STATUS OF IMPLEMENTATION OF CHILD- FRIENDLY SCHOOL SYSTEM: ITS INFLUENCE TOPUPILS' ACADEMIC PERFORMANCE

Status of Implementation of Child-Friendly School System: Its Influence to Pupils' Academic Performance

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Abstract

The study aimed to determine the effectiveness of implementation of child-friendly school system and its influence to pupils' academic performance. The study employed descriptive-correlational research design, since the implementation of a child- friendly school was correlated to the academic performance of the respondents. The researcher used a standardized survey questionnaire adopted from DepEd manual on child-friendly school systems. The respondents of the study were the Grade VI pupils and Grade VI parents and Teachers of Sultan Palao Ali Memorial Elementary School, Inagongan,Tagoloan, Lanao del Norte for school year 2022-2023. Results revealed that the school highly implemented the child-friendly school system and 53.3% of the respondents got satisfactory performance level equivalent to 80-84, while 26.7% of the respondents got a fair performance level equivalent to 75-79, and about 20% got good performance level which is 85-89 equivalent grades. Results showed that there was no significant relationship between the perspective of child-friendly school system and the academic performance of the respondents since the observed p-values of 0.950 did exceed at the 0.05 level of significance. Hence, to sustain the implementation of a child-friendly school, the CFSS brochure as an output of the study be disseminated to the stakeholders.

Keywords: *education, academic performance, social studies, public school, child-friendly school system*

Introduction

A child–friendly school is more than just a place for formal learning. Foremost, it is an institution that recognizes and respects the range of rights of children and not only their right to be educated. It goes to show that educational systems and programs all over the world should provide environments where children are free. They must be protected from the imminent dangers and much more, in a friendly place, including their teachers and administrators. Thus, the scenario has prompted the researcher to explore how friendly Sultan Palao Ali Memorial Elementary School, Tagoloan District of the Division of Lanao del Norte is, hence, this study was conducted to assess on the status of implementation of a child-friendly school.

This study helped school administrators, teachers, and legislators gain understanding of the level of influence on the Child-Friendly School (CFS) policy implementation. However, the real beneficiaries of the CFS implementation are the students, who now have access to a learning environment that is very encouraging, impressive, and far more secure.

The school, the instructors, the legislators, and the community were all mentioned in the literature on the implementation of the Child-Friendly School policy (including the pupils). Humanity as a whole is concentrating on children's welfare. All boys and girls around the world were determined to have the right to survival, according to the Convention on the Rights of the Child (CRC). the freedom to grow, which includes the right to education. the right to defense against all kinds of mistreatment, exploitation, and abuse. Additionally, they had the right to take part in decisions that affected their life. They must be prepared to take on increasing roles of responsibility as they mature. In also, pupils also have rights to be healthy, to be given opportunities for play and leisure, to express their views freely, and to participate in decision-making according to their evolving capacities.

Furthermore, the creation and oversight of basic education standards made it possible for both boys and girls to assert their legal entitlement to high-quality education. They had moved up the list of priorities for Central and Eastern European nations. This shared aim was made clear at a regional conference on "child-friendly schools" held in Geneva in 2009 for members of National Ministries of Education, UNICEF Country Offices, and non-governmental organizations (NGOs) (CFS). The UNICEF Regional Office (RO) took the chance to create a procedure that would promote the establishment of standards for Quality Basic Education (QBE) in nations in the Central and Eastern Europe/Commonwealth of Independent States (CEE/CIS) area when this priority emerged. It was a similar initiative shared in the Republic of the Philippines. In initiating the processing, it was obvious

early on that conceptual clarity was needed in the discussion both of child-friendly schools (CFS) and standards.

The child-friendly school approach was being discussed in various, overlapping. Sometimes competing for ways; that is, regarding characteristics, dimensions, or principles. Regarding standards in the region, Clair (2010) diagnosed significant variation in the literature and confusion among stakeholders with terms such as standards, benchmarks, indicators, and learning outcomes, to name a few.

The study found that the phrases were frequently used "inconsistently and interchangeably among stakeholders and in documents." Due of these, it was difficult to establish, execute, and track whether standards were being met or exceeded (Clair, 2010). On the other hand, Katz (2011) characterized a child-friendly school setting as one where the staff members are approachable. Children's needs, safety, and health must be properly taken care of. It was a setting that was based on the community. It takes into account the rights of the kids, regardless of their gender, religion, physical prowess, or other attributes.

Alina (2010) emphasized once more that a child-friendly school setting should offer a thorough quality framework for school regulations, teaching facilities, and community environments in support of children's rights to health, protection, and development to the best extent possible. As a result, a child-friendly educational environment included a child-centered, gender-sensitive, inclusive, and healthy approach to education both inside and outside of the classroom.

The goal of the study was to evaluate the implementation of a child-friendly school system, the parent-school relationship, and how these factors affected the academic performance of sixth-grade students at the Sultan Palao Ali Memorial Elementary School in Tagoloan, District of the Lanao del Norte Division. In October 2022, the study was being carried out. The researcher is a qualified graduate student at St. Peter's College who is currently working as a teacher there. Given that this is her own preference while carrying out the activities as a teacher and a graduate student, her qualifications can testify for and ensure that this study can be finished.

Statement of the Problem

This study aimed to assess the implementation of a child-friendly school system and its influence to the academic performance of Grade VI pupils and parents of Sultan Palao Ali Memorial Elementary School,

Tagoloan, District Division of Lanao del Norte. Specifically, it sought to answer the following questions.

1. What is the status of implementation of the child-friendly school system as to:
 1.1. children's participation in school and community;
 1.2. children's health and well-being;
 1.3. safe and protective spaces for children;
 1.4. enrolment and completion;
 1.5. high academic achievement and success;
 1.6. teachers' morale and motivation; and
 1.7. community support for children?
2. What is the pupils' academic performance?
3. Is there a significant relationship between the perspective of the child-friendly school system and their academic performance of the respondents?
4. What information drive on child-friendly school can be developed based on the results of the study?

Methodology

Research Design

This study employed a descriptive-correlational research design. It discussed the Sultan Palao Ali Memorial Elementary School in the Tagaoloan District's progress in implementing a child-friendly school system. Identifies behaviors and described the behavior of the respondent. Correlation research was designed to discover relationships among variables and allow the prediction of future events from present knowledge. It is used to either explore the extends to which two or more variables covary, where changes in one variable are reflected in the change of the other. That is when the purpose of the study is to predict specific outcomes in one variable from another variable that serves as predictor. The tool used was standardized questionnaire with the used of Pearson correlation coefficient, the computation was done to identify the significant relationship between school performance and level of implementation.The installation of a kid-friendly school was connected with the respondents' academic achievement, so this study is likewise a correlational design.

Respondents

The respondents of the research were the Grade VI pupils and Grade VI parents and teachers of Sultan Palao Ali Memorial Elementary School, Inagongan, Tagoloan, Lanao del Norte, school year 2022-2023. There were 65 pupils with 32 male and 33 female, 65 parents, and 14 female teachers serving as respondents of the study.

Research Instrument

The researcher used a questionnaire which was given to the respondents for them to answer the necessary details. This questionnaire was standardized which was adopted from DepEd Manual on Child-friendly School System, thus, validation was not needed.

Data Gathering Procedures

The study's locale, Sultan Palao Ali Memorial Elementary School was visited by the researcher in person, and she asked someone to help her administer and retrieve the survey questionnaire for a child-friendly school. The researcher adhered to the protocol to make it easier to collect the data. To conduct the study, she first sought approval from the Lanao del Norte Education Division Superintendent, followed by the Tagoloan District Supervisor and Sultan Palao Ali Memorial Elementary School Principal. The relevant individuals, including the St. Peter's College administrative staff, signed and authorized each communication. During the distribution of the questionnaire to the respondents, the researcher explained the importance and mechanics on how to answer some parts of it. Confidentiality of their answers was also assured by the researcher.

Results and Discussion

The Status of Implementation of Child-Friendly School System

Table 1 (Figure 1) presents the child-friendly school system in terms of children's participation in school and community. Respondents perceived highly implemented that their school had a working student government (*M=3.40, SD=0.62*) and their school involved students in meeting and planning sessions that concerned well-being (*M=3.38, SD=0.72*). Further, the respondents believed that their school implemented the following: encouraged students to get involved in the community work (*M=3.18, SD=0.94*) and their school had a mechanism such as a school publication, student's bulletin board or opinion box

(*M=2.98, SD=1.16*). Thus, the students conceived that their school had some level of implementation concerning the children's participation in school and community.

Table 1. *Children's Participation in School and Community*

| Indicators	Mean ± SD	Description
CPSC1. Your school has a working student government.	3.40±0.62	*Highly Implemented*
CPSC2. Your school involves students in meeting and planning sessions that concern well-being.	3.38±0.72	*Highly Implemented*
CPSC3. Your school encourages students to get involved in the community work.	3.18±0.94	*Implemented*
CPSC4. Your school has a mechanism such as a school publication, student's bulletin board or opinion box -for academic performance to express their opinions about school and community issues.	2.98±1.16	*Implemented*
Average	*3.23±0.48*	*Implemented*
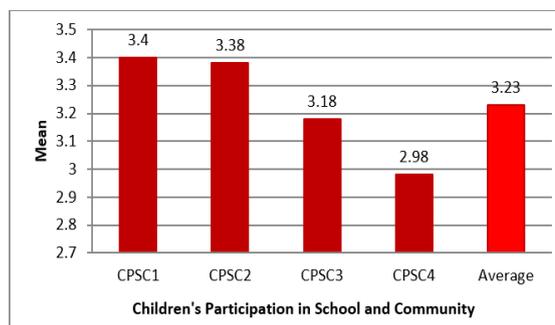
Figure 1. *Children's Participation in School and Community*

These findings suggested that school participation was important for children in schools. It was relevant for an improved school environment, relationships, and positive health and well-being outcomes. The positive associations between school participation and school socio-ecological environment and health and well-being outcomes suggested that pupil health and well-being and school relationships could be improved or sustained by providing or supporting an environment. This encouraged pupil participation in school life.

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Table 2. *Enhance Children's Health and Well-being*

| Indicators	Mean ± SD	Description
ECH1. Your school maintains and regularly updates a health record of each student.	2.91±1.02	*Implemented*
ECH2. Your school holds annual weighing and health examination of pupils.	2.96±1.11	*Implemented*
ECH3.Your school holds annuals dental examination of your pupils.	3.16±0.99	*Implemented*
ECH4.Your school treats pupils with decayed teeth.	2.69±1.10	*Implemented*
ECH5.Your school has a feeding program for malnourished children.	3.58±0.59	*Highly Implemented*
ECH6.Your school serves or sells healthy and nutritious food at your premises.	2.40±0.96	*Moderately Implemented*
ECH7.Your school practices proper water disposal.	2.27±0.89	*Moderately Implemented*
ECH8.Your school has a steady of supply of clean and safe drinking water.	2.47±0.73	*Moderately Implemented*
ECH9. Your school has separate toilet facilities for boys and girls consisting of urinals and lavatories that are regularly maintained and keep clean.	1.71±0.76	*Less Implemented*
ECH10. Your school has functional clinic or refers to the health Centre or other doctor's pupils health problems.	2.31±0.67	*Moderately Implemented*
Average	*2.64±0.27*	*Implemented*
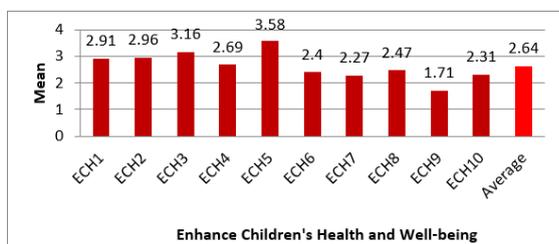
Figure 2. *Enhance Children's Health and Well-being*

Table 2 (Figure 2) presents the distribution of respondents in terms of the Child-Friendly School System in terms of Enhance Children's Health and Well-being. Results displayed that the respondents perceived that their school had implemented the following: maintaining and regularly updating a health record of each student (M=2.91; SD=1.02), the school held annual weighing and conducting health examination of pupils (M=2.96; SD=1.11) and treating pupils with decayed teeth (M=2.69; SD1.10).

However, they perceived that the school feeding program for malnourished children was highly implemented in their school (M=3.58; SD=0.59), while the perceived moderately implemented were the following: the school served or sold healthy and nutritious food in their premises (M=2.40; SD=0.96), the school practiced for proper water disposal (M=2.27; SD=0.89), school had a steady of supply of clean and safe drinking water (M=2.47; SD=0.73).school had functional clinic or referred to the health Centre or other doctor's pupils' health

problems (M=2.31; SD=0.67), and the less implemented that the student observed in their school was the separate toilet facilities for boys and girls consisting of urinals and lavatories that were regularly maintained and kept clean about (M=1.71; SD=0.76).

Some of the safety preparedness requirements that schools should make sure they have in place are a first aid kit, a medication cabinet, and even a clinical officer who routinely visits the institution. These addressed health issues the children were encountering, according to the CFS guidebook. The provision of health services like nutritional supplementation and counseling as well as life skills-based health education were also included. It also ensured a healthy, hygienic, and safe learning environment with adequate water and sanitation facilities, healthy classrooms, healthy policies, and healthy practices (such as a school free of drugs, corporal punishment, and harassment).

Table 3. *Guarantee Safe and Protective Spaces for Children*

| Indicators	Mean ± SD	Description
GSP1. The classroom has proper ventilation, lighting, and space.	3.16±0.90	*Implemented*
GSP2. Classroom desks and other furniture are sized to the age.	2.53±0.94	*Implemented*
GSP3. Classroom layout and furniture allows pupils to interact and do group work.	1.51±0.59	*Less Implemented*
GSP4. Classroom has bulletin board or a corner that displays helpful learning materials such as posters, illustrations, newspaper, magazine clippings and pupils own work.	3.31±1.26	*Highly Implemented*
GSP5. Classrooms facilities and premises are regularly maintained and kept clean.	2.87±1.01	*Implemented*
GSP6. School has safe facilities in place to address hazard threats.	2.11±0.83	*Moderately implemented*
GSP7. School has identified and prepared alternative learning spaces in case of emergencies.	2.60±1.07	*Implemented*
GSP8. School has an adequate emergency/first aid kits that are readily available.	2.69±0.87	*Implemented*
GSP9. School conducts regularly evacuation drills for earthquake, the flooding or tsunami.	1.69±0.67	*Less Implemented*
GSP10. School has a library for reading and study.	2.69±1.04	*Implemented*
Average	*2.52±0.44*	*Implemented*
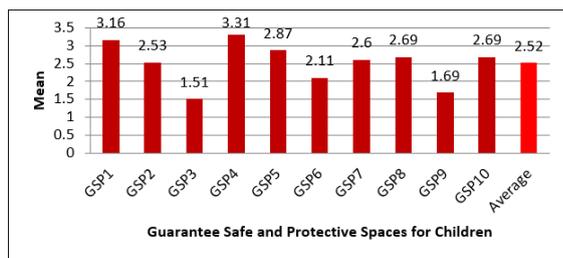
Figure 3. *Guarantee Safe and Protective Spaces for Children*

Table 3 (Figure 3) shows that the school guarantees safe and protective spaces for children. Result revealed that the school Highly Implemented that the classroom had a bulletin board or a corner that displayed helpful learning materials, such as posters, illustrations, newspaper, magazine clippings, and pupils own work (M=3.31; SD=1.26), Moreover, the respondents answered that the school implemented the following: Classroom had proper ventilation, lighting, and space (M=3.16; SD=0.90), Classroom desks and other furniture were sized to the age (M=2.53; SD=0.94), Classrooms facilities and premises were regularly maintained and kept clean (M=2.87; SD=1.01), School had identified and prepared alternative learning spaces in case of emergencies (M=2.60; SD=1.07), School had adequate emergency/first aid kits that were readily available (M=2.69; SD=0.87) and School had a library for reading and study (M=2.69; SD=1.04). While the observed moderately implemented in the school was the safe facilities in place to address hazard threats (M=2.11; SD=0.83), and the less implemented was the conducting of regular evacuation drills for earthquake, flooding or tsunami (M=1.69; SD=0.67).

According to the child-friendly school manual, child-friendly schools aspired to provide a learning atmosphere where kids were motivated and capable of learning. Children were treated with kindness and warmth by staff personnel. All of their health and safety requirements were met. For its students, the school played a crucial role in their personal and social environments. Every child was guaranteed a setting that was secure on an emotional, psychological, and physical level. The instructors, however, were the single most crucial element in developing a productive and inclusive classroom. Children are innately good learners, yet this ability can be compromised and even lost.

Moreover, child-friendly school manual clearly stated that a child-friendly school recognized, encouraged, and supported children's growing capacities as learners by providing a school culture, teaching behaviors, and curriculum content that were focused on learning and the learner. Because the ability of a school to be and to call itself child-friendly was directly linked to the support, participation, and collaboration, it received from family.

Table 4. *Encourage Enrolment and Competition*

| Indicators	Mean ± SD	Description
EEC1.School has a master list of all school-age children in the community whether enrolled or not	3.16±0.60	*Implemented*
EEC2.School regularly coordinates with the local barangay council to identify school-age children who are out of school, to bring them to school	3.26±0.45	*Highly Implemented*
EEC3.The school conducts campaigns to encourage parents to enroll their children	3.16±0.50	*Implemented*
EEC4.School has a system to regularly check on the attendance of its pupils and address problems concerning non-attendance	3.74±0.45	*Highly Implemented*
Average	*3.33±0.25*	*Highly Implemented*
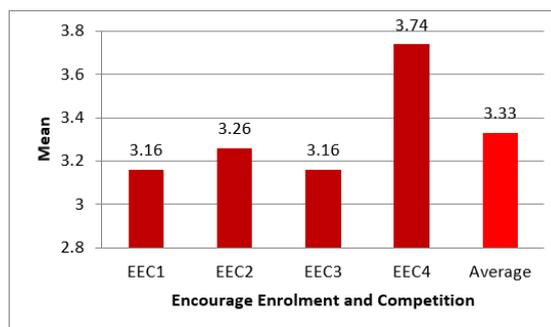
Figure 4. *Encourage Enrolment and Competition*

Table 4 (Figure 4) presents the child-friendly school system in terms of encouraging enrolment and competition. Respondents perceived highly implemented that their school had regular coordination with the local barangay council to identify school-age children who were out of school, for bringing them to school (M=3.26; SD=0.45) and the school had a system to regularly check on the attendance of its pupils and address problems concerning non-attendance (M=3.74; SD=0.45). Further, the respondents believed that their school implemented the following: School had a master list of all school-age children in the community whether enrolled or not (M=3.16; SD=0.60), and their school conducted

campaigns to encourage parents to enroll their children (M=3.16; SD=0.50). Thus, the students conceived that their school had some level of implementation concerning the competition and encouraged the children to enroll.

These results suggested that the institution had promoted enrollment and rivalry. Rural community schools had to deal with issues like inadequate infrastructure, a lack of resources, poor logistics, and a shortage of skilled staff. These have caused subpar academic results and, in certain circumstances, decreased student enrollment because the majority of students ended up quitting school. Child-friendly schools should include visiting hours for those students who needed attention for this precise reason.

It mandated that schools be inclusive of all children, without distinction. The school aggressively sought out all eligible youngsters for enrollment rather than just passively accepting students who expressed a desire to attend school. Beyond enrolment, it also helped children stay in school and attend regularly. This meant that fair, transparent, and non-discriminatory rules for accessing school were necessary but not sufficient. It was important for children in schools and community that provided education opportunities for children who did not have access to the existing standard.

Table 5. *Ensure Children's High Academic Achievement and Success*

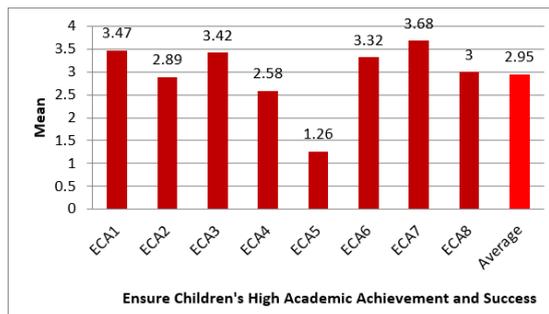| Indicators	Mean ± SD	Description
ECA1.School has a clear vision/mission statement that is prominently displayed and adequately explained to all school personnel	3.47±0.51	*Highly Implemented*
ECA2.Principal and teachers are familiar with child-centered and child-friendly principles	2.89±0.74	*Implemented*
ECA3.School provides each student a complete set of textbooks	3.42±0.61	*Highly Implemented*
ECA4.Teachers regularly prepare their lesson plans	2.58±0.61	*Implemented*
ECA5.School encourages and promotes cooperative and hands-on learning (learning by doing)	1.26±0.81	*Less Implemented*
ECA6.The principal has data on the school's past three years performance in the division, regional or national tests for the purpose of improving its current year performance	3.32±0.48	*Highly Implemented*
ECA7.Teachers regularly monitor and assess their pupils' academic performance, with the view of improving their performance	3.68±0.48	*Highly Implemented*
ECA8.School provides student access to ADM, ALS, and/or other learning materials for their use during emergencies	3.00±0.82	*Implemented*
Average	2.95±0.28	Implemented

Figure 5. *Ensure Children's High Academic Achievement and Success*

Table 5 (Figure 5) presents the child-friendly school system in terms of ensuring children's high academic achievement and success. Respondents perceived highly implemented that their school had clear vision/mission statement that was prominently displayed and adequately explained to all school personnel (M3.47; SD=0.51) and their school provided each student a complete set of textbooks (M=3.42; SD=0.61). Principal had data on the school's past three years performance in the division, regional, or national tests for the purpose of improving its current year performance (M=3.32; SD=0.48), teachers regularly monitored and assessed their pupils' academic performance, with the view of improving their performance (M=3.68; SD=0.48). Further, the respondents believed that their school implemented the following: Principal and teachers were familiar with child-centered and child-friendly principles (M=2.89; SD=0.74). School provided student access to ADM, ALS, and/or other learning materials for their use during emergencies (M=3.00; SD=0.82). Also, the respondents observed that the school encouraged and promoted cooperative, and hands-on learning (learning by doing) (M=1.26; SD=0.81) was less implemented. Thus, the students conceived that their school ensured in terms of children's academic achievement and success.

The outcomes might be understood as readiness for something to exist and to capacitate perception or awareness of events or programs. They should be prepared to accept or reject the concept. The findings further asserted that raising awareness was essential to enabling both the general public and educators to realize their full potential. This implied that the study's variables included teachers' attitudes and levels of preparation, as well as instructional materials, monitoring and evaluation, and physical facilities. The provision of a child's requirements, as listed in

Maslow's hierarchy of needs, was greatly impacted. Before providing education, child-friendly schools focused on addressing all of a child's needs in order to assure the kids' high academic success (Olando, 2003).

Table 6. *Raise Teachers' Morale and Motivation*

| Indicators	Mean ± SD	Description
RTM1.Teachers undergo continuing and advance professional training at least once a year	3.53±0.51	Highly Implemented
RTM2.Teachers are regularly trained in new and effective teaching-learning strategies	2.05±0.85	Moderately Implemented
RTM3.Teachers have their lunge and work area	1.42±1.02	Less Implemented
RTM4.Teachers are given an annual medical check-up	1.53±0.90	Less Implemented
RTM5.The principal provides strong direction and leadership guided by a written supervisory plan	3.42±0.65	Highly Implemented
RTM6.Principal regularly monitors teachers' performance and provides needed support	3.42±0.69	Highly Implemented
RTM7.Teachers support their co-teachers by sharing teaching techniques and experiences	3.32±0.75	Highly Implemented
RTM8.School provides annual medical examination to teachers and other staff	3.05±0.71	Implemented
Average	2.72±0.45	Implemented
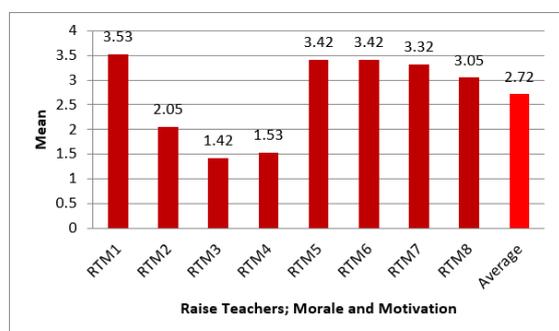
Figure 6. *Raise Teachers' Morale and Motivation*

Table 6 (Figure 6) presents the child-friendly school system in terms of raising teachers' morale and motivation. Respondents perceived highly implemented responses. The findings revealed that the teachers must undergo continuing and advance professional training at least once a year (M=3.53; SD=0.51) and the principal must provide strong direction and leadership guided by a written supervisory plan (M=3.42; SD=0.69). Further, the respondents believed that their school implemented the following: Principal and teachers were familiar with child-centered and child-friendly principles (M=2.89; SD=0.74).

School provided student access to ADM, ALS, and/or other learning materials for their use during emergencies (M=3.00; SD=0.82). Also, the respondents observed that the school encouraged and promoted cooperative, and hands-on learning (learning by doing) (M=1.26; SD=0.81) was less implemented. Thus, a school should promote quality teaching and learning processes with individualized instruction appropriate to each child's developmental level, abilities, and learning style and with active, cooperative, and democratic learning methods. Provided structured content and good-quality materials and resources.

Enhanced teacher capacity, morale, commitment, status, and income and their recognition of child rights. And, also promoted quality learning outcomes by defining and helping children learn what they needed to learn and teaching them how to learn. In order to promote quality education in kid-friendly schools, all teachers needed ample supplies of high-quality teaching materials in addition to textbooks. These instructional tools must be utilized correctly and in accordance with the curriculum. Teachers are capable of producing excellent instructional materials, but they may require time and space to do so. Making the instructional materials requires more time, which teachers must be willing to invest. They must commit to utilizing locally sourced resources.

Table 7 (Figure 7) presents the child-friendly school system in terms of mobilizing community support for education. Respondents perceived highly implemented that their school had parent-teacher association (PTA) that had elected leaders, met regularly, and had a written plan of action (M=3.58;SD=0.51), and school coordinated with Barangay institutions to identify children who were physically, or sexually abused or were made to do hard physical labor, for the purpose of identifying their special need (M=3.37;SD=0.60). Further, the findings revealed that school coordinated with the Barangay and local institutions to enrol illiterate parents in literacy programs (M=3.47; SD=0.51), school took the lead in conducting literacy programs (M=3.32; SD=0.48), school enlisted the support of community organizations to help raise funds and resources for learning (M=3.42; SD=0.69), school invited parents to discuss with teachers the learning experiences and progress of their children (M=3.58; SD=0.51), and school had strong partnerships with external stakeholders in order to address disaster risk reduction and the CCA-related needs of the school (i, e., data and statics, capacity building, resources, etc.) (M=3.47; SD=0.51).

Table 7. *Mobilize Community Support for Education*

| Indicators	Mean ± SD	Description
MCS1.School has parent-teacher association (PTA) that have elected leaders, meets regularly, and has a written plan of action	3.58±0.51	Highly Implemented
MCS2.School coordinates with Barangay institutions to identify children who are physically or sexually abused or are made to do hard physical labor, for the purpose of identifying their special needs	3.37±0.60	Highly Implemented
MCS3.School coordinates with the Barangay and local institutions to enroll illiterate parents in literacy programs	3.47±0.51	Highly Implemented
MCS4.The school takes the lead in conducting literacy programs	3.32±0.48	Highly Implemented
MCS5.School enlists the support of community organizations to help raise funds and resources for learning	3.42±0.69	Highly Implemented
MCS6.The school invites parents to discuss with teachers the learning experiences and progress of their children	3.58±0.51	Highly Implemented
MCS7.School consults parents in the drafting of its policies, and the planning and implementation of school activities	3.05±0.85	Implemented
MCS8.School has organized and capacitated the school Disaster Risk Reduction and Management Committee (SDRRMC)	1.95±0.85	Moderately Implemented
MCS9. School has strong partnerships with external stakeholders to address disaster risk reduction and the CCA-related needs of the school (i, e., data and statics, capacity building, resources, etc.)	3.47±0.51	Highly Implemented
Average	3.25±0.28	Highly Implemented
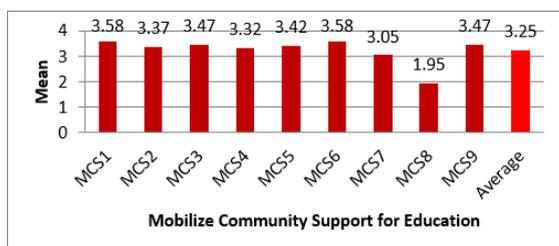
Figure 7. *Mobilize Community Support for Education*

Moreover, the respondents believed that their school moderately implemented an organized and capacitated school Disaster Risk Reduction and Management Committee (SDRRMC) (M=1.95; SD=0.85). Child-friendly schools not only must help children realize their right to basic education of good quality. Problems of poor infrastructure, lack of material input, inadequate logistics and lack of qualified personnel had led to the poor academic performance. And, in some cases, low enrolment of learners as most learners ended up dropping out of school. They were also needed to do many other things. They helped children learn what they needed to learn to face the challenges of the new century. They must enhance their health and well-being. They must guarantee them safe and protective spaces for learning, free from violence and abuse. They must raise teachers' morale and motivation and mobilize community support for education (George, 2004).

Table 8. *Parents-School's Relationship*

| Indicators	Mean ± SD	Description
PS1. Parent opinions are considered when important school decisions are made.	3.43±0.68	Highly Implemented
PS2. I am satisfied with the quality of our school's student activities	3.20±0.76	Implemented
PS3. School rules are communicated to parents.	3.20±0.81	Implemented
PS4. Our school provides sufficient opportunities for parent involvement.	3.20±0.71	Implemented
PS5. Our school uses technology to provide parents with information about our school.	2.77±0.86	Implemented
PS6. When I visit our school the teacher and the principal are easy to talk to.	3.30±0.65	Highly Implemented
PS7. Written communication from our school such as report cards, and letter, available in a language understand.	3.43±0.63	Highly Implemented
PS8. Our school has an active parent-teacher organization such as PTA.	3.27±0.83	Highly Implemented
PS9. I am contacted by the school regarding my child's academic success or struggle, positive or negative social behavior.	2.93±0.98	
PS10. I believe parents who are involved in decision making at the school represent the diversity of our community	2.97±0.72	Implemented
Average	3.17±0.22	Implemented
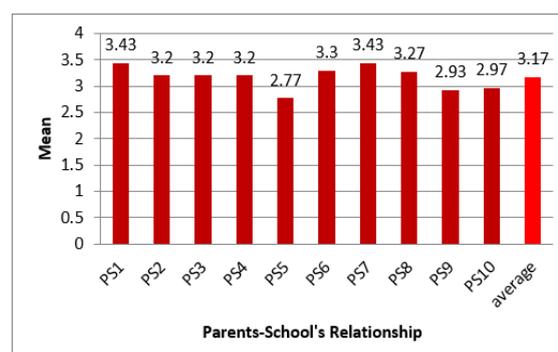
Figure 8. *Parents-School's Relationship*

Table 8 (Figure 8) presents the child-friendly school system in terms of parents-school relationship. Respondents perceived that their school highly implemented that parents' opinions were considered

when important school decisions were made (M=3.43; SD=0.68), the teacher and the principal were easy to talk to (M=3.30; SD=0.65), written communication from the school such as report cards, and letter, available in a language understand (M=3.43; SD=0.63), the school had an active parent-teacher organization such as PTA. (M=3.27;SD=0.83).

Further, the respondents believed that their school implemented with the quality of the school's student activities (M=3.20; SD=0.76), the school rules were communicated to parents. (M=3.20; SD=0.81), the school provided sufficient opportunities for parent involvement (M=3.20; SD=0.71), the school used technology to provide parents with information about our school (M=2.77; SD=0.86), and the respondents believed that parents who were involved in decision making at the school represented the diversity of the community (M=2.97; SD=0.72). Thus, after raising awareness on child rights and conducting the initial school assessment, schools needed further assistance to motivate and enable them to move toward more in-depth self-assessment of specific priority areas or dimensions of child-friendliness. Implementation can be improved by involving local NGOs, critical friends, community-based organizations (CBOs), and others in assisting from outside the school. The 3 CFS Lessons promoted child participation in all aspects of school life. Family-focused working to strengthen families as the child's primary caregivers and educators and helping children, parents, and teachers establish harmonious relationships. Community-based were encouraging local partnership in education, acting in the community for the sake of children, and working with other actors to ensure the fulfilment of children's rights (Bernard, 2004 & ESAR Presentation, 2006).

Table 9. *Status of Implementation of the Child-Friendly School System (Summary)*

| Child-Friendly School System	Mean ± SD	Description
Goal 1. Encourage Children's Participation in School and Community	3.23±0.48	Implemented
Goal 2. Enhance Children's Health and Well-being	2.64±0.27	Implemented
Goal 3. Guarantee Safe and Protective Spaces for Children	2.52±0.44	Implemented
Goal 4. Encourage Enrolment and Competition	3.33±0.25	Highly Implemented
Goal 5. Ensure Children's High Academic Achievement and Success	2.95±0.28	Implemented
Goal 6. Raise Teachers' Morale and Motivation	2.72±0.45	Implemented
Goal 7. Mobilize Community Support for Education	3.25±0.28	Highly Implemented
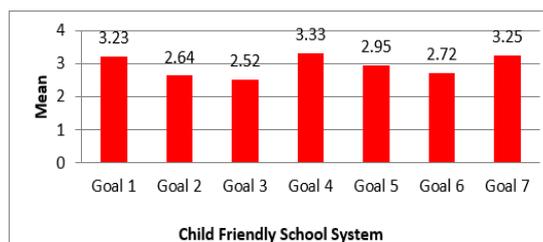
Figure 9. *Child Friendly School System*

Table 9 (Figure 9) presents the child-friendly school system in terms of the implementation of the child-friendly school system. Respondents perceived highly implemented in their school was to encourage the enrolment and competition (M=3.33; SD=0.25) and to mobilize community support for education (M=3.25; SD=0.28). Further, the respondents believed that their school implemented the encouragement of the children's participation to the school and community (M=3.23;SD=0.48), enhanced children's health and well-being (M=2.64;SD=0.27), guaranteed the safety and provided protective spaces for the children (2.52±0.44), and also raised the teachers' morale and motivation (2.72±0.45). Thus, the results implied that the schools promoted the physical health, hygiene, and nutrition of their students. Feeding programs were available in schools, and they were run by families. In order to augment the feeding initiatives, school gardens were established. Since scarce resources posed a serious obstacle. The viability of the initiatives was a worry for all parties. According to school administrators, pupils have access to health and dental screenings as well as health education. Lack of water systems was the biggest obstacle to health, hygiene, and sanitation in remote schools. Urban schools were unconcerned with this.

Pupils' Academic Performance

Table 10. *Pupils' Academic Performance*

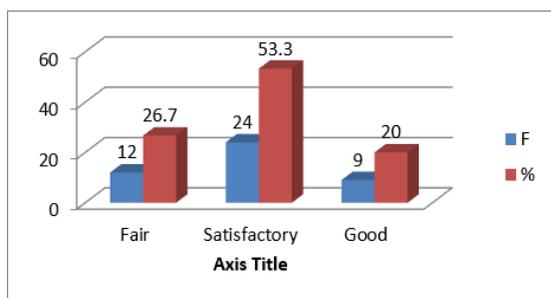| Grades	Performance Level	Frequency	Percentage (%)
75-79	Fair	12	26.7
80-84	Satisfactory	24	53.3
85-89	Good	9	20.0
Total		45	100.0

Figure 10. *Pupils' Academic Performance*

Table 10 (Figure 10), presents the distribution of respondents in terms of pupils' academic performance. The result showed that 53.3% of the respondents got satisfactory performance level equivalent to 80-84, while 26.7% of the respondents got fair performance level equivalent to 75-79, and about 20% got good performance level which was 85-89 equivalent grades. This showed that the respondent's performance level was high.

It implied that based on the score, it showed that most of them got a high level of performance scores. It proved that the differentiated instruction enhanced the performance of the pupils academically. There was an increase in pupils' scores when differentiated instruction was used. This implied further that the approach helped in motivating the learners to learn what was being taught.

This was comparable to Tomlinson's (2001) claimed that pupils were more motivated to learn when they had a connection to the material being taught and when they had confidence in their ability to succeed. Students learned more when they were motivated, which led to greater success for them.

The significant relationship between the perspective of the child-friendly school system and the academic performance of the respondents

Table 11. *The Perspective of the Child-Friendly School System and its Academic Performance*

Variables	Academic Performance		Remark
	r-value	p-value	
The perspective of the Child-Friendly School System	0.010[ns]	0.950	*Not significant*

Table 11 presents the relationship between the perspective of the child-friendly school system and the academic performance of the pupils using the Pearson Correlation analysis. Results revealed that there was no significant relationship between the perspective of the child-friendly school system and the academic performance of the respondents since the observed p-values of 0.950 did exceed at the 0.05 level of significance. This result entailed that the respondents' perspectives on the status of the implementation of the child-friendly school system had no association with their academic performance. Thus, the null hypothesis of no significant relationship between the perspective of the child-friendly school system and the academic performance of the respondents was not rejected.

UNICEF (2010) identified two fundamental traits of a school that is kid-friendly. First, schools that seek out children and are concerned with rights. These rights were exercised by the aforementioned duty-bearers. As a result, the omitted kids were located and registered for school. They were advocating, promoting, and supporting the community's efforts to ensure the rights and safety of all children. The child-centered school is focused on the best interests of the student and is aware of the student's full potential. It is also concerned with the student as a "complete" person (including well-being, health, and nutrition). It required thoughtful evaluation of the kids in the school, the families, and the neighborhood.

Conclusion

The following conclusions were drawn from the study's analysis and findings: There was a substantial correlation between the respondents' perceptions of the Child-Friendly School System (CFSS) and the parents' perceptions of the interaction between the home and the school. The implementation of the child-friendly school system and its impact on students' academic achievement had an impact on the respondents' level of competency with regard to the involvement of children in the school and community. However, there was no correlation between the students' learning outcomes and their perspective on child-friendly school systems.

The study came to the conclusion that differentiating instruction raised learners' performance levels. As you can see from their scores, there was a considerable difference between the two groups' scores, proving that differentiated instruction was superior to the conventional method for teaching mixed-ability classes.

This showed that using the intervention resulted in a very highly significant improvement in students' performance in relation to their survey findings. As a result, the null hypothesis, which claimed that the respondents' survey ratings did not differ significantly from one another, was rejected.

Therefore, one significant finding from the current study was that the adoption of child-friendly schools utilizing differentiated instruction had an impact on learners' performance as compared to when the child-friendly schools had not yet been implemented in the department of education. Their academic performance improved. This suggested that the strategy had a hand in encouraging the students to retain the material being given to them.

The study's findings supported Vygotsky's theory of the zone of proximal development, which holds that giving children the opportunity to acquire skills will enable them to later employ those skills to develop higher mental processes. According to Vygotsky, children learn by imitating adults and eventually acquire the skills necessary to complete specific tasks on their own. The respondent's academic performance level fully implemented the level of a child-friendly school which meant they were still doing well.

Based on the analysis, findings, and conclusions made by the study, the following recommendations are being offered for consideration: (1) As a result of the study's observations and conclusions, the students may gain a friendlier attitude toward other community members. Since the school will become welcoming to all students, creating a favorable learning atmosphere for all students, they might be encouraged to attend their lessons. (2) The study may serve as a basis for informing the learners on their tasks as it promotes quality learning outcomes by defining and assisting children in learning what they need to learn and teaching them how to learn. The results will be helpful to teachers in creating an effective and inclusive classroom. (3) The findings might help the administrators reduce the number of out-of-school children and school dropouts. As a result, the Department of Education's aim can be realized. (4) Teachers' perspectives on the implementation of differentiated instruction in the curriculum may be taken into account by curriculum planners. When making plans to improve differentiated instruction, this may also introduce training and seminars that would innovate, develop their knowledge, and be open to supporting the educational goals of the country's Basic Education. (5) Creating a learning environment where kids are eager to learn and capable of doing so,

fostering community involvement in education, acting in the best interests of kids in the neighborhood, and collaborating with other stakeholders to see that kids' rights are upheld. (6) Future Researchers may have a foundation and standard for more studies of a similar nature to be conducted, and they may survey a larger sample size in a different location.

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