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Effects of Child Protection Policy on the Work Performance of Teachers in Tomas Claudio Colleges

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ABSTRACT

This study determined the effects of the Child Protection Policy on the work performance of teachers at Tomas Claudio Colleges during School Year 2025–2026. Specifically, it examined the respondents' demographic and professional profiles, the extent to which the policy affected teachers' classroom management, instructional delivery, health and well-being, and workload demands, and the relationship between the perceived effects of the policy and teachers' work performance. The study employed a descriptive survey research design supported by documentary analysis. The respondents consisted of 100 basic education teachers, including the school administrator, coordinators, class advisers, subject teachers, and part-time teachers. Data were gathered using a researcher-developed questionnaire checklist, while teachers' most recent performance ratings were examined through documentary analysis. Findings revealed that most respondents were female, married, aged 30–39, bachelor's degree holders, and had 6–10 years of teaching experience. The Child Protection Policy always affected teachers in terms of workload demands and often influenced classroom management, instructional delivery, and health and well-being. Significant differences in perceived effects were identified according to sex, position title, and in-service trainings attended in selected areas, while no significant differences were found according to age, civil status, educational attainment, and length of service. Teachers' work performance was rated very good, with a mean of 4.04. However, no significant relationship was established between the perceived effects of the policy and teachers' work performance. The study concluded that although the implementation of the Child Protection Policy influences various dimensions of teachers' professional responsibilities, these perceived effects are not significantly associated with their overall work performance. It recommended strengthening policy orientation and continuous professional development, providing workload management and well-being support mechanisms, and implementing the proposed action plan to further enhance teachers' work performance.

Keywords: *Child Protection Policy, Teachers' Work Performance, Classroom Management, Instructional Delivery, Health And Well-Being, Workload Demands*

1. INTRODUCTION

1.1. Background and Context of the Study

Educational institutions are expected to provide learning environments that promote academic development while protecting learners from abuse, violence, discrimination, bullying, exploitation, and other forms of harm. In the Philippines, this responsibility is reinforced by DepEd Order No. 40, s. 2012, or the DepEd Child Protection Policy, which establishes guidelines for safeguarding children and outlines the responsibilities of schools and personnel in addressing child protection concerns (Department of Education [DepEd], 2012). Its implementation places teachers in a critical position because they are directly involved in classroom management, instructional delivery, student supervision, and the promotion of learners' welfare.

Recent Philippine studies have highlighted the continuing importance of teachers' awareness and institutional responsiveness in implementing the policy. Alcala and Cornelia (2025) reported that 71.43% of teachers in public secondary schools in Sibulan, Negros Oriental, had encountered at least one child protection case within five years, with bullying identified as the most frequently reported concern. Their findings also indicated a positive association between teachers' policy awareness and responsiveness. Rodriguez and Espinosa (2025) found that secondary teachers adjusted their disciplinary approaches to comply with child protection requirements, although they experienced parental resistance and limited support. Similarly, Sahijuan et al. (2026) identified inconsistent implementation, insufficient continuous training, and resource constraints as challenges in Southern Philippine schools.

These findings indicate that child protection implementation intersects with teachers' professional responsibilities and working conditions. Maintaining child-friendly classrooms, delivering instruction, responding to student concerns, and fulfilling related documentation and reporting duties may influence teachers' experiences in classroom management, instructional delivery, health and well-being, and workload demands. Consequently, examining the perceived effects of the Child Protection Policy on teachers' work performance at Tomas Claudio Colleges during School Year 2025–2026 is important in understanding how policy implementation relates to teachers' professional responsibilities and institutional expectations

1.2. Research Problem

The study aimed to determine the extent of effects of Child Protection Policy on the work performance of teachers in Tomas Claudio Colleges, during the School Year 2025 – 2026.
Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
   1.1 age;
   1.2 sex;
   1.3 civil status;
   1.4 educational attainment;
   1.5 length of service;
   1.6 position title; and
   1.7 in-service trainings attended?

2. What is the extent of effects of child protection policy on the work performance of teachers as perceived by themselves with respect to:
   2.1 classroom management;
   2.2 instructional delivery;
   2.3 health and well-being; and
   2.4 workload demands?

3. Is there a significant difference on the extent of effects of child protection policy on the work performance of teachers as perceived by themselves with respect to above cited aspects in terms of their profile?
4. What is the level of performance of teachers as revealed by their latest performance rating?
5. Is there a significant relationship between the perceived extent of effects of child protection policy and the level performance of performance of teachers?
6. What action plan may be proposed to improve the work performance of teachers?

1.3. Research Gap

Previous studies have examined teachers' awareness and responsiveness to child protection requirements (Alcala & Cornelia, 2025), experiences in implementing classroom discipline (Rodriguez & Espinosa, 2025), and challenges involving policy implementation and institutional support (Sahijuan et al., 2026). Other investigations have focused on the functionality of school Child Protection Committees (Cubio & Bagnol, 2025) and the relationship between additional workloads and teacher performance (Medez, 2024). However, these studies have addressed the concerns separately or within public-school settings. The combined examination of perceived child protection policy effects across classroom management, instructional delivery, health and well-being, and workload demands, alongside teachers' documented performance ratings, remains insufficiently addressed in the reviewed literature. Furthermore, the experiences of teachers in a private basic education institution have not been established by these cited studies. The present investigation addresses this contextual and analytical gap by examining these dimensions among teachers at Tomas Claudio Colleges and determining whether their perceptions are associated with their work performance.

1.4. Purpose and Objectives of the Study

This study aimed to determine the effects of the Child Protection Policy on the work performance of teachers at Tomas Claudio Colleges during School Year 2025–2026. It involved 100 basic education teachers, including the school administrator, coordinators, class advisers, subject teachers, and part-time teachers. Specifically, it examined the perceived effects of the policy in terms of classroom management, instructional delivery, health and well-being, and workload demands; determined differences in perceptions according to respondents' demographic and professional profiles; assessed work performance using their most recent performance ratings; and established whether a significant relationship existed between perceived policy effects and work performance. A descriptive survey research design supported by documentary analysis was employed.

1.5. Significance and Practical Contribution of the Study

The study provides institution-specific evidence that may assist Tomas Claudio Colleges in evaluating its implementation of the Child Protection Policy and identifying areas requiring administrative support. Its findings may guide school administrators in strengthening policy orientation, professional development, and appropriate mechanisms for addressing teachers' workload and well-being. Teachers may benefit from clearer guidance in balancing learner protection, classroom management, and instructional responsibilities. The results may also inform the development of an institutional action plan addressing identified concerns and serve as a reference for future researchers examining child protection practices and teacher performance in similar educational settings.

1.6. Sustainable Development Goals (SDG) Alignment

The study primarily supports SDG 4: Quality Education, particularly Target 4.a, which promotes safe, nonviolent, inclusive, and effective learning environments. Its examination of child

protection practices contributes to understanding how schools can strengthen learner safety (United Nations, n.d.-a). It also relates to SDG 3: Good Health and Well-being through its consideration of teachers' health and well-being, recognizing the importance of institutional support for personnel welfare (United Nations, n.d.-b). Furthermore, SDG 8: Decent Work and Economic Growth is relevant to the study's examination of workload demands and professional responsibilities, particularly the promotion of supportive and productive working conditions (United Nations, n.d.-c). These connections emphasize the complementary importance of learner protection and teacher welfare in educational institutions.

2. METHODOLOGY

2.1. Research Design

The study employed a descriptive survey research design supported by documentary analysis to determine the perceived effects of the Child Protection Policy on the work performance of teachers at Tomas Claudio Colleges during School Year 2025–2026. The descriptive survey approach was used to gather and describe the respondents' assessments of the policy's effects in terms of classroom management, instructional delivery, health and well-being, and workload demands. It also provided a basis for examining differences in their perceptions when grouped according to their demographic and professional profiles. Documentary analysis was utilized to obtain relevant information from the teachers' most recent performance ratings. Through these approaches, the study examined the respondents' perceptions and their relationship with documented indicators of work performance without manipulating the variables under investigation.

2.2. Research Locale

The study was conducted at Tomas Claudio Colleges, a private educational institution located in Morong, Rizal. The institution served as the research locale because the investigation focused on the implementation of the Child Protection Policy and its perceived effects on the professional responsibilities and work performance of its basic education teachers. The study covered teachers involved in different academic and administrative assignments, including the school administrator, coordinators, class advisers, subject teachers, and part-time teachers. The institutional setting provided the appropriate context for examining how child protection requirements are experienced in relation to classroom management, instructional delivery, health and well-being, and workload demands during School Year 2025–2026.

2.3. Sampling Technique

The respondents consisted of 100 basic education teachers of Tomas Claudio Colleges, including the school administrator, coordinators, class advisers, subject teachers, and part-time teachers. They were selected as the study participants because their professional responsibilities involved direct or administrative participation in the implementation of the Child Protection Policy. The respondents provided the necessary information regarding their perceptions of the policy's effects on their professional practices and working conditions. Their most recent performance ratings were also considered for the documentary analysis. The final selection procedure was based on the availability and eligibility of the identified teacher respondents during the conduct of the study.

2.4. Data Gathering Procedure

The data-gathering process involved the administration of a researcher-developed questionnaire-checklist and the examination of relevant teacher performance records. Before gathering the data, the researcher sought the necessary authorization from the appropriate school authorities to conduct the study and coordinate with the identified respondents. Upon

approval, the purpose of the investigation and the instructions for answering the questionnaire were explained to the participants. The completed questionnaires were collected, checked for completeness, and organized for analysis. Relevant documentary records, particularly the teachers' most recent performance ratings, were also obtained through authorized institutional procedures. All gathered information was organized, coded, and prepared for statistical treatment in accordance with the research objectives.

2.5. Data Analysis

The data gathered were organized, tabulated, and analyzed using appropriate descriptive and inferential statistical procedures. Descriptive statistics were used to present the respondents' demographic and professional profiles and determine their assessments of the perceived effects of the Child Protection Policy in terms of classroom management, instructional delivery, health and well-being, and workload demands. The teachers' most recent performance ratings were also examined to describe their work performance. Appropriate inferential statistical tests were employed to determine whether significant differences existed in the respondents' assessments when grouped according to their profile characteristics and whether a significant relationship existed between the perceived effects of the policy and teachers' work performance. The statistical procedures were selected in accordance with the nature and level of measurement of the collected data and the specific research questions.

2.6. Ethical Considerations

The study observed ethical principles throughout the research process to protect the rights, privacy, and welfare of the respondents. Permission to conduct the investigation and access relevant institutional records was secured from the appropriate school authorities. Participation in the survey was voluntary, and the respondents were informed of the purpose of the study and the intended use of the information gathered. Confidentiality and anonymity were maintained in presenting the survey responses and performance-related information, and individual results were not disclosed in a manner that could identify specific teachers. The collected data were used solely for academic and research purposes and were handled with appropriate care. The researcher also ensured that participation or nonparticipation would not result in discrimination, coercion, or adverse consequences for any respondent..

3. RESULTS AND DISCUSSION

3.1. Profile of the Respondents in Terms of Selected Variables

The profile of the 100 respondents revealed that the largest proportion belonged to the 30–39 age group (37.0%), were female (77.0%), and were married (51.0%). In terms of educational attainment, most held a bachelor’s degree (44.0%), while the largest group had 6–10 years of teaching experience (47.0%). Regarding position title, Teacher II ranked first (40.0%), followed by Teacher I (33.0%). Meanwhile, most respondents had attended in-service trainings at the school level (63.0%), followed by regional-level trainings (17.0%). Overall, the findings indicate that the respondents were predominantly female, married, and in their early to middle career stages, with bachelor’s degrees, Teacher II positions, and greater participation in school-based professional development activities.

3.2. Extent of the Effects of the Child Protection Policy on Teachers’ Work Performance as Perceived by the Themselves in Terms of Classroom Management, Instructional Delivery, Health and Well-Being, and Workload Demands

The findings revealed that the Child Protection Policy frequently affects teachers’ work performance, as reflected by the overall composite weighted mean of 4.21, verbally interpreted as “Often.” Among the four aspects, workload demands ranked first with a weighted mean of 4.50, interpreted as “Always,” indicating that policy implementation consistently entails

additional responsibilities for teachers. This was followed by classroom management with a weighted mean of 4.36, instructional delivery with 4.07, and health and well-being with 3.92, all interpreted as "Often." These results indicate that the implementation of the Child Protection Policy has multidimensional effects on teachers' professional responsibilities, particularly in managing additional workload while maintaining effective classroom management, instructional delivery, and personal well-being. This is supported by Antiza and Labitad (2024), who emphasized that teachers' familiarity with the Child Protection Policy is essential in ensuring appropriate implementation, strengthening preventive measures, and promoting effective responses to child protection concerns, including bullying..

3.3. Significant Difference on the Extent of Effects of Child Protection Policy on the Work Performance of Teachers as Perceived by Themselves With Respect to the Different Aspects in Terms of their Profile

The findings revealed that the perceived effects of the Child Protection Policy on teachers' work performance generally did not significantly differ when respondents were grouped according to age, civil status, educational attainment, and length of service across all four aspects. However, significant differences were found in classroom management and workload demands when grouped according to sex, health and well-being when classified by position title, and instructional delivery according to in-service trainings attended. These results suggest that teachers generally share similar experiences in implementing the policy, although differences in sex, professional responsibilities, and training exposure may influence their perceptions in specific areas. This is supported by Lansdown (2023), who emphasized that child protection policies are anchored in child rights principles that promote the protection, safety, health, and overall welfare of learners, reinforcing the importance of responsive and inclusive practices in educational settings..

3.4. Level of Performance of Teachers as Revealed By Their Performance Rating

The findings revealed that all 100 respondents or 100 percent obtained performance ratings within the range of 3.50–4.49, verbally interpreted as "Very Good." No respondents fell under the Excellent, Good, Fair, or Poor categories. The overall mean rating was 4.04, interpreted as "Very Good," with a standard deviation of 0.12. The ratings ranged from a lowest of 3.76 to a highest of 4.36, indicating minimal variation in teachers' performance assessments. These results suggest that teachers demonstrated consistently very good performance, reflecting favorable assessments of their professional responsibilities. This is supported by Galanza (2023), who highlighted the importance of teachers' familiarity with the Child Protection Policy, relevant training, and institutional support in facilitating its effective implementation in the school setting.

3.5. Significant Relationship Between the Perceived Extent of Effects of Child Protection Policy and the Level of Performance of Teachers

The findings revealed that there was no significant relationship between the perceived effects of the Child Protection Policy and teachers' level of performance across all four aspects, as all computed p-values were greater than the 0.05 level of significance. Classroom management, instructional delivery, health and well-being, and workload demands all showed minimal to very weak correlations with teachers' performance. These results indicate that variations in teachers' perceptions of the policy's effects are not significantly associated with their performance ratings, suggesting that other institutional, professional, and contextual factors may influence their work outcomes. This is supported by Zondo and Mncube (2024), who emphasized that challenges in implementing school policies are often associated with communication gaps, limited

stakeholder involvement, and inadequate institutional support, highlighting the importance of organizational conditions in ensuring effective policy implementation.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concluded that the implementation of the Child Protection Policy frequently affects the work performance of teachers at Tomas Claudio Colleges, particularly in terms of workload demands, followed by classroom management, instructional delivery, and health and well-being. Although teachers consistently experience additional responsibilities associated with policy implementation, their overall performance remained at a very good level. The findings further established that perceptions of the policy's effects generally did not differ according to age, civil status, educational attainment, and length of service, although significant differences were evident in selected aspects when grouped according to sex, position title, and in-service trainings attended. Moreover, no significant relationship was established between the perceived effects of the Child Protection Policy and teachers' performance ratings. Collectively, these findings indicate that while the policy forms an important part of teachers' professional responsibilities, its perceived effects are not significantly associated with their assessed performance. The study highlights the importance of balancing learner protection with teachers' professional responsibilities and overall welfare.

Based on the findings, it is recommended that the school administration strengthen the implementation of the Child Protection Policy through continuous orientation, capacity-building activities, and accessible guidelines to ensure that teachers understand their respective roles and responsibilities. Particular attention should be given to workload demands by streamlining documentation and reporting procedures and providing appropriate administrative assistance to teachers handling child protection concerns. Professional development activities may also be designed to address the identified differences in classroom management, instructional delivery, and health and well-being according to teachers' profiles and training exposure. Furthermore, the school may strengthen mechanisms for monitoring teachers' welfare and providing appropriate support in managing policy-related responsibilities while maintaining instructional effectiveness. Teachers are encouraged to participate actively in relevant training programs and consistently apply child protection principles in their professional practices. Future researchers may explore additional institutional and professional factors that could be associated with teachers' performance and examine the implementation of the policy across other educational institutions.

The study was limited to 100 basic education teachers of Tomas Claudio Colleges in Morong, Rizal, during School Year 2025–2026. It employed a descriptive survey and documentary analysis using a researcher-developed questionnaire-checklist and the respondents' recent performance ratings. Consequently, the findings reflect the perceptions and documented performance assessments of the participating teachers within the specified institutional and academic context. The use of descriptive and correlational analyses also limits the interpretation of relationships to associations rather than causal effects. Future studies may consider involving teachers from multiple schools, expanding the respondent population, and incorporating additional relevant variables and research approaches to provide a broader understanding of the relationship between child protection policy implementation and teachers' work performance.

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