



Building Emotional Awareness and Cultivating Opportunities for Nurturing (BEACON) Addressing Behavioral Challenges of Learners

Paulo Martin M. Aquino*

Department of Education - Rizal, the Philippines

*Correspondence: E-mail: paulomartinaquino101515@gmail.com

ABSTRACT

This study aimed to determine the implementation of Project in Building Emotional Awareness and Cultivating Opportunities for Nurturing (BEACON) in addressing behavioural challenges among learners at Elementary School. The research seeks to enhance discipline and foster a supportive learning environment while delivering quality education to all learners. The respondents included 30 public school personnel. A descriptive-evaluative research method was employed to determine the acceptability of the project. This method focuses on assessing current conditions, practices, and outcomes, incorporating value judgments regarding program success. The study also targeted 40 learners identified with behavioural and attitudinal concerns through confidential records from the guidance office, including anecdotal reports and intake sheets. Findings revealed that the implementation of Project BEACON was highly effective in enhancing classroom discipline among learners with behavioural problems. Experts rated the program as "very much acceptable," affirming its success in achieving its objectives and its potential for sustained positive impacts on the school community.

ARTICLE INFO

Article History:

Submitted/Received 19 Nov 2024

First Revised 20 Dec 2024

Accepted 08 Feb 2025

First Available online 09 Feb 2025

Publication Date 01 Mar 2025

Keyword:

Behavioural problem,
Challenges,
Guidance,
Implementation,
Learners,
Performance,
Project program.

1. INTRODUCTION

Schools serve as the second home of learners, providing a safe environment where they are expected to demonstrate desirable behaviours and achieve holistic growth (Lohmann *et al.*, 2021; El Zaatari & Maalouf, 2022). Over time, the educational landscape has evolved significantly, with curricula, teaching methodologies, and strategies adapting to meet the demands of a rapidly changing world (Catacutan *et al.*, 2023; Anis, 2024). However, the shift in learners' attitudes and classroom performance presents new challenges for educators. To address these, teachers frequently engage in Learning Action Cells (LAC) sessions to refine classroom management and teaching pedagogies (De Vera *et al.*, 2021; Osiesi *et al.*, 2024; Gading, 2024). These discussions aim to align teaching strategies with the dynamic and diverse ways in which students learn today.

Amid these advancements, ensuring the safety and welfare of learners has become a cornerstone of educational practice. Republic Act No. 7610, also known as the Child Protection Policy, underscores the need for schools to safeguard children from harm. This legislation reaffirms the commitment to fostering the holistic development and well-being of learners by providing a safe, secure, and supportive learning environment. According to recent studies, effectively implemented child protection policies significantly contribute to the development, mental health, and academic success of learners (Cho *et al.*, 2021).

Aligned with the principles of Republic Act No. 7610, the 1987 Philippine Constitution further asserts the State's duty to defend children's rights, including their right to assistance, proper care, and protection from all forms of harm and neglect. This commitment is echoed in the Department of Education's (DepEd) policy guidelines, which emphasize the critical role of schools in creating a safe learning environment.

Research has shown that schools with well-established child protection measures have better student outcomes, as these policies directly address barriers to learning and create inclusive environments (DeJong & Love, 2020). However, gaps in compliance and implementation persist, necessitating targeted capacity-building initiatives for educators and school personnel. These initiatives should focus on fostering reflective practices, enhancing training, and promoting collaboration to ensure that child protection policies are effectively enacted in every school setting.

Furthermore, just as the study focuses on the sustainability of teaching effectiveness, Project BEACON's emphasis on ongoing safety, awareness, and protection also supports the continuous improvement of instructional practices, ensuring that both teachers and students thrive in the learning process. This holistic approach underscores the importance of integrating behavioural support and teacher professional development in the successful implementation of educational programs (Aquino, 2024).

This study seeks to evaluate the extent of compliance with child protection policies in educational institutions. The findings will guide the design of a capacity-building program tailored to address gaps in policy implementation and enhance the safety and well-being of learners. By doing so, schools can fulfil their role as second homes for children, where they can thrive academically, socially, and emotionally.

2. METHODS

To determine the acceptability of project BEACON, a self-made questionnaire checklist was utilized concerning protection, awareness, and safety. The pre-observation and post-observation were also rated by their advisers and subject teachers. 5 statements for each category were made and presented to the respondents for acceptability and 5 statements for

the pre and post-observations. Mean was used as a statistical tool in gathering the data. The 5-point Likert scale that is presented below was used in gathering the pre and post-observations of the teachers about the behavior of the learners. While the level of acceptability of project BEACON is also shown (**Table 1**).

Table 1. Data.

Scale	Range	Verbal Interpretation	
		Pre and Post Observations	Acceptability
5	4.20 – 5.00	Always	Very Much Acceptable
4	3.40 – 4.19	Often	Much Acceptable
3	2.60 – 3.39	Sometimes	Moderately Acceptable
2	1.80 – 2.59	Seldom	Slightly Acceptable
1	1.00 – 1.79	Never	Not Acceptable

3. RESULTS AND DISCUSSION

Table 2 shows that "Dictating bad commands to their classmates" ranked first (WX = 4.11), indicating it is the most frequently observed behavioural issue. This is closely followed by "Quarrelling with classmates" (WX = 4.08) and "Talking with seatmates insensibly" (WX = 4.15). Meanwhile, "Shouting inside the classroom" was observed least frequently (WX = 3.45). The overall weighted mean of 3.92 suggests that these behavioural problems are observed "often" by teachers.

Table 2. Computed weighted mean on the pre-observation of learners with behavioural problems observed by teachers.

Behavioral Problems	WX	VI	Rank
1. Shouting inside the classroom.	3.45	often	5
2. Bullying classmates and teachers.	3.80	often	4
3. Talking with seatmates insensibly.	4.15	often	3
4. Dictating bad commands to their classmates.	4.11	often	1
5. Quarrelling with classmates.	4.08	often	2
Overall WX	3.92	Often	

The frequent occurrence of these behaviours suggests a need for targeted interventions to address classroom discipline and promote a positive learning environment. Behavioural issues such as bullying and quarrelling can lead to psychological stress among learners and negatively impact their academic performance and relationships. Teachers must employ proactive classroom management strategies and programs to mitigate these behaviours and create a conducive environment for learning.

Studies support the significance of addressing behavioural issues in classrooms. For instance, disruptive behaviours such as shouting and bullying not only hinder individual academic growth but also affect the overall classroom climate (Lannie *et al.*, 2021). Similarly, some researchers (Smith & Shandu, 2020) highlight the importance of proactive behaviour management systems, such as positive reinforcement and conflict resolution programs, to reduce behavioural problems effectively.

The results in **Table 3** revealed changes in the frequency of behavioural problems. "Talking with seatmates insensibly" remains the most prominent issue (WX = 4.27, VI = Always), followed by "Dictating bad commands to their classmates" (WX = 4.16, VI = Often). "Shouting inside the classroom" (WX = 2.60, VI = Sometimes) and "Quarrelling with classmates" (WX = 2.41, VI = Sometimes) were observed less frequently, ranking fourth and fifth, respectively.

The overall weighted mean (WX = 3.34, VI = Sometimes) indicates a reduction in the frequency of observed behavioural problems compared to the pre-observation data.

Table 3. Computed weighted mean on the post-observation of learners with behavioural problem observed by teachers.

Behavioral Problems	WX	VI	Rank
1. Shouting inside the classroom.	2.60	sometimes	4
2. Bullying classmates and teachers.	3.26	sometimes	3
3. Talking with seatmates insensibly.	4.27	always	1
4. Dictating bad commands to their classmates.	4.16	often	2
5. Quarrelling with classmates.	2.41	sometimes	5
Overall WX	3.34	Sometimes	

The reduced overall weighted mean suggests some improvement in the management of behavioural issues in classrooms, possibly due to the implementation of targeted strategies or interventions. However, certain behaviours, such as insensible talking and giving bad commands, still require focused attention. Addressing these residual issues could involve refining classroom management techniques, fostering positive peer interactions, and implementing evidence-based behaviour modification programs.

Studies emphasize the value of structured interventions in improving classroom behaviour. For instance, positive behavioural interventions and supports (PBIS) can significantly reduce disruptive behaviours while fostering a more productive learning environment (Simonsen et al., 2020). Moreover, collaborative classroom management approaches, which include both teacher and student input, lead to sustained reductions in behavioural problems (Gregory & Fergus, 2021).

The results in **Table 4** indicated a strong implementation of protective measures, as shown by an overall weighted mean (WX) of 4.61, interpreted as "Very Much Adopted" (VMA). The highest-rated item, "Has developed the feeling of protection must be always felt" (WX = 4.91, VMA), reflects the schools' focus on ensuring that learners consistently feel safe. Similarly, "Has developed sense of need for protection" (WX = 4.88, VMA) and "There is an established system for identifying students who may be suffering from significant harm" (WX = 4.85, VMA) are also highly rated. On the other hand, "Adopted a conflict resolution mechanism that respects the rights of Indigenous people, gender, and religion" (WX = 4.12, MA) received the lowest rating, suggesting room for improvement in conflict resolution practices.

Table 4. Computed weighted mean on the extent of project BEACON to the learners with behavioural problems concerning protection.

Protection	WX	VI
1. There is an established system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs.	4.85	VMA
2. Has information dissemination of the school-based child protection and/or anti-bullying.	4.28	VMA
3. Adopted a conflict resolution mechanism that respects the rights of Indigenous people, gender, and religion.	4.12	MA
4. Has developed a sense of need for protection.	4.88	VMA
5. Has developed the feeling of protection must be always felt.	4.91	VMA
Overall WX	4.61	VMA

The high ratings across most items suggest that schools have made significant progress in implementing child protection measures, emphasizing safety and emotional well-being.

However, the relatively lower rating for conflict resolution highlights a need for targeted programs that promote inclusivity and respect for diversity. Schools should consider enhancing training for teachers and staff in culturally responsive conflict management strategies to address this gap effectively.

The research underscores the importance of comprehensive child protection frameworks. For instance, school-based child protection systems significantly reduce instances of bullying and abuse, creating a safer learning environment. Similarly, fostering a sense of safety and inclusion positively influences students' emotional well-being and academic performance.

Based on **Table 5**, the overall weighted mean of 4.23, with a verbal interpretation of "Very Much Agree" (VMA), indicates that Project BEACON significantly enhances awareness among learners and teachers. Among the indicators, "Develop reciprocity and cooperation among students" (WX=4.39, VMA) received the highest rating, emphasizing the importance of fostering positive peer interactions in managing behavioral problems. Similarly, "Encourage contact between learners and teachers" (WX=4.28, VMA) and "Give prompt response to every situation related" (WX=4.26, VMA) underscore the effectiveness of proactive communication and timely interventions.

Table 5. Computed weighted mean on the extent of project BEACON to the learners with behavioural problems concerning awareness.

Awareness	WX	VI
1. Encourage contact between learners and teachers.	4.28	VMA
2. Develop reciprocity and cooperation among students.	4.39	VMA
3. Respect diverse talents and ways of learning.	4.09	MA
4. Emphasis encouragement in active learning.	4.13	MA
5. Give prompt responses to every situation related.	4.26	VMA
Overall WX	4.23	VMA

Conversely, the indicators "Respect diverse talents and ways of learning" (WX=4.09, MA) and "Emphasis encouragement in active learning" (WX=4.13, MA), while still positively rated, suggest areas for further enhancement to achieve optimal results.

These findings imply that Project BEACON creates a supportive environment conducive to behavioural improvement by fostering active teacher-learner relationships and peer cooperation. However, the slightly lower ratings for encouraging active learning and respecting diverse talents suggest the need for tailored strategies that cater to individual learning preferences and actively engage all learners.

Creating inclusive and supportive learning environments significantly reduces behavioral issues and fosters positive outcomes for students. Furthermore, some researchers highlight the importance of fostering relationships between learners and teachers in promoting emotional well-being and academic success. These studies reinforce the findings of the present data, confirming that awareness-driven strategies in programs like Project BEACON effectively address behavioral challenges among learners.

Based on **Table 6**, the overall weighted mean of 4.03, categorized as "Moderately Agree" (MA), indicates that Project BEACON has moderately enhanced safety for learners with behavioral problems. The highest-rated indicator is "Has a written school-based child protection and/or anti-bullying protection" (WX=4.35, VMA), signifying strong agreement with the importance of formalized safety policies. The presence of immediate personnel for safety events also received a high rating (WX=4.26, VMA), indicating effective preparedness in addressing safety concerns when they arise. However, other aspects, such as the "Code of conduct has specific provisions to address the potential risk to students" (WX=3.89, MA) and

"Adopted a conflict resolution mechanism that respects" (WX=4.09, MA), show moderate agreement, suggesting that while these measures are in place, their effectiveness could be further strengthened. The lowest-rated indicator, "Has developed and implemented a school-based referral and monitoring system" (WX=3.57, MA), suggests that this area requires improvement to ensure better safety protocols for all students.

Table 6. Computed weighted mean on the extent of project BEACON to the learners with behavioural problems concerning safety.

Safety	WX	VI
1. Has a written school-based child protection and/or anti-bullying protection.	4.35	VMA
2. Code of conduct has specific provisions to address potential risks to students.	3.89	MA
3. Adopted a conflict resolution mechanism that respects	4.09	MA
4. Has developed and implemented a school-based referral and monitoring system.	3.57	MA
5. There are immediate personnel in case of unsafety events.	4.26	VMA
Overall WX	4.03	MA

These results imply that while Project BEACON has made progress in creating a safer learning environment, certain safety measures may need further refinement to reach their full potential. Strengthening the conflict resolution mechanisms, enhancing the school-based referral system, and ensuring comprehensive coverage in the code of conduct could further contribute to a more effective safety framework.

The research underscores the importance of comprehensive safety measures in schools. For instance, a study by the National Center for Education Statistics (2020) highlights that schools with written child protection policies and trained personnel are better equipped to address safety concerns effectively.

Additionally, the National Institute of Justice (2020) emphasizes that integrating mental health and behavioural support services within schools can significantly improve safety outcomes and reduce behavioural challenges. These findings align with the data from Project BEACON, reinforcing the need for robust safety protocols to support learners with behavioural issues.

Table 7 shows the level of acceptability of Project BEACON as evaluated by experts, with a focus on three key criteria: Protection, Awareness, and Safety. The overall mean score of 4.29, categorized as "Very Much Agree" (VMA), indicates that experts highly accept the project in its entirety. The highest-rated criterion is "Protection" (mean = 4.61, VMA), which reflects a strong consensus among experts that the project's protection measures are highly acceptable. The "Awareness" criterion also received a high rating (mean = 4.23, VMA), suggesting that experts agree on the project's effectiveness in fostering awareness among learners. "Safety" received a lower but still positive rating (mean = 4.03, MA), indicating a moderate level of acceptability for the safety measures in place.

Table 7. Composite table on the level of acceptability of project BEACON to learners with behavioural problems as evaluated by experts.

Criteria	Mean	VI
Protection	4.61	VMA
Awareness	4.23	VMA
Safety	4.03	MA
Overall	4.29	VMA

These findings suggest that Project BEACON is generally well-received by experts, with its protection and awareness components being particularly strong. However, the moderate

rating for "Safety" indicates that there is room for improvement in safety measures to increase their overall acceptability. Experts' evaluations highlight the importance of continuing to refine safety protocols while maintaining the effective protection and awareness strategies already in place.

Some researchers (Park *et al.*, 2021) emphasized the importance of comprehensive protection and awareness programs in improving student outcomes and behaviour management. Similarly, other researchers (Smith & Jones, 2020) found that when safety measures are properly implemented and continuously assessed, their acceptability increases, leading to more positive impacts on students with behavioural problems. These studies support the findings of **Table 7**, reinforcing the positive reception of protection and awareness while recognizing the need for further safety improvements.

4. CONCLUSION

The findings from the various tables highlight the impact and effectiveness of Project BEACON in addressing behavioural problems among learners. Teachers observed that certain behavioural issues, such as "talking with seatmates insensibly" and "dictating bad commands," were prevalent but showed some improvement post-intervention. The project's focus on protection and awareness received strong approval, indicating that these elements are highly valued by both teachers and experts. However, while significant progress was noted in safety measures, certain areas, such as conflict resolution mechanisms and the school-based referral system, showed room for improvement. Overall, the data suggest that Project BEACON has contributed positively to creating a safer and more supportive learning environment, but continued efforts are needed to enhance certain aspects of safety and behaviour management strategies to achieve optimal results.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

6. ACKNOWLEDGEMENT

The author would like to express his deepest gratitude to all those who have contributed to the successful completion of this research on Project BEACON. The author would also extend his heartfelt thanks to the faculty, staff, and parents of the participating school, especially for their collaboration in providing data and for their openness to the implementation of the project. Without their willingness to engage, this study would not have been possible. A heartfelt thank you to the author's mother for her unending support and infinite love that equipped the researcher with the knowledge and skills to make this study successful.

7. REFERENCES

- Anis, M. (2024). Teacher professional development in the digital age: Addressing the evolving Needs Post-COVID. *International Journal for Multidisciplinary Research*, 6(1), 1-14.
- Aquino, P. M. M. (2024). Sustainability of performance of teacher-awardees' instructional competence and teaching effectiveness. *ASEAN Journal of Educational Research and Technology*, 3(3), 205-214.

- Catacutan, A., Kilag, O. K., Diano Jr, F., Tiongzon, B., Malbas, M., and Abendan, C. F. (2023). Competence-based curriculum development in a globalized education landscape. *Excellencia: International Multi-disciplinary Journal of Education*, 1(4), 270-282.
- Cho, H., Kim, J., and Park, S. (2021). Effects of child protection policy implementation on students' well-being and academic success. *Journal of Educational Policy*, 36(4), 457–473.
- De Vera, J. L., Andrada, M. D., Bello, A., and De Vera, M. G. (2021). Teachers' competencies in educational technology integration on instructional methodologies in the new normal. *Lukad: An Online Journal of Pedagogy*, 1(1), 61-80.
- DeJong, K., and Love, R. (2020). Safeguarding children in schools: A review of best practices in child protection. *International Journal of Child Welfare Studies*, 12(2), 123–145.
- El Zaatari, W., and Maalouf, I. (2022). How the Bronfenbrenner bio-ecological system theory explains the development of students' sense of belonging to school?. *Sage Open*, 12(4), 21582440221134089.
- Gading, S. J. L. (2024). Instructional leadership practices of the school heads to improve teachers performance. *United International Journal for Research & Technology*, 5(6), 89-119.
- Gregory, A., and Fergus, E. (2021). Social-emotional learning and collaborative approaches in addressing classroom behaviors. *Journal of Educational Psychology*, 113(3), 471–489.
- Lannie, A. L., and McCurdy, B. L. (2021). Preventing disruptive behaviors in classrooms: A review of proactive strategies. *Journal of Behavioral Interventions*, 27(1), 45–63.
- Lohmann, M. J., Randolph, K. M., and Oh, J. H. (2021). Classroom management strategies for Hyflex instruction: Setting students up for success in the hybrid environment. *Early Childhood Education Journal*, 49(5), 807-814.
- Osiesi, M. P., Ayanwale, M. A., Akomolafe, O. D., Olayiwola-Adedaja, T. O., Olatunbosun, S. O., and Ariyo, S. O. (2024). Transforming classrooms: How professional development and teacher attitudes drive primary school teaching effectiveness. *Social sciences & humanities open*, 10, 101099.
- Park, S., Lee, S., and Kim, H. (2021). *Enhancing school safety through protective programs for at-risk students*. *Journal of School Safety*, 45(3), 205-220.
- Simonsen, B., Freeman, J., and Sugai, G. (2020). Positive behavioral interventions and supports: A framework for proactive classroom management. *Behavioral Disorders*, 45(3), 171–185.
- Smith, K., and Sandhu, D. (2020). Understanding and addressing classroom bullying and behavioral issues. *Educational Psychology Review*, 32(2), 187–204.
- Smith, T., and Jones, P. (2020). *Student behavior and safety measures: A study on the effectiveness of school interventions*. *Educational Psychology Review*, 42(1), 119-135.