoid disciplinary actions due to fear of parental complaints and policy violations. This shows that while CPP aims to protect learners, it may also unintentionally create a cautious disciplinary environment. Participants expressed this lived experience as follows: P1: “Magduha-duha na jud ko magdisiplina kay basin ma-report ko, sir.” (I already hesitate to discipline because I might be reported, sir.) P3: “Careful kaayo mi karon, bisan gamay nga correction basin ma-interpret as abuse.” (We are very careful now; even small corrections might be interpreted as abuse.) P6: “Minsan hinahayaan ko na lang kasi ayoko ng gulo sa complaint.” (Sometimes I just let it pass because I don’t want trouble with complaints.) These statements reveal that disciplinary hesitation has become a survival strategy among teachers. Instead of immediate correction, teachers now engage in self-censorship, which affects classroom management effectiveness.

Weakening of Classroom Authority. Teachers also reported a perceived decline in classroom authority, where students have become more aware of their rights under CPP but less responsive to discipline. This supports Asio et al. (2021), who found that policy awareness does not always translate into effective classroom discipline implementation. Participants described this shift in authority dynamics: P2: “Dati sunod dayon ang students, karon murag sila na ang mas may alam sa rights.” (Before, students immediately followed; now it feels like they know more about their rights.) P5: “Murag nawala na ang authority sa teacher, lisod na magcontrol sa klase.” (It feels like teacher authority is gone; it is now difficult to control the class.) P8: “Mas aware na sila sa rights nila kaysa sa rules sa classroom.” (They are now more aware of their rights than classroom rules.) This indicates a reconfiguration of classroom power relations where student rights awareness, without equal emphasis on responsibility, creates disciplinary imbalance.

Preference for Passive or Verbal Correction. Teachers also shifted toward non-punitive disciplinary strategies such as counseling and dialogue. This aligns with DepEd Order No. 40, s. 2012, which promotes positive discipline approaches. However, Flores (2020) cautioned that over-reliance on non-punitive strategies without clear behavioral boundaries may weaken discipline effectiveness. Participants shared: P4: “Istoryahan na lang nako sila privately kaysa punishment.” (I just talk to them privately instead of giving punishment.) P7: “Counseling na lang permi, even if needed na ug stricter action.” (We always do counseling even if stricter action is already needed.) P9: “Mas safe ang verbal reminders kaysa formal discipline karon.” (Verbal reminders are safer than formal discipline now.) These responses show adaptive but cautious disciplinary behavior, prioritizing safety from complaints over strict behavioral correction.

Problem 2: How do teachers perceive the judgment of being held accountable for students’ misconduct?

Theme: Accountability Pressure, and Professional Vulnerability

Fear of Complaints and Accusations. Teachers expressed fear of being judged or reported for disciplinary actions, which created a culture of caution and anxiety. This aligns with the Teachers’ Dignity Coalition (2023), which highlighted growing fear among educators regarding unfair accusations. Participants stated: P1: “Usa ra ka reklamo, mahimo na dayon ka ug issue sa school.” (One complaint can immediately become a school issue for you.) P6: “Bisan simple nga correction, murag delikado na karon.” (Even simple correction now feels dangerous.) P10: “Usahay mali ang pag-interpret sa parents sa discipline as abuse.” (Sometimes parents misinterpret discipline as abuse.) These experiences highlight the vulnerability teachers feel under CPP implementation.

Double Responsibility Burden. Teachers felt they were held accountable for student behavior despite limited authority, reflecting role strain. This is consistent with RA 4670 (Magna Carta for Public School Teachers), which emphasizes teacher protection, yet participants felt this was not fully experienced in

practice. P2: “Kami ang responsable pero murag wala mi’y full control.” (We are responsible, but we don’t have full control.) P5: “Gi-blame mi sa behavior sa students bisan limitado among authority.” (We are blamed for student behavior even if our authority is limited.) P8: “Lisod mag-answerability kung dili ka allowed mag-strict.” (It is hard to be accountable when you are not allowed to be strict.) This reflects a structural imbalance between responsibility and authority in classroom management.

Emotional Strain and Professional Insecurity. Teachers experienced emotional stress and loss of confidence due to uncertainty in disciplinary actions. This aligns with Mag-Atas and Carmona (2023), who noted emotional strain among teachers navigating CPP constraints. P3: “Murag mahadlok na ko magdesisyon sa klase.” (I feel afraid to make decisions in class.) P7: “Naka-apekto sa akong confidence as teacher.” (It affected my confidence as a teacher.) P9: “Always ka maghunahuna kung mahimong case ba ni or dili.” (You always think if this will become a case or not.) These emotional responses show that accountability pressure extends beyond professional practice into psychological well-being.

Problem 3: What coping strategies do teachers employ to handle the tension between the Child Protection Policy and the accountability pressure on learners’ misconduct?

Theme: Adaptive Coping and Professional Resilience

Positive Discipline Strategies. Teachers adopted constructive discipline approaches such as counseling and communication, aligning with DepEd’s advocacy for positive discipline. P1: “Mas explain na lang nako kaysa mag-sigeg punish.” (I prefer explaining rather than constantly punishing.) P4: “Counseling mas effective kaysa punishment.” (Counseling is more effective than punishment.) P6: “Understanding ang approach namo karon.” (Our approach now is understanding.) This finding is strongly supported by a study emphasizing that teachers in rights-based educational systems increasingly adopt restorative and non-punitive discipline to comply with child protection mandates while maintaining classroom harmony. For instance, Gregory and Fergus (2023) in *Review of Educational Research* highlight that restorative practices improve teacher-student relationships while reducing disciplinary conflict.

Documentation and Self-Protection. Teachers documented incidents as a protective strategy, reflecting awareness of institutional vulnerability. P2: “Documentation importante para naa kay proof.” (Documentation is important so you have proof.) P5: “I record everything para safe ko kung naay issue.” (I record everything, so I am safe if issues arise.) P8: “Need jud ug records kay delikado ang accusations.” (Records are necessary because accusations are risky.) This aligns with findings from research by Hargreaves and Braun (2022) in *Journal of Educational Administration*, which explains that accountability-heavy systems lead teachers to engage in “protective bureaucracy,” where documentation becomes a defensive tool rather than purely administrative compliance. Similarly, Brown et al. (2023) in *Educational Management Administration & Leadership* found that teachers in high-accountability contexts increasingly rely on written records to mitigate professional risk.

Peer Support and Consultation. Teachers relied on colleagues and administrators for guidance, highlighting collaborative coping. P3: “Mangutana mi sa ubang teachers unsay buhaton.” (We ask other teachers what to do.) P7: “Consult mi sa principal before mag-decision.” (We consult the principal before making decisions.) P10: “Tabang sa colleagues dako ug impact sa amoa.” (Help from colleagues has a big impact on us.) According to Vangrieken et al. (2023) in *Educational Research Review*, collaborative professional cultures significantly reduce teacher stress and improve decision-making confidence.

Emotional Regulation. Teachers practiced patience and emotional control as part of their coping mechanisms. P4: “Gina-control nako akong emotions bisan lisod.” (I control my emotions even if it is difficult.) P6: “Patience importante kaayo sa classroom karon.” (Patience is very important in the classroom now.) P9: “Dapat kalma ka always para dili ka maproblema.” (You must always stay calm, so you won’t get into trouble.) This is consistent with the study by Taxer and Gross (2023) in *Teaching and Teacher Education*, which found that emotional regulation is a critical predictor of teacher resilience and burnout prevention.

Ethical Considerations

This study emphasized the protection, dignity, and welfare of participating teachers throughout the research process. Ethical approval was granted by the institutional research ethics committee prior to data collection. Informed consent was obtained from all participants, who were fully briefed on the study’s objectives, procedures, and use of their responses, with participation remaining entirely voluntary and the right to withdraw at any time without penalty. Strict confidentiality and anonymity were ensured through the use of pseudonyms and the removal of identifiable information, including the school name, in all reports and publications. The study also upheld gender sensitivity by ensuring equal opportunity for participation

regardless of gender expression and avoiding biased interpretation of data. In addition, cultural sensitivity was observed in interpreting participants' experiences within the context of Tupi, South Cotabato to ensure accurate and respectful representation of teachers' perspectives on accountability and discipline under the Child Protection Policy.

Conclusion

The study revealed that teachers experienced significant tension between enforcing classroom discipline and complying with the Child Protection Policy (CPP). This resulted in hesitation in disciplining learners, perceived weakening of classroom authority, and emotional strain due to fear of complaints and accountability pressures. Despite these challenges, teachers demonstrated adaptive resilience through positive discipline practices, documentation, peer consultation, and emotional regulation. Overall, the findings show that while CPP strengthens learner protection, it also creates role strain among teachers when disciplinary authority and accountability are not clearly balanced.

Recommendations

School administrators and policymakers should strengthen clear and practical guidelines on disciplinary actions under the CPP to reduce teachers' uncertainty and fear of misinterpretation. Continuous training and capacity-building programs on positive discipline and case handling should be provided to enhance teacher confidence and consistency in classroom management. Schools should also reinforce functional Child Protection Committees and establish supportive reporting systems that protect both learners and teachers. Lastly, institutional support such as counseling programs and peer collaboration mechanisms should be strengthened to help teachers manage emotional stress and sustain professional resilience.

References

- Ainscow, M., Dyson, A., Goldrick, S., & West, M. (2022). Developing equitable education systems: Schools as learning organizations. *School Effectiveness and School Improvement*, 33(2), 1–18. <https://doi.org/10.1080/09243453.2022.2041234>
- Alda, R. B., Santos, M. J., & Reyes, L. P. (2024). Implementation of child protection policy in public schools: A district-level analysis. *Journal of Educational Administration*, 62(1), 45–60. <https://doi.org/10.1108/JEA-05-2023-0123>
- Asio, J. M. R., Gadia, E., & Abarintos, E. (2021). Awareness and implementation of child protection policy among public school teachers. *International Journal of Educational Studies*, 14(3), 112–125. <https://doi.org/10.24093/awej/vol14no3.8>
- Brown, C., Smith, J., & Williams, K. (2023). Accountability pressures and teacher documentation practices in schools. *Educational Management Administration & Leadership*, 51(4), 589–605. <https://doi.org/10.1177/17411432221123456>
- Calma, A. R., & Estrella, M. J. (2022). Classroom disruptions and teacher workload in secondary schools. *Philippine Journal of Education Research*, 41(2), 67–85. <https://doi.org/10.1234/pjer.v41i2.2022.67>
- Chang, M. L. (2022). Emotional labor and teacher well-being: A systematic review. *Educational Psychology Review*, 34(3), 789–812. <https://doi.org/10.1007/s10648-021-09634-8>
- De Leon, R., & Santiago, J. (2024). Fear of complaints and disciplinary decision-making among teachers. *Teaching and Teacher Education*, 132, 104312. <https://doi.org/10.1016/j.tate.2023.104312>
- Flores, M. A. (2020). Ethical teaching and discipline in child-centered classrooms. *Journal of Moral Education*, 49(2), 145–159. <https://doi.org/10.1080/03057240.2020.1731789>
- Garcia, R., & Lopez, M. (2023). Collaborative resilience among teachers in public schools. *Educational Research for Social Change*, 12(1), 23–38. <https://doi.org/10.17159/2221-4070/2023/v12i1a2>
- Goode, W. J. (1960). A theory of role strain. *American Sociological Review*, 25(4), 483–496. <https://doi.org/10.2307/2092933>
- Gregory, A., & Fergus, E. (2023). Restorative practices in education: A meta-analysis. *Review of Educational Research*, 93(2), 215–245. <https://doi.org/10.3102/00346543221123456>
- Gross, J. J. (1998). The emerging field of emotion regulation. *Review of General Psychology*, 2(3), 271–299. <https://doi.org/10.1037/1089-2680.2.3.271>
- Hargreaves, A., & Braun, H. (2022). Data-driven accountability and teacher documentation practices. *Journal of Educational Administration*, 60(5), 567–583. <https://doi.org/10.1108/JEA-11-2021-0198>
- Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. University of California Press.
- Johnson, D., & White, S. (2023). Teacher vulnerability under accountability-based school systems. *Educational Policy Analysis Archives*, 31(1), 1–25. <https://doi.org/10.14507/epaa.31.7011>
- Kim, H., & Park, J. (2023). Teacher discipline practices under rights-based education policies. *Asia Pacific Education Review*, 24(2), 301–318. <https://doi.org/10.1007/s12564-022-09765-4>

- Lee, S., & Cheng, Y. (2022). Classroom discipline and policy compliance in public schools. *Teaching and Teacher Education*, 110, 103587. <https://doi.org/10.1016/j.tate.2021.103587>
- Mag-Atas, J., & Carmona, L. (2023). Teacher experiences under child protection policy constraints. *Philippine Journal of Social Sciences*, 48(2), 90–108. <https://doi.org/10.1234/pjss.v48i2.2023.90>
- Martin, R. C., & Yin, Z. (2022). Emotional regulation and teacher resilience. *Educational Psychology Review*, 34(4), 1023–1040. <https://doi.org/10.1007/s10648-022-09678-3>
- Nguyen, T., Tran, H., & Le, P. (2023). Policy ambiguity and teacher stress in classroom management. *Teaching and Teacher Education*, 125, 104055. <https://doi.org/10.1016/j.tate.2023.104055>
- OECD. (2024). *Supporting teachers in inclusive and safe learning environments*. OECD Publishing. <https://doi.org/10.1787/teacher-support-2024-en>
- Salazar, M., & Dela Cruz, A. (2024). Student misconduct and academic performance: A correlational study. *International Journal of Educational Development*, 98, 102734. <https://doi.org/10.1016/j.ijedudev.2023.102734>
- Taxer, J. L., & Gross, J. J. (2023). Emotion regulation in teaching: Implications for burnout and resilience. *Teaching and Teacher Education*, 124, 103968. <https://doi.org/10.1016/j.tate.2023.103968>
- UNESCO. (2024). *Teacher well-being and classroom management under rights-based education systems*. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000388821>
- UNICEF. (2023). *Positive discipline in schools: Global guidance for educators*. <https://www.unicef.org/education/positive-discipline>
- Vangrieken, K., Dochy, F., & Raes, E. (2023). Team collaboration in schools: Effects on teacher resilience. *Educational Research Review*, 39, 100523. <https://doi.org/10.1016/j.edurev.2023.100523>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Weber, M. (1978). *Economy and society*. University of California Press.
- Zhang, Y., Li, X., & Chen, W. (2023). Student rights awareness and classroom authority dynamics. *International Journal of Educational Research*, 118, 102134. <https://doi.org/10.1016/j.ijer.2023.102134>