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School Heads' Administrative Practices for School Violence Prevention: Its Influence on Perceived School Safety and School Violence Incidence

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ABSTRACT

This study examined school heads' administrative practices for school violence prevention and their relationship with perceived school safety and school violence incidence in public elementary schools in San Isidro District, Schools Division of Bohol, during School Year 2026–2027. Specifically, it determined the demographic profile of the respondents, the extent of implementation of administrative practices, the level of perceived school safety, and the level of school violence incidence. It also investigated the significant relationships between administrative practices and perceived school safety and between administrative practices and school violence incidence. The study involved 69 respondents, consisting of 12 school heads and 57 teachers. A descriptive-correlational research design was employed. Data were analyzed using frequency counts, percentages, weighted means, composite means, and Spearman's rank-order correlation. The findings indicated that school heads' administrative practices were implemented to a very high extent, with an overall mean of 3.31. Strong leadership and continuous monitoring obtained the highest composite mean of 3.42, whereas mental health and well-being support received a mean of 3.18. Perceived school safety was rated high, with an overall mean of 3.19. Physical safety obtained the highest mean of 3.24, followed by emotional safety at 3.20 and psychological safety at 3.12. School violence incidence was rated very low, with an overall mean of 1.66. Psychological and verbal violence obtained the highest mean among the violence dimensions at 2.05, followed by relational and social violence at 1.88. Correlation analysis revealed a significant positive relationship between administrative practices and perceived school safety ($\rho = 0.612, p < .001$) and a significant negative relationship between administrative practices and school violence incidence ($\rho = -0.487, p < .001$). These findings provided a basis for developing a Promoting School Safety Plan that emphasizes leadership, staff training, mental health support, comprehensive policies, violence prevention, and continuous monitoring.

Keywords: administrative practices, school heads, school safety, school violence prevention, school violence incidence, public elementary schools

Chapter 1
THE PROBLEM AND ITS SCOPE
INTRODUCTION
Rationale of the Study

Schools are expected to provide safe, supportive, and orderly learning environments where learners can develop academically, socially, and emotionally. However, school violence, including bullying, physical

aggression, verbal aggression, harassment, intimidation, and other documented forms of harmful behavior, continues to pose challenges to school safety and learner well-being. Addressing these concerns requires school heads to implement clear preventive policies, provide appropriate staff training, establish reporting and referral mechanisms, promote positive behavior, engage parents and community stakeholders, and regularly monitor reported incidents. When these administrative practices are inconsistently implemented or inadequately monitored, schools may encounter difficulties in preventing violence, responding promptly to reported cases, and maintaining learners' confidence in their safety. Consequently, examining school heads' administrative practices for school violence prevention is important in determining how these practices are associated with learners' perceived school safety and the incidence of school violence (Cohen, 2021; Mayer et al., 2021).

Internationally, research on school safety and violence prevention has emphasized the importance of effective school leadership, positive school climate, consistent enforcement of school policies, and appropriate responses to bullying and other forms of aggression. Learners' perceptions of safety may be influenced by whether school authorities respond fairly to reported incidents, protect those affected, and consistently implement preventive measures. At the same time, school violence incidence provides an indication of the occurrence of harmful behaviors reported or documented within the school environment. These concepts are interconnected because administrative practices may help prevent violent behavior and strengthen learners' confidence in the school's capacity to protect them. Conversely, weak implementation of preventive measures may contribute to continued exposure to violence and reduced perceptions of safety. Nevertheless, examining administrative practices alongside both perceived school safety and documented school violence incidence requires distinguishing between learners' subjective experiences of safety and the recorded occurrence of violent incidents. Previous studies have examined student behavior, school safety, and violence prevention, but the specific association between school heads' administrative practices, learners' perceptions of safety, and documented school violence incidence warrants focused investigation (Vincent et al., 2022; Pengpid & Peltzer, 2022).

In the Philippine educational context, school heads are responsible for implementing child protection policies and school-based measures intended to prevent bullying, peer aggression, harassment, and other forms of violence. Although these policies establish mechanisms for protecting learners and responding to reported incidents, their effectiveness also depends on how consistently they are translated into administrative actions, communicated to school personnel and learners, and monitored over time. Previous research has addressed concerns related to bullying, learner mental health, and child protection, providing important insights into the experiences of learners and the need for protective school environments (Sanapo & Nakamura, 2022; Devries et al., 2022). However, the particular relationship between school heads' administrative practices for violence prevention and two distinct outcomes—learners' perceived school safety and the incidence of school violence—requires further examination. Specifically, it is important to determine whether stronger preventive administrative practices are associated with more favorable perceptions of safety and differences in the frequency of documented violence incidents. Such an examination can help distinguish the implementation of preventive measures from the safety outcomes that these measures are intended to support.

Within the Schools Division of Bohol, school safety initiatives include Comprehensive School Safety (CSS), Disaster Risk Reduction and Management (DRRM), and learner protection measures intended to promote safe and supportive educational environments. Division-level directives concerning the updating and implementation of CSS demonstrate the continuing importance of systematic school safety

management. Furthermore, Logroño and Gulayan (2026) examined community engagement, DRRM practices, and school safety and preparedness in public schools in the Division of Bohol, providing a local basis for understanding school safety-related practices. However, their research focus differs from the present investigation, which examines school heads' administrative practices directed toward school violence prevention and their association with learners' perceived school safety and school violence incidence in the San Isidro District. The local concern, therefore, is not simply whether schools implement general safety and preparedness measures, but whether their administrative actions for preventing violence are associated with how safe learners feel and with the occurrence of bullying, physical aggression, verbal aggression, harassment, intimidation, and other forms of violence documented through school records. Establishing this relationship requires evidence from the specific district rather than assuming that the implementation of general safety programs automatically translates into improved perceptions of safety or reduced violence incidence.

In this study, perceived school safety refers to learners' reported sense of being safe and protected from bullying, aggression, harassment, intimidation, and other threats within the school environment. It will be assessed from the perspectives of learners, as they are the intended recipients of school protection measures and can directly report their experiences and feelings of safety. School violence incidence refers to the occurrence and frequency of documented cases of bullying, physical violence, verbal aggression, harassment, intimidation, and other forms of learner-directed violence covered by the study's operational definitions and available school records during the specified reference period. These indicators will be examined in relation to school heads' administrative practices for school violence prevention, including policy implementation, staff preparation, reporting and referral procedures, learner support, stakeholder collaboration, and monitoring and evaluation. By considering these concepts together, the study seeks to determine whether administrative practices are associated with learners' perceptions of safety and the documented occurrence of violence, without presuming a causal relationship that the research design may not establish.

In view of these concerns, the researcher will conduct the study to assess school heads' administrative practices for school violence prevention, determine learners' perceived school safety, establish the incidence of documented school violence, and examine the relationships among these variables in the San Isidro District. The findings are expected to provide context-specific empirical evidence that may guide school heads and education stakeholders in identifying areas for improvement, strengthening preventive administrative measures, enhancing learner protection and reporting mechanisms, and developing responsive school violence prevention strategies. Ultimately, the study seeks to contribute to safer and more supportive learning environments in the San Isidro District and the wider Schools Division of Bohol.

Theoretical Background

School violence prevention is an important concern in educational leadership because schools are expected to maintain environments where learners are protected from harm and can participate in educational activities without fear. Understanding the relationship between school heads' administrative practices for violence prevention, perceived school safety, and school violence incidence requires theoretical perspectives that explain different aspects of school safety management. The present study is anchored on three complementary theoretical foundations: the Safe and Supportive Schools Model of Osher et al. (2010), Social Ecological Theory of Bronfenbrenner (1979), and School Climate Theory of Cohen et al. (2009). Each theory provides a distinct analytical perspective. The Safe and Supportive Schools Model explains the administrative and school-wide systems needed to prevent violence and establish protective

conditions; Social Ecological Theory explains how the involvement of multiple stakeholders and environmental influences contributes to school safety and violence-related behaviors; and School Climate Theory explains how learners experience and perceive the school environment in response to administrative practices and interpersonal relationships. Together, these theories establish a framework for examining the relationships among the study variables without treating the three theoretical perspectives as interchangeable explanations (Sanapo & Nakamura, 2022).

The primary theoretical foundation of the study is the **Safe and Supportive Schools Model developed by Osher et al. (2010)**, which emphasizes the importance of coordinated school-wide practices in creating safe, supportive, and orderly educational environments. Its specific contribution to the present study is explaining the organizational and administrative mechanisms through which school heads can prevent violence and strengthen school protection systems. These mechanisms include establishing clear behavioral expectations, implementing comprehensive violence prevention policies, preparing school personnel to recognize and respond to incidents, providing learner support services, maintaining reporting and referral procedures, and monitoring the implementation of preventive programs. From this perspective, violence prevention is not limited to responding to individual incidents after they occur; rather, it requires consistent administrative leadership and coordinated procedures that operate throughout the school. When these practices are systematically implemented, schools may become better equipped to identify potential risks, respond appropriately to reported cases, and establish protective conditions for learners. Therefore, the model supports the examination of school heads' administrative practices as the primary organizational variable in the study and provides a basis for understanding how these practices may be associated with perceived school safety and documented school violence incidence (Osher et al., 2010; Mayer et al., 2021; National Center on Safe Supportive Learning Environments, 2022).

The second theoretical foundation is **Social Ecological Theory proposed by Bronfenbrenner (1979)**, which explains that human behavior and development are influenced by interactions between individuals and the different environmental systems in which they participate. In the context of school violence prevention, this theory emphasizes that violent behaviors and experiences of safety cannot be understood solely through the actions of individual learners because they may also be shaped by peer relationships, family circumstances, school practices, community conditions, and broader social influences. Its distinct contribution to the present study is explaining the importance of multiple stakeholders and interconnected environmental factors in supporting or undermining school safety. School heads occupy an important position within the school's organizational environment because their administrative decisions influence how teachers, learners, parents, guidance personnel, and community partners participate in prevention, reporting, intervention, and follow-up activities. For example, clear reporting procedures may encourage learners and teachers to disclose incidents, while collaboration with parents and appropriate support personnel may strengthen responses to recurring behavioral concerns. Similarly, peer group dynamics and community conditions may influence the challenges encountered by school administrators in implementing preventive measures. This theory therefore provides a contextual lens for examining administrative practices in relation to school violence incidence and perceived school safety while recognizing that these outcomes may also be associated with factors beyond school leadership alone (Bronfenbrenner, 1979; Gregory et al., 2021; World Health Organization [WHO], 2021).

The third theoretical foundation is **School Climate Theory, as discussed by Cohen et al. (2009)**, which focuses on the overall quality and character of school life as reflected in interpersonal relationships, shared values, behavioral expectations, teaching and learning experiences, and organizational practices. Unlike

the Safe and Supportive Schools Model, which primarily explains the administrative systems used to establish protective school conditions, School Climate Theory emphasizes how these conditions are experienced by members of the school community. Its specific contribution to the present study is explaining the connection between school heads' administrative practices and learners' perceived school safety. Administrative practices such as consistent enforcement of rules, fair treatment, responsive handling of complaints, supportive communication, and protection from retaliation may influence whether learners view their school as safe, respectful, and trustworthy. When learners believe that school personnel listen to their concerns, respond appropriately to bullying and aggression, and apply policies fairly, they may develop greater confidence in the school's capacity to protect them. Conversely, inconsistent responses, unfair disciplinary practices, or unresolved reports of violence may contribute to feelings of insecurity even when formal safety policies exist. School Climate Theory therefore supports the use of learners' perceptions as an important outcome of school safety management and helps explain why the presence of administrative policies does not necessarily mean that all learners experience the school environment as safe (Cohen et al., 2009; Aldridge et al., 2022; López et al., 2022).

Taken together, the three theoretical foundations provide a complementary framework for examining school heads' administrative practices for school violence prevention in relation to perceived school safety and school violence incidence. The Safe and Supportive Schools Model explains the administrative systems, policies, and coordinated preventive measures implemented at the school level; Social Ecological Theory explains how stakeholder participation and interconnected environmental influences may affect the implementation and outcomes of these measures; and School Climate Theory explains how administrative actions and school relationships may be reflected in learners' experiences and perceptions of safety. Applied to the present study, these perspectives support the examination of whether school heads' administrative practices are associated with learners' perceived safety and the frequency of documented violence incidents, including bullying, physical aggression, verbal aggression, harassment, and other forms of violence covered by the study. They also help distinguish the two outcomes: perceived school safety represents learners' subjective assessment of their security, whereas school violence incidence concerns the occurrence of documented cases during the specified reference period. Although the theories provide reasons to expect relationships among these variables, they do not establish that administrative practices necessarily cause changes in safety perceptions or violence incidence. Instead, they guide the interpretation of the observed relationships and provide a theoretical basis for identifying areas where school-level prevention systems, stakeholder collaboration, and the school environment may be strengthened (Osher et al., 2010; Bronfenbrenner, 1979; Cohen et al., 2009).

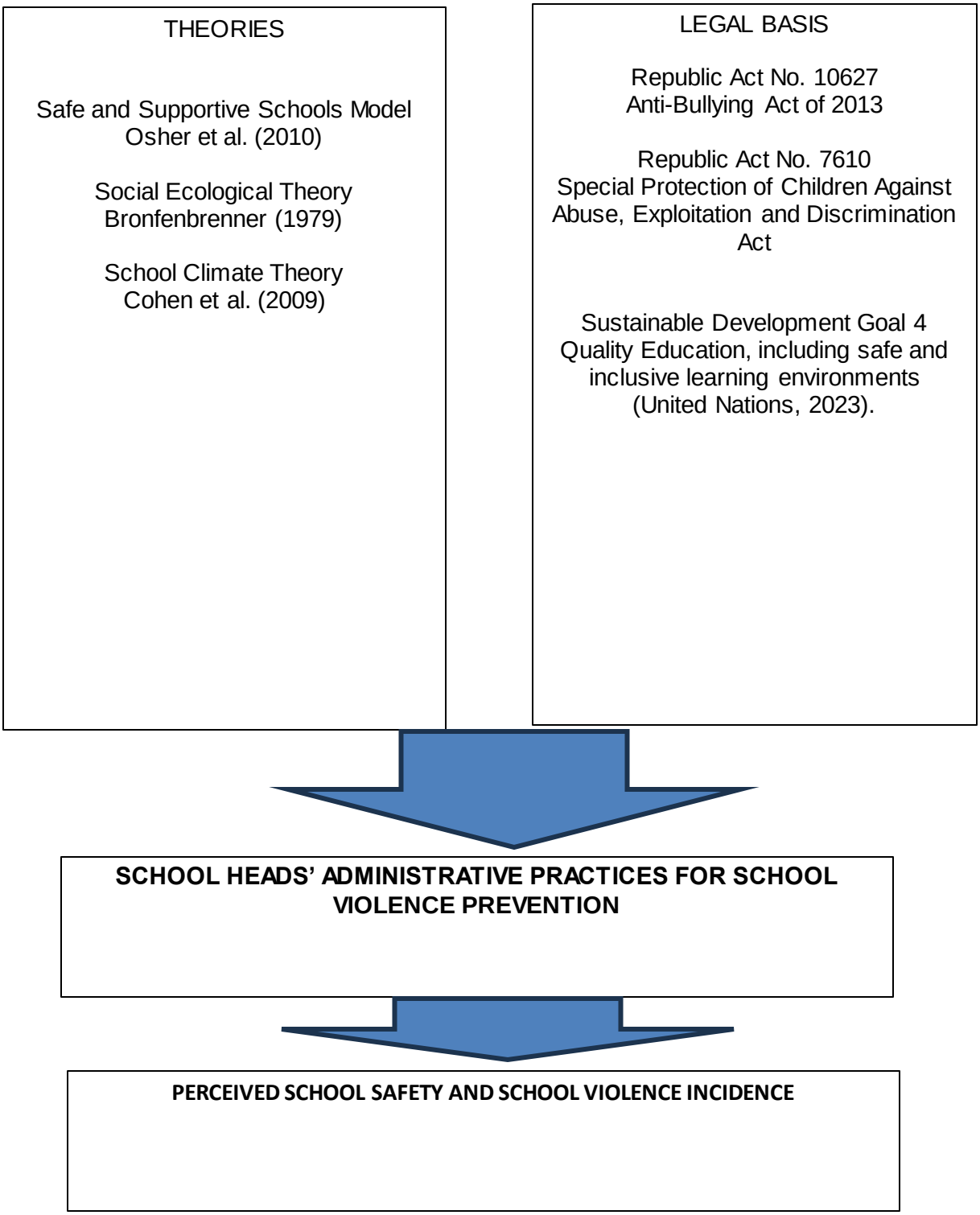


Figure 1.
Theoretical Background

THE PROBLEM

Statement of the Problem

This study aims to determine the relationship between school heads' administrative practices for school violence prevention and perceived school safety and school violence incidence among learners in public

elementary schools in the San Isidro District, Schools Division of Bohol, during School Year 2026–2027. Specifically, it examines the extent of implementation of school heads' administrative practices for school violence prevention, the perceived level of school safety, and the level of school violence incidence among learners. It also determines whether significant relationships exist between school heads' administrative practices for school violence prevention and perceived school safety, as well as between these administrative practices and school violence incidence among learners. The findings will serve as the basis for developing a Promoting School Safety Plan to strengthen school safety management and establish effective school violence prevention strategies.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:

1.1. age;
1.2. sex;
1.3. highest educational attainment;
1.4. administrative or teaching position;
1.5. years in service; and
1.6. relevant seminars and training attended?

2. What is the extent of implementation of school heads' administrative practices for school violence prevention as perceived by school heads and teachers in terms of:

2.1. school staff training and engagement;
2.2. restorative and collaborative approaches;
2.3. mental health and well-being support;
2.4. components of a comprehensive policy;
2.5. strong leadership and continuous monitoring; and
2.6. responsive approach to school context?

3. What is the level of perceived school safety among learners in terms of:

3.1. physical safety;
3.2. psychological safety; and
3.3. emotional safety?

4. What is the level of school violence incidence among learners, as perceived by the respondents, in terms of:

4.1. physical violence;
4.2. psychological and verbal violence;
4.3. relational and social violence;
4.4. cyberbullying and electronic aggression; and
4.5. sexual violence?

5. Is there a significant relationship between:

5.1. school heads' administrative practices for school violence prevention and perceived school safety; and
5.2. school heads' administrative practices for school violence prevention and school violence incidence among learners?

6. What Promoting School Safety Plan may be proposed based on the findings of the study to strengthen school safety management and school violence prevention strategies?

CHAPTER 3
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the study entitled *"School Heads' Administrative Practices for School Violence Prevention: Its Influence on Perceived School Safety and School Violence Incidence."* The study aimed to determine the relationship between school heads' administrative practices for school violence prevention and perceived school safety and school violence incidence among learners in public elementary schools in San Isidro District, Schools Division of Bohol, during School Year 2026–2027.

Specifically, the study described the demographic profile of the respondents in terms of age, sex, highest educational attainment, administrative or teaching position, years in service, and relevant seminars and training attended. It also determined the extent of implementation of school heads' administrative practices for school violence prevention in terms of school staff training and engagement; restorative and collaborative approaches; mental health and well-being support; components of a comprehensive policy; strong leadership and continuous monitoring; and a responsive approach to school context. Furthermore, the study assessed perceived school safety in terms of physical, psychological, and emotional safety and examined school violence incidence in terms of physical violence; psychological and verbal violence; relational and social violence; cyberbullying and electronic aggression; and sexual violence. Finally, it determined the significant relationships between administrative practices and perceived school safety and between administrative practices and school violence incidence as bases for developing a Promoting School Safety Plan.

Summary

The study examined school heads' administrative practices for school violence prevention and their relationships with perceived school safety and school violence incidence in public elementary schools in San Isidro District, Schools Division of Bohol. A total of 69 respondents participated in the study, consisting of 12 school heads and 57 teachers. Their responses provided information about the implementation of administrative practices, perceived safety conditions, and the reported occurrence of different forms of school violence.

The demographic profile of the respondents was described according to age, sex, highest educational attainment, administrative or teaching position, years in service, and relevant seminars and training attended. These characteristics provided background information for understanding the professional experiences and perspectives of the respondents concerning school administration, violence prevention, and the promotion of a safe learning environment.

The implementation of school heads' administrative practices was examined through six dimensions: school staff training and engagement; restorative and collaborative approaches; mental health and well-being support; components of a comprehensive policy; strong leadership and continuous monitoring; and a responsive approach to school context. These dimensions focused on the extent to which school leadership practices, preventive policies, staff participation, learner support, and monitoring mechanisms were implemented to address school violence.

Perceived school safety was assessed in terms of physical safety, psychological safety, and emotional safety. These dimensions considered the extent to which the school environment was perceived to be secure, supportive, respectful, and conducive to learners' well-being. Meanwhile, school violence incidence was examined through physical violence; psychological and verbal violence; relational and social violence; cyberbullying and electronic aggression; and sexual violence. These categories provided

a broader understanding of the forms of violence that may occur within or in connection with the school environment.

Descriptive statistical tools, including frequency counts, percentages, weighted means, and composite means, were used to organize and interpret the results. Spearman's rank-order correlation was used to determine the relationships between school heads' administrative practices and perceived school safety and between administrative practices and school violence incidence. The findings served as the basis for identifying priority areas and developing a proposed Promoting School Safety Plan for public elementary schools in San Isidro District.

Summary of Results

Table 26

Summary of Results

Major Area	**Key Findings**	**Overall Result**	**Interpretation**
Demographic Profile of Respondents	The profile covered age, sex, highest educational attainment, administrative or teaching position, years in service, and relevant seminars and training attended.	Descriptive results	Provided background information on the professional characteristics and experiences of the respondents.
School Staff Training and Engagement	Composite Mean = 3.28	Very High Extent	Staff training and engagement were generally implemented to support violence prevention.
Restorative and Collaborative Approaches	Composite Mean = 3.34	Very High Extent	Restorative practices and collaboration were prominent approaches to addressing school conflicts and violence.
Mental Health and Well-Being Support	Composite Mean = 3.18	High Extent	Mental health and well-being support was implemented, although opportunities for strengthening support remained.
Components of a Comprehensive Policy	Composite Mean = 3.36	Very High Extent	School policies and preventive procedures were generally implemented to address school violence.
Strong Leadership and Continuous Monitoring	Composite Mean = 3.42	Very High Extent	Leadership, monitoring, and follow-up were among the strongest administrative practices.

Responsive Approach to School Context	Composite Mean = 3.29	Very High Extent	Administrative practices generally considered school-specific circumstances and needs.
Overall Administrative Practices	Overall Mean = 3.31	Very High Extent	School heads' administrative practices for violence prevention were generally implemented to a very high extent.
Physical Safety	Composite Mean = 3.24	High	Respondents generally perceived the physical school environment as safe.
Psychological Safety	Composite Mean = 3.12	High	The school environment was generally perceived as supportive of learners' psychological safety.
Emotional Safety	Composite Mean = 3.20	High	Respondents generally perceived the school environment as supportive of learners' emotional well-being.
Overall Perceived School Safety	Overall Mean = 3.19	High	Perceived school safety was generally rated high across the three dimensions.
Physical Violence	Composite Mean = 1.72	Very Low	Physical violence was reported at a very low level.
Psychological and Verbal Violence	Composite Mean = 2.05	Low	Psychological and verbal violence remained a concern requiring continued prevention and monitoring.
Relational and Social Violence	Composite Mean = 1.88	Low	Relational and social violence was reported at a low level but required sustained attention.
Cyberbullying and Electronic Aggression	Composite Mean = 1.43	Very Low	Cyberbullying and electronic aggression were reported at a very low level.
Sexual Violence	Composite Mean = 1.22	Very Low	Reported sexual violence incidence was very low, emphasizing the need to maintain protective and reporting mechanisms.

Overall School Violence Incidence	Overall Mean = 1.66	Very Low	The overall reported incidence of school violence was very low, although particular forms required continued attention.
Administrative Practices and Perceived School Safety	$\rho = 0.612$; $p < .001$	Significant Positive Relationship	Higher administrative-practice ratings were associated with higher perceived school-safety ratings.
Administrative Practices and School Violence Incidence	$\rho = -0.487$; $p < .001$	Significant Negative Relationship	Higher administrative-practice ratings were associated with lower reported school violence incidence.
Proposed Research Output	Promoting School Safety Plan	School Safety Plan	Provides a proposed framework for strengthening violence prevention, learner protection, and school safety monitoring.

Findings

Based on the presentation, analysis, and interpretation of the data, the following findings were obtained:

1. **Demographic Profile of the Respondents.** The study described the respondents according to age, sex, highest educational attainment, administrative or teaching position, years in service, and relevant seminars and training attended. The respondents consisted of 12 school heads and 57 teachers, for a total of 69 participants. Their professional backgrounds provided context for interpreting their assessments of administrative practices, school safety, and school violence incidence.
2. **Extent of Implementation of School Heads' Administrative Practices.** School heads' administrative practices for school violence prevention obtained an overall mean of 3.31, verbally interpreted as *Very High Extent*. Among the six dimensions, strong leadership and continuous monitoring ranked highest with a composite mean of 3.42, followed by components of a comprehensive policy at 3.36, restorative and collaborative approaches at 3.34, a responsive approach to school context at 3.29, school staff training and engagement at 3.28, and mental health and well-being support at 3.18. The findings indicate that leadership, monitoring, policy implementation, and collaborative approaches were prominent practices. Mental health and well-being support received the lowest rating among the dimensions and may be prioritized for further strengthening.
3. **Level of Perceived School Safety.** Perceived school safety obtained an overall mean of 3.19, verbally interpreted as *High*. Physical safety ranked highest with a composite mean of 3.24, followed by emotional safety at 3.20 and psychological safety at 3.12. These results indicate that respondents generally perceived the school environment as safe across physical, psychological, and emotional dimensions. However, the comparatively lower rating for psychological safety suggests the importance

of strengthening respectful relationships, protection from intimidation, accessible reporting mechanisms, and support for learners who experience fear or distress.

4. **Level of School Violence Incidence.** School violence incidence obtained an overall mean of 1.66, verbally interpreted as *Very Low*. Among the five dimensions, psychological and verbal violence ranked highest with a composite mean of 2.05, followed by relational and social violence at 1.88, physical violence at 1.72, cyberbullying and electronic aggression at 1.43, and sexual violence at 1.22. The results indicate that reported violence incidence was generally low, but psychological and verbal violence and relational and social violence remained areas requiring attention. The findings support the continuation of preventive measures, confidential reporting procedures, appropriate intervention, and consistent monitoring.
5. **Relationship Between Administrative Practices and Perceived School Safety.** The correlation analysis revealed a significant positive relationship between school heads' administrative practices and perceived school safety, with a Spearman correlation coefficient of $\rho = 0.612$ and a significance value of $p < .001$. At the 0.05 level of significance, the null hypothesis stating that there was no significant relationship between administrative practices and perceived school safety was rejected. This finding indicates that higher administrative-practice ratings were associated with higher perceived school-safety ratings. Nevertheless, the correlational result does not establish that administrative practices alone caused the observed safety ratings.
6. **Relationship Between Administrative Practices and School Violence Incidence.** The correlation analysis revealed a significant negative relationship between school heads' administrative practices and school violence incidence, with a Spearman correlation coefficient of $\rho = -0.487$ and a significance value of $p < .001$. At the 0.05 level of significance, the null hypothesis stating that there was no significant relationship between administrative practices and school violence incidence was rejected. This finding indicates that higher administrative-practice ratings were associated with lower reported school violence incidence. However, the relationship does not establish causation, and the findings should be interpreted in consideration of the respondents, data sources, and measures used in the study.
7. **Basis for the Promoting School Safety Plan.** The findings identified priority areas for strengthening school violence prevention, particularly mental health and well-being support, psychological safety, and the prevention of psychological and verbal violence and relational and social violence. The results also emphasized the importance of leadership, continuous monitoring, comprehensive policies, restorative practices, staff engagement, and responsiveness to school context. These areas served as the basis for developing a proposed Promoting School Safety Plan intended to strengthen preventive practices and support a safer, more inclusive learning environment.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The demographic and professional characteristics of the respondents provide relevant context for understanding the administrative practices and school safety conditions examined in the study. The perspectives of school heads and teachers are important in reviewing the implementation of school violence prevention measures and identifying areas requiring further support.
2. School heads' administrative practices for school violence prevention are implemented to a very high extent. Strong leadership and continuous monitoring emerged as the highest-rated dimension, indicating the importance of administrative direction, consistent supervision, and follow-up in

promoting school safety. However, mental health and well-being support received a comparatively lower rating, suggesting the need to strengthen learner support mechanisms and staff capacity to respond to psychological and emotional concerns.

3. Perceived school safety is high across physical, psychological, and emotional dimensions. This suggests that respondents generally view the school environment as safe and supportive. Nevertheless, continued efforts are needed to strengthen psychological safety, ensure that learners feel respected and protected, and maintain accessible procedures for reporting and addressing violence.
4. School violence incidence is very low overall, but the results indicate that psychological and verbal violence and relational and social violence remain relevant concerns. Preventive practices should therefore address not only visible physical incidents but also verbal aggression, intimidation, exclusion, social conflict, and other forms of behavior that may negatively affect learners' well-being and participation.
5. There is a significant positive relationship between school heads' administrative practices and perceived school safety. Higher ratings of administrative practices are associated with higher ratings of perceived safety. This finding highlights the relevance of consistent leadership, staff participation, comprehensive policies, and school-wide preventive measures in promoting a safe learning environment. However, the relationship should not be interpreted as proof of a direct causal effect.
6. There is a significant negative relationship between school heads' administrative practices and school violence incidence. Higher ratings of administrative practices are associated with lower reported levels of school violence. This finding supports the importance of maintaining coordinated violence prevention measures, strengthening monitoring and reporting systems, and addressing emerging concerns promptly. The correlational design, however, does not establish that administrative practices alone determine the occurrence of school violence.
7. The findings provide a basis for developing a Promoting School Safety Plan for public elementary schools in San Isidro District. The plan should prioritize the identified areas for improvement while sustaining the administrative practices already rated highly. It should include preventive activities, learner support, staff development, confidential reporting procedures, restorative approaches, and regular monitoring to support continuous improvement in school safety.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. **Strengthen Mental Health and Well-Being Support.** School heads should strengthen mechanisms that support learners' mental health and well-being. Schools may coordinate with qualified guidance personnel, child-protection focal persons, teachers, parents or guardians, and appropriate external support services to identify concerns and provide timely assistance. Learners who experience distress should be treated with respect, and their privacy should be protected in accordance with applicable school policies.
2. **Promote Psychological and Emotional Safety.** Teachers and school heads should establish clear expectations for respectful communication, non-discrimination, and positive relationships. Classroom discussions, age-appropriate awareness activities, and regular opportunities for learners to express concerns may help promote a supportive environment. Reports of intimidation, humiliation, threats, or emotional harm should be addressed promptly and appropriately.
3. **Strengthen the Prevention of Psychological, Verbal, Relational, and Social Violence.** Schools should implement activities that promote empathy, conflict resolution, responsible communication,

inclusion, and respect for individual differences. Teachers should be attentive to verbal aggression, social exclusion, repeated teasing, and other behaviors that may harm learners. Appropriate interventions should be provided based on the nature and seriousness of each reported incident.

4. **Sustain Strong Leadership and Continuous Monitoring.** School heads should continue monitoring the implementation of school violence prevention policies and procedures. Regular reviews, documentation of reported incidents, follow-up of interventions, and consultation with teachers and relevant school personnel should be undertaken. Monitoring should be used to identify emerging concerns, assess the implementation of preventive measures, and guide appropriate administrative action.
5. **Maintain and Review Comprehensive School Violence Prevention Policies.** School heads should ensure that school policies clearly communicate prohibited behaviors, reporting procedures, responsibilities of school personnel, and appropriate responses to incidents. Policies should be communicated in language appropriate to learners, teachers, parents or guardians, and other members of the school community. Periodic review should be conducted to determine whether procedures remain responsive to school needs and applicable child-protection requirements.
6. **Enhance Staff Training and Engagement.** School heads should provide professional development opportunities for teachers and other relevant personnel on violence recognition, prevention, incident reporting, appropriate intervention, child protection, conflict resolution, and referral procedures. Training should include practical situations and clear guidance on responding to concerns while maintaining confidentiality and protecting learners from retaliation or further harm.
7. **Strengthen Restorative and Collaborative Approaches.** Schools should encourage constructive conflict resolution and collaboration among school heads, teachers, learners, parents or guardians, and relevant support personnel. Restorative approaches may be considered when appropriate, provided that learner safety, accountability, and the seriousness of the incident are taken into account. Such approaches should not replace required safeguarding procedures or be used to pressure affected learners into reconciliation.
8. **Maintain Physical Safety and Strengthen Reporting Mechanisms.** School heads should continue reviewing school facilities, supervision arrangements, visitor procedures, and other relevant safety measures. Reporting channels should be accessible, clearly communicated, and appropriate to learners' ages and circumstances. Reports involving serious harm or potential abuse should be referred and addressed in accordance with applicable laws and school procedures.
9. **Address Cyberbullying and Electronic Aggression.** Schools should provide age-appropriate guidance on responsible digital behavior, respectful online communication, privacy, and the appropriate reporting of harmful electronic interactions. School personnel should respond to cyberbullying concerns in accordance with school policy and applicable regulations, recognizing that online incidents may affect learners' safety and well-being even when they occur outside school premises.
10. **Develop and Implement the Promoting School Safety Plan.** The proposed plan should be developed using the study's findings and reviewed by school heads and relevant education personnel before implementation. It should include clear objectives, specific activities, assigned responsibilities, timelines, required resources, and measurable indicators. Priority should be given to mental health and well-being support, psychological safety, prevention of verbal and relational violence, staff development, and continuous monitoring.

11. **Evaluate the Implementation of the School Safety Plan.** School heads and designated school personnel should periodically review the implementation of the plan using appropriate records, feedback, and monitoring indicators. Evaluation should consider the completion of planned activities, staff participation, accessibility of reporting procedures, responsiveness to reported incidents, and emerging safety concerns. Results should inform revisions to the plan and support evidence-based decision-making.
12. **Conduct Further Research.** Future researchers may examine school violence prevention practices in other districts or school divisions and include a broader range of school contexts. Further studies may use additional data sources, including appropriately designed and safeguarded learner-reporting instruments, school incident records, and interviews with relevant stakeholders, where approved and feasible. Longitudinal or mixed-methods research may also help clarify how administrative practices relate to changes in perceived school safety and reported violence incidence over time.
13. **Promote Collaboration Among School Stakeholders.** School heads should encourage coordinated efforts among teachers, learners, parents or guardians, child-protection personnel, and relevant community partners. Collaboration should focus on prevention, early identification, appropriate referral, and sustained support for affected learners. All activities should protect confidentiality, respect learners' rights, and follow established child-protection procedures.

CHAPTER 4
OUTPUT OF THE STUDY
PROMOTING SCHOOL SAFETY PLAN FOR PUBLIC ELEMENTARY SCHOOLS IN SAN ISIDRO DISTRICT
RATIONALE

The findings of the study entitled provide a basis for developing a Promoting School Safety Plan for public elementary schools in San Isidro District, Schools Division of Bohol, during School Year 2026–2027. The study examined school heads' administrative practices for school violence prevention and their relationships with perceived school safety and school violence incidence. Specifically, it assessed administrative practices in terms of school staff training and engagement; restorative and collaborative approaches; mental health and well-being support; components of a comprehensive policy; strong leadership and continuous monitoring; and a responsive approach to school context.

The findings indicated that school heads' administrative practices for school violence prevention obtained an overall mean of 3.31, verbally interpreted as *Very High Extent*. Among the six dimensions, strong leadership and continuous monitoring obtained the highest composite mean of 3.42, followed by components of a comprehensive policy at 3.36, restorative and collaborative approaches at 3.34, a responsive approach to school context at 3.29, and school staff training and engagement at 3.28. Mental health and well-being support obtained a composite mean of 3.18, interpreted as *High Extent*. These results indicate that administrative practices were generally implemented to a very high extent, while mental health and well-being support remained an important area for further strengthening.

Perceived school safety obtained an overall mean of 3.19, verbally interpreted as *High*. Physical safety obtained a composite mean of 3.24, followed by emotional safety at 3.20 and psychological safety at 3.12. Although the findings suggest that respondents generally perceived the school environment as safe, the comparatively lower rating for psychological safety emphasizes the need to strengthen practices that

protect learners from intimidation, humiliation, verbal aggression, social exclusion, and other behaviors that may negatively affect their emotional well-being and participation in school activities.

The findings on school violence incidence likewise provide direction for the proposed plan. The overall mean for school violence incidence was 1.66, verbally interpreted as *Very Low*. However, psychological and verbal violence obtained a composite mean of 2.05, while relational and social violence obtained a mean of 1.88. Physical violence, cyberbullying and electronic aggression, and sexual violence obtained means of 1.72, 1.43, and 1.22, respectively. These findings emphasize the importance of maintaining preventive measures while giving particular attention to verbal aggression, interpersonal conflict, social exclusion, and other forms of psychological or relational harm. Low reported incidence should not lead to complacency, because appropriate reporting procedures, early intervention, and learner protection remain necessary.

The relationship between school heads' administrative practices and perceived school safety was positive and statistically significant, with a Spearman correlation coefficient of $\rho = 0.612$ and $p < .001$. This finding indicates that higher administrative-practice ratings were associated with higher perceived school-safety ratings. Meanwhile, the relationship between administrative practices and school violence incidence was negative and statistically significant, with $\rho = -0.487$ and $p < .001$. This indicates that higher administrative-practice ratings were associated with lower reported school violence incidence. Although these relationships do not establish causation, they provide a basis for sustaining coordinated administrative practices and strengthening preventive measures across the school community.

In response to these findings, the proposed Promoting School Safety Plan focuses on strengthening the implementation of school violence prevention policies, improving staff competencies, promoting positive and restorative approaches, expanding mental health and well-being support, and reinforcing the monitoring and reporting of incidents. The plan also emphasizes psychological and emotional safety, the prevention of verbal and relational violence, cyberbullying awareness, and appropriate responses to reports involving physical or sexual violence. These areas are intended to complement the administrative practices already implemented by school heads while addressing dimensions that require additional attention.

The proposed plan is organized into specific programs with corresponding objectives, strategies, budgetary requirements, funding sources, time frames, implementors, and evaluative measures. These components are intended to guide school heads and teachers in translating the findings into coordinated activities that can be implemented within their respective school contexts. The proposed budget is subject to the availability of funds, applicable Department of Education guidelines, and the approval of authorized school or division officials.

The implementation of the plan requires cooperation among school heads, teachers, child-protection committees, guidance personnel or designated support personnel, learners, parents or guardians, and appropriate community partners. Each stakeholder should have clearly defined responsibilities in prevention, reporting, referral, intervention, and monitoring. All activities should uphold learners' rights, protect confidentiality, avoid victim-blaming, and comply with applicable child-protection policies and procedures.

Ultimately, the Promoting School Safety Plan aims to support a school environment where learners are protected from violence, treated with dignity, and encouraged to participate in learning without fear of intimidation or harm. Through continuous monitoring, professional development, stakeholder

collaboration, and periodic evaluation, the plan is intended to help public elementary schools in San Isidro District sustain existing strengths and respond more effectively to school safety concerns.

OBJECTIVES

The Promoting School Safety Plan for Public Elementary Schools in San Isidro District aims to achieve the following objectives:

1. Strengthen school leadership and continuous monitoring by establishing clear responsibilities, regular monitoring procedures, and systematic follow-up mechanisms for school violence prevention and school safety.
2. Enhance school staff training and engagement by providing professional development on violence prevention, early identification of warning signs, appropriate reporting procedures, child protection, and effective responses to school violence.
3. Promote restorative and collaborative approaches by strengthening appropriate conflict-resolution practices, respectful communication, accountability, and cooperation among school heads, teachers, learners, parents or guardians, and relevant support personnel.
4. Improve mental health and well-being support by strengthening school-based support mechanisms, identifying learners who may need assistance, and establishing appropriate referral and coordination procedures with qualified personnel and relevant service providers.
5. Strengthen the implementation of comprehensive school violence prevention policies by ensuring that school rules, reporting procedures, intervention protocols, and responsibilities are clearly communicated and consistently applied.
6. Promote physical, psychological, and emotional safety by implementing activities that encourage respectful relationships, prevent intimidation and harassment, and support learners' sense of security and belonging.
7. Reduce the occurrence of psychological, verbal, relational, and social violence through awareness activities, early intervention, positive behavior support, and appropriate procedures for addressing harmful interactions among learners.
8. Maintain preventive measures against physical violence, cyberbullying, electronic aggression, and sexual violence by reinforcing learner protection, responsible digital behavior, appropriate supervision, and established reporting and referral procedures.
9. Strengthen school responsiveness to local conditions and needs by encouraging school heads and teachers to identify context-specific safety concerns and adapt preventive strategies according to school circumstances, available resources, and learner needs.
10. Establish systematic documentation and evaluation procedures by monitoring the implementation of planned activities, reviewing available incident records, gathering appropriate stakeholder feedback, and using the results to improve school safety practices.
11. Promote stakeholder participation and collaboration by encouraging coordinated involvement among school personnel, learners, parents or guardians, child-protection committees, and appropriate community partners in preventive and protective activities.
12. Provide a practical framework for continuous school safety improvement through an organized implementation plan that identifies priority activities, responsible personnel, proposed resources, time frames, and measurable indicators of accomplishment.

SCHEME OF IMPLEMENTATION

Promoting School Safety Plan Implementation Plan

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
School Leadership and Continuous Monitoring Program	Strengthen school leadership, coordination, and monitoring of school violence prevention activities.	Establish a school safety monitoring schedule; conduct regular reviews of preventive activities; assign personnel responsible for monitoring; document identified concerns and follow-up actions; and integrate school safety priorities into school	₱10,000	School MOOE, subject to applicable guidelines and approval; other authorized funding sources	Throughout one school year	School Heads, Child Protection Committee, Designated School Safety Personnel	Monitoring reports, meeting records, documented follow-up actions, and review of school safety activities	To be accomplished during implementation	Subject to actual implementation and available funds

		planning.							
School Staff Training and Engagement Program	Improve staff knowledge and competencies in preventing, identifying, reporting, and responding to school violence.	Conduct school-based orientations and professional learning sessions on child protection, warning signs of violence, incident documentation, referral procedures, confidentiality, and appropriate intervention; facilitate case-based discussions and staff collaboration.	₱12,000	School MOOE, approved training funds, and authorized assistance	Within one school year	School Heads, Teachers, Child Protection Committee, District Resource Persons, where available	Attendance records, training evaluation forms, staff feedback, and review of reporting and response procedures	To be accomplished during implementation	Training content should follow applicable policies
Restorative and Collaborative Approac	Promote respectful communication,	Conduct age-appropriate activities	₱8,000	School MOOE, existing	Quarterly activities through	School Heads, Teachers, Child	Activity records, teacher observations,	To be accomplished during	Restorative practices must not

hes Program	appropriate conflict resolution, accountability, and cooperation within the school community.	on empathy, respectful communication, conflict resolution, and responsible behavior; provide teacher guidance on addressing interpersonal conflicts; and use restorative approaches when appropriate and safe for those involved.		school resources, and authorized community support	out one school year	Protection Committee, Relevant Support Personnel	stakeholder feedback, and documentation of appropriate interventions	implementation	replace required safeguarding procedures
Mental Health and Well-Being Support Program	Strengthen school mechanisms for identifying and responding to learners'	Conduct age-appropriate well-being awareness activities; orient teachers	₱12,000	School MOOE, authorized school or division suppor	Throughout one school year	School Heads, Teachers, Child Protection Committee, Guidan	Records of activities, referral procedure review, staff orientati	To be accomplished during implementation	Services must be provided within personnel qualifications and authoriz

	emotional and psychological support needs.	on recognizing signs of distress; establish appropriate referral pathways; coordinate with qualified guidance or mental health professionals where available; and protect the confidentiality of learners requiring support.		t, and approved partnerships		ce Personnel or Designated Support Personnel, Qualified External Providers when available	on records, and monitoring of support mechanisms while protecting confidentiality		ed procedures
Comprehensive School Violence Prevention Policy Program	Strengthen the communication, implementation, and review of school violence prevention policies	Review existing school policies; communicate prohibited behaviors and reporting channels; clarify	₱7,500	School MOOE, subject to applicable guidelines, and existing school	Initial review during the first quarter; periodic review thereafter	School Heads, Child Protection Committee, Teachers, Authorized School	Reviewed policy documents, orientation records, accessible reporting information, and	To be accomplished during implementation	All policies must align with current DepEd rules and applicable laws

	and procedures.	staff responsibilities; establish appropriate documentation and referral procedures; and orient learners and parents or guardians on relevant school rules.		resources		Personnel	documentation of policy dissemination		
Psychological and Emotional Safety Promotion Program	Improve the school environment by promoting respect, inclusion, supportive relationships, and protection from intimidation and harassment.	Conduct classroom discussions on respectful behavior; establish clear expectations against bullying and harassment; provide safe and appropri	₱7,000	School MOOE and available instructional resources	Monthly or as integrated into school activities throughout one school year	School Heads, Classroom Teachers, Child Protection Committee, Learner Support Personnel	Classroom observations, activity records, stakeholder feedback, and review of the accessibility of reporting channels	To be accomplished during implementation	Activities should be age-appropriate and inclusive

		ate ways to report concerns; encourage positive teacher-learner relationships; and respond promptly to reports of emotional or psychological harm.							
Prevention of Verbal, Relational, and Social Violence Program	Address verbal aggression, intimidation, social exclusion, and harmful peer interactions.	Conduct awareness activities on the effects of verbal and relational violence; teach respectful communication and peer conflict management; provide appropri	₱8,000	School MOOE, existing school resources, and approved assistance	Throughout one school year, with quarterly review	School Heads, Teachers, Child Protection Committee, Designated Support Personnel	Awareness activity records, teacher feedback, incident documentation, and follow-up records	To be accomplished during implementation	Reports should be handled confidentially and without victim-blaming

		ate supervision during school activities; and document and address reports according to school procedures.							
Physical Safety and Learner Protection Program	Maintain a physically safe school environment and strengthen protection against physical harm.	Review school facilities and supervision arrangements; identify and address potential physical hazards; reinforce appropriate supervision during school activities; communicate safety procedur	₱10,000	School MOOE, authorized maintenance funds, and approved school or community assistance	Initial assessment during the first quarter; monitoring throughout one school year	School Heads, School Safety Personnel, Teachers, Child Protection Committee, Authorized Maintenance Personnel	Safety inspection records, hazard reports, documented corrective actions, and review of physical incident reports	To be accomplished during implementation	Major repairs or specialized interventions require separate authorization when necessary

		es; and ensure that reported physical violence is handled through established protocols.							
Cyberbullying and Responsible Digital Behavior Program	Strengthen awareness of cyberbullying, electronic aggression, online privacy, and appropriate reporting procedures.	Conduct age-appropriate digital citizenship sessions; discuss respectful online communication and privacy; provide information on reporting harmful electronic interactions; and coordinate appropriate responses to	₱6,000	School MOOE, available learning resources, and authorized partnerships	At least once per quarter, with follow-up as needed	School Heads, Teachers, ICT Coordinators where available, Child Protection Committee, Parents or Guardians when appropriate	Attendance records, learning activity outputs, awareness assessments, and review of relevant reports handled through authorized procedures	To be accomplished during implementation	Responses must respect privacy and applicable policies

		reported incidents under school policy.							
Sexual Violence Prevention and Safeguarding Program	Maintain protective procedures and strengthen awareness, reporting, and referral mechanisms for sexual violence and abuse.	Provide age-appropriate safeguarding information; orient school personnel on required reporting and referral procedures; communicate appropriate reporting channels; and ensure that concerns are promptly referred to authorized personnel and relevant authoriti	₱7,500	School MOOE, authorized child-protection funds or assistance, where available	Initial orientation during the first quarter and continuing implementation throughout one school year	School Heads, Child Protection Committee, Teachers, Designated Child Protection Personnel, Authorized External Agencies when required	Orientation records, review of safeguarding procedures, documentation of referrals through authorized channels, and periodic compliance review	To be accomplished during implementation	All concerns must be handled sensitively, confidentially, and in accordance with applicable law

		es in accordance with applicable requirements.							
School Context and Stakeholder Collaboration Program	Ensure that school violence prevention strategies respond to local needs and encourage appropriate stakeholder participation.	Conduct school safety consultations; identify context-specific concerns; coordinate with parents or guardians and relevant community partners when appropriate; review available resources; and adapt activities based on school needs and feedback.	₱5,000	School MOOE, existing school resources, and authorized community partnerships	Quarterly consultations throughout one school year	School Heads, Teachers, Child Protection Committee, Parents or Guardians, Relevant Community Partners	Consultation records, identified priority concerns, documented action points, and stakeholder feedback	To be accomplished during implementation	Participation must follow school procedures and protect learner confidentiality

School Safety Documentation and Evaluation Program	Establish systematic documentation and evaluation of school safety activities and reported incidents.	Develop or update monitoring forms; review activity implementation; examine available incident data; identify patterns and recurring concerns; monitor follow-up actions; and use documented results to recommend improvements to school safety practices.	₱5,000	School MOOE, existing school resources, and authorized assistance	Quarterly monitoring and end-of-year evaluation	School Heads, Child Protection Committee, Designated School Safety Personnel, Authorized Records Personnel	Consolidated monitoring reports, completed evaluation tools, records of corrective actions, and end-of-year review	To be accomplished during implementation	Records must be accurate, secured, and accessible only to authorized personnel
TOTAL PROPOSED BUDGET			₱98,000	Subject to availability and approval of funds	One school year	Participating Public Elementary Schools in San	Consolidated implementation and evaluation report	To be determined after implementation	Final allocation subject to approved school plans

				and applicable guidelines		Isidro District			and actual requirements

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