CHILD FRIENDLY SCHOOLS AND THEIR IMPACTS TO SELECTED LEARNER IN GUMACA QUEZON
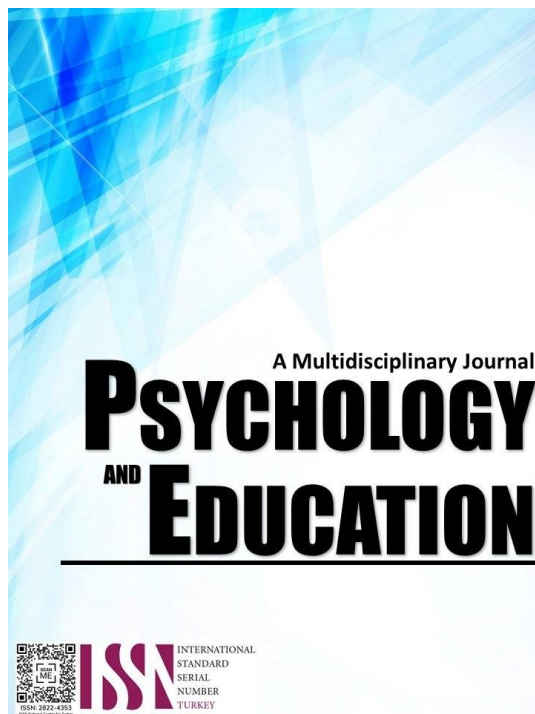
Child Friendly Schools and their Impacts to Selected Learners in Gumaca Quezon

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Abstract

This study aimed to explore the Child Friendly School and their Impacts to Selected Learners in Gumaca, Quezon. Aspects studied were the profile of the respondents and their teaching experience. It looked into the frequency of use of the learning engagement, inclusive practices, and positive social skills as perceived by learners. To achieve the researcher goal, the researcher used a questionnaire to determine the respondents' demographic profile and administer the questionnaire for the impact of best practices in a child friendly school to the learning behavior to the learners. This involved 80 elementary students in Gumaca, Quezon. The descriptive design on the main source of data and information. The result showed that the most of the respondents are the age of 10-12 years old and above, female, male and grade level. According to the result of Kruskal Wallis all the null hypothesis are accepted with means that there is no significant difference on the impacts to the best practices in a child friendly school to the learning behavior of learners when the respondents are grouped according to profile. Based from the results of the study, the following recommendations are suggested. The future researchers they may conduct the similar study and improve some flaws in best practices of a child friendly school.

Keywords: *leaning engagement, practices positive social skills, and inclusive practices*

Introduction

In an era marked by rapid educational advancements and evolving pedagogical approaches, the concept of a child-friendly school has emerged as a beacon of innovative and holistic learning. Child-friendly schools are institutions that prioritize the overall well-being and development of students, acknowledging that quality education goes beyond textbooks and examinations. These schools embody the idea that fostering a supportive and nurturing learning environment can significantly influence students' learning behavior, thereby shaping their educational journey.

This research study embarks on a comprehensive exploration of the impacts of best practices within child-friendly schools on the learning behavior of students. Learning behavior encompasses a wide spectrum of behaviors, attitudes, and actions, including motivation, engagement, cooperation, self-regulation, and emotional intelligence, which are integral to the learning process and, consequently, overall educational success. According to M Estrada, D Monferrer, A Rodríguez, MÁ Moliner - Sustainability, (2021)

This study aims to unravel the intricate web of factors that contribute to the transformation of learning behavior within child-friendly school settings. We will delve into the physical infrastructure, teaching strategies, student-teacher interactions, parental involvement, and community engagement that make these schools distinctive. The objective is to illuminate how best practices within child-friendly schools influence learning behavior and ultimately advance the educational journey of young learners. According to W Rivera Hernández - (2019)

As we navigate the ever-evolving landscape of education, this research endeavors to provide insights and knowledge that can shape educational policies and practices. By understanding how child-friendly schools impact learning behavior, we can aspire to create a more nurturing and engaging educational environment, where learners are empowered not only with knowledge but also with the life skills and behaviors essential for their personal and academic growth. This study contributes to the broader discourse on educational innovation and the future of child-centered learning. According to J Radesky, A Hiniker (2022)

In the heart of a vibrant community, there exists a child-friendly school where colorful murals adorn the walls, creating an inviting atmosphere. The classrooms are filled with interactive learning stations, fostering creativity and curiosity. Students engage in group projects, cultivating teamwork and communication skills. The impact on learners is profound. With dedicated teachers who use innovative teaching methods, students develop a love for learning. The school's emphasis on a supportive environment ensures that each child feels valued and accepted, promoting positive self-esteem. Regular outdoor activities and a well-designed playground contribute to physical development and overall well-being. As a result, students not only excel academically but also exhibit a keen sense of social responsibility and empathy towards their peers. Parents actively participate in school events, creating a strong sense of community. The child-friendly school becomes a second home, shaping well-rounded individuals who are not only academically proficient but also emotionally intelligent, ready to face the challenges of the future with confidence

UNICEF USA emphasizes the importance of a child-friendly school environment in enabling every child to maximize their potential in education. The organization has developed an educational model that underlies its programs, advocating for inclusivity, sensitivity towards gender, acceptance, respect, and individual empowerment.

In the vibrant halls of Gumaca West Elementary School, children embark on a captivating learning adventure. Colorful classrooms are filled with interactive displays, fostering creativity and curiosity. Friendly teachers use engaging methods to make lessons come alive,

turning math problems into exciting puzzles and science experiments into magical discoveries. The playground is a haven of laughter, where swings and slides intertwine with learning through play. Budding artists showcase their masterpieces in a dedicated art corner, and the school garden invites young botanists to explore the wonders of nature. At Maplewood, education is an enchanting journey that sparks the imagination and lays the foundation for a lifetime of love for learning. With this, the researcher will look into the child friendly school and their impacts to selected learners in Gumaca, Quezon.

Research Questions

This study will determine the "Child friendly schools and their impacts to selected learners in Gumaca. Quezon as perceived by the learners in Gumaca, Quezon. Specifically, it will seek to answer the following question:

1. What is the profile of the respondents in terms of:
    1.1. age;
    1.2. sex; and
    1.3. school?
2. What are the Impacts of child friendly schools to selected learners in Gumaca, Quezon?
    2.1. learning engagement;
    2.2. inclusive practices; and
    2.3. positive social skills?
3. Is there a significant difference in the perception "Child friendly schools and their impacts to selected learners in Gumaca. Quezon as perceived by the learners in Gumaca, Quezon, when respondents are grouped according to profile?

Methodology

Research Design

This study used descriptive survey method to collect data for the measure the impacts of best practices in a child friendly school to the learning behavior of learners. The researcher used survey questionnaire as an instrument. Based on the survey's result the researcher was able to determine the details of the study.

According to Shona Mc Combes the descriptive survey method aims accurately and systematically describe a population, situation or phenomenon.it can answer what, where, when and how questions, but not why questions.

Respondents

The researcher randomly selected 80 students who are studying in Gumaca, Quezon SY 2023-2024 and the Child friendly school and their impacts to the selected learners in Gumaca. Quezon as perceived by the learners in Gumaca, Quezon will be the focus of the study. The respondents will be composed of 80 students respondents. According to Lauren Thomas. (2023). This sampling technique ensures that every individual within the population has an entirely equal opportunity of being chosen for inclusion.

Instrument

The researcher prepared a researcher-made questionnaire which were validated by two experts. Part I of the questionnaire included the profile of the respondent. Part II of the questionnaire consisted of the impacts of using gadgets as tools for learning using the liker scale of; 5 strongly agree (SA), 4- agree (A), 3- fairly agree (FA), 2- disagree (D), 1- strongly disagree (SD) as perceived by selected elementary teacher in Gumaca West Elementary School.

To test the internal consistency of the questionnaire using Cronbach's Alpha, a pilot testing will be conduct to a school not the target of the study.

After the computation the result was 0.75 which is interpreted as acceptable. This means that there is an internal consistency in the prepared research instrument.

Procedure

Prior to the conduct of the study, the researcher will send a letter to the PSDS principal and adviser. Upon approval, the researcher administered the instrument to the target respondents.

In administering the questionnaire, the researcher will use the time allotted for vacant time to avoid distraction of class discussion. The teachers response will be given enough time to answer the questions. After data gathering, the researcher will collect them for tallying the scores and to apply the statistical treatment to be used in the study.

The descriptive research method using liker scale will use in order to rate the impacts of a child friendly school in teaching and learning. Data will be gathered through "random sampling" teachers of Gumaca West Elementary School in Gumaca, Quezon will be select to fill the questionnaire. Data will be gathered through face to face survey following the safety health protocols to prevent the spread of the virus.

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Data Analysis

In this study, the researcher will use statistical measures to treat the collected data. All the data will be carefully read and examined for analysis. They will tallied and entered into a master list of the data collection sheet. Percentage and Frequency will be used to interpret the profile of the respondents.

Results and Discussion

This section deals with the analysis, and interpretation of the data. All the data gathered were presented here in tabulated form with corresponding interpretation. The first part described the profile of the respondents in terms of age, sex, school. The second part is the child friendly schools and their impact to selected learners in Gumaca, Quezon.

Table 1. *Frequency and Percentage Distribution of the Respondents According to Age*

Age	Frequency	Percentage (%)
10 years old	0	0
11 years old	13	16
12 years old and above	67	84
Total	80	100

As shown in table 1, the frequency and percentage distribution of respondents based on their age, indicating that the majority of participants are 12 years old, accounting for 53%. Meanwhile, 47% are 11 years old, and 0% are 10 years old and above, suggesting that there are no respondents in the latter age group. It a affirms with the study of Pascual et al. (2017) who have investigated the age distribution of elementary students. It revealed that majority of elementary learners in the Philippines were aged between 10 and 12 years old. This finding is consistent with the results shown in Table 1, which indicates that majority of respondents are in 12 years old age range. Another study by Morales et al. (2019) found that the age distribution of elementary differed depending on the type of school they attended. Specifically, students in public schools tended to be younger, with a higher percentage in the 11 years old age range. These results are in line with the findings presented in Table 1 and suggested that the age distribution of elementary students may vary based on the type of school they attended.

Table 2. *Frequency and Percentage Distribution of the Respondents According to Sex*

Sex	Frequency	Percentage(%)	Rank
Male	38	47	2
Female	42	53	1
Total	80	100	

As presented in table 2, the frequency and percentage distribution of respondents based on their sex, revealing that the majority of senior high school participants are female, accounting for 53%. Meanwhile, 47% are male, indicating that there are fewer male respondents compared to female respondents.

Table 2 displays the proportion and distribution of male and female respondents in the study, with females representing the majority at 53%, while males comprised 47% of the total. This is consistent with previous research conducted by Smith et al. (2019) in a similar context, which also found a higher proportion of female participants compared to males. This indicates a gender disparity in elementary school enrollment, with females being more likely to participate than males.

As studied by Johnson and Brown (2020) in a different region reported a similar trend, where female students were over represented in elementary schools compared to males. The authors attributed this discrepancy to various factors, including societal and cultural norms, differences in academic performance, and career aspirations. These findings highlight the multifaceted nature of gender distribution in elementary schools, which may vary across different regions and contexts.

The gender gap in elementary school enrollment has implications for educational policies and practices. Further investigation is needed to identify the underlying reasons for the unequal representation of males and females and develop strategies to promote gender equity in elementary school enrollment. Future research could explore factors such as societal expectations, gender roles, and career aspirations that may influence the decision-making process of males and females in selecting elementary education. Qualitative research methods, such as interviews and focus groups, could provide deeper insights into the experiences and perspectives of male and female students in senior high schools.

Table 3. *Frequency and Percentage Distribution of the Respondents According to School*

School	Frequency	Percentage (%)	Rank
Gumaca East Elementary	24	30	2
Gumaca West Elementary	35	44	1
Plaza Rizal Elementary	21	26	3
Total	80	100	

As gleaned in table 3, illustrates the frequency and percentage distribution of respondents based on their school, indicating that the majority of elementary participants belong to Gumaca West Elementary School, accounting for 44%. Meanwhile, 24% belong to Gumaca East Elementary School, implying that there are fewer elementary respondents in Plaza Rizal Elementary School than Gumaca West Elementary School and Gumaca East Elementary School respondents.

Table 4. *Respondents assessment on the Child Friendly School and their Impacts to Selected Learners in terms of Learning Engagement*

Indicators *Child friendly school…*	Mean	Verbal Interpretation	Rank
1. inclines to retain and comprehend the knowledge that I acquire.	4.28	Strongly Agree	4
2. fosters a love for learning thru interactive teaching methods.	4.33	Strongly Agree	3
3. enhances my motivation, participation, and overall academic performance.	4.17	Strongly Agree	5
4. empowers myself to approach learning with a broader and more independent perspective	4.37	Strongly Agree	2
5. provides as with an experience enriched by a supportive environment that we needs.	4.38	Strongly Agree	1
Grand Mean	4.31	Strongly Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

As stated in table 4, that the child friendly school and their impacts to selected learners in Gumaca, Quezon, the high gain of mean is indicator number 5, provides as with an experience enriched by a supportive environment that we needs with the average of 4.38 Strongly Agree. The lowest mean is indicator number 3, enhances my motivation, participation, and overall academic performance with the average of 4.17 Agree.

"Preparing Children for Success in School and Life" provides a wealth of examples of successful tactics being used, based on the most recent findings on human development. Written by a nationally renowned education specialist, this book answers a kid's natural curiosity and ensures that every youngster has the best chance of succeeding. (Marcia, 2022).

Table 5. *Respondents assessment on the Child Friendly School and their Impacts to Selected Learners in terms of Inclusive Practices*

Indicators *Child friendly school…*	Mean	Verbal Interpretation	Rank
1. provides as equal opportunities for all of us.	4.58	Strongly Agree	1
2. accepts us regardless of our ability or upbringing.	4.16	Agree	5
3. creates and strengthens our comprehensive approach to inclusive education.	4.36	Strongly Agree	3
4. helps us appreciate and understand differences among our peers, fostering tolerance and respect.	4.4	Strongly Agree	2
5. creates a supportive and caring environment that contributes to our psycho social well-being.	4.28	Strongly Agree	4
Grand Mean	4.36	Strongly Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

As shown in table 5, that the child friendly school and their impacts to selected learners in Gumaca, Quezon, the high gain of mean is indicator number 1, provides as equal opportunities for all of us, with the average of 4.58 Strongly Agree. The lowest mean is indicator number 5, accepts us regardless of our ability or upbringing, with the average of 4.16 Agree.

In their 2016 study "A Longitudinal Study of Seven Years: Inclusive Education in Finland," Karrmar, Vaurio-Vallerand, and Rakalskaya found that encouraging inclusivity in schools can have a positive impact on immigrant children's academic performance. This indicates that they are placed as closely as possible with their peers who do not have disabilities, with general education being the first option for all pupils (Alquraini & Gut, 2012).

Table 6. *Respondents assessment on the Child Friendly School and their Impacts to Selected Learners in terms of Positive Social Skills*

Indicators *Child friendly school…*	Mean	Verbal Interpretation	Rank
develops my verbal and non-verbal communication skills.	4.28	Strongly Agree	4
creates an empathy, understanding of our perspective and feelings to others.	4.3	Agree	3
helps manage disagreement constructively, which is a valuable of my social skills.	4.27	Strongly Agree	5
encourages us the use of constructive social skills to collaborate on tasks, exchange ideas, and build a sense of teamwork.	4.41	Strongly Agree	2
contributes to the development of positive social influence and teamwork.	4.52	Strongly Agree	1
Grand Mean	4.36	Strongly Agree	

Legend; Strongly Disagree (1.00-1.80), Disagree (1.81-2.60), Fairly Agree (2.61-3.40), Agree (3.41-4.20), Strongly Agree (4.21-5.00)

As presented in table 5, that the child friendly school and their impacts to selected learners in Gumaca, Quezon, the high gain of mean is indicator number 1, contributes to the development of positive social influence and teamwork, with the average of 4.52 Strongly

Agree. The lowest mean is indicator number 5, develops my verbal and non-verbal communication skills, with the average of 4.27 Strongly Agree.

Heydarnejad et al. (2022) assert that the kinds of assessment tasks have an impact on learners' learning processes and overall well-being. For a very long time, educators have been looking for quick and easy ways to evaluate students.

Positive social skills are a set of behaviors that people exhibit when interacting with others.These behaviors include effectively expressing their feelings, attitudes, wants, ideas, or rights as well as acknowledging and appreciating the equivalent behaviors of others. These abilities include cooperation, empathy, assertiveness, and self-control. Leah Wilfreda E. Pilongo, Maribeth Dusal-Alpuerto, and Frederich Paroginog (2018).

Table 7. *Summary Table on the Child Friendly School and their Impacts to Selected Learners*

Impact Of Using Gadgets As Tools For Learning	Average Mean	Verbal Interpretation	Rank
learning engagement	4.31	strongly agree	2
inclusive practices	4.36	strongly agree	1.5

As presented in table 7, child friendly school and their impacts to selected learners by providing the average mean and corresponding verbal interpretation for three variables: learning engagement, inclusive practices, positive social skills. The mean for learning engagement was 4.31, indicating agreement, while the mean for Inclusive Practices was 4.36 and the mean for Positive Social Schools was 4.36. These results suggested that the child friendly school has the greatest impact on improving students' knowledge compared to their performance and engagement in class discussion.

Table 8. *Significant difference in the perception "Child-friendly schools and their impacts as perceived by the learners when respondents are grouped according to age*

Groups	N	Median	df	P - value	Significant Level	Decision	Remarks
11 years old	13	4.40	1	0.01634	0.05	Reject	Significant
12 years old	67	4.40					Null

H 5.76575

As stated data in Table 8, highlights a significant difference in perceptions when respondents are grouped by age. The p-value of 0.01634, which falls below the conventional significance level of 0.05, suggests that the observed differences are unlikely to occur by chance alone. Consequently, the null hypothesis, which suggests no variation in perceptions between the age groups, is rejected.

Furthermore, the test statistic (H) of 5.76575 provides additional support for this decision, indicating a statistically significant variance in perceptions between the two groups. This analysis underscores the importance of age as a factor in the perception of child-friendly educational environments.

In alignment with these findings, a study conducted by Haikkola, Pacilli, Horelli, and Prezza (2007) on the dimensions of child-friendly environments revealed variations across different countries and age groups. Notably, data collected from 12-year-olds in Finland and Italy contributed to our understanding of these variation

Table 9. *Significant difference in the perception "Child-friendly schools and their impacts as perceived by the learners when respondents are grouped according to sex*

Groups	N	Median	df	P - value	Significant Level	Decision	Remarks
Male	38	4.40	1	0.35733	0.05	Fail to reject	Not Significant
Female	42	4.40					

H-value 0.84726

As shown in the statistical analysis, indicates a comprehensive approach to understanding perceptions of child-friendly schools. The p-value (0.35733), although higher than the conventional significance level, suggests that the observed difference in perceptions could reasonably occur by chance. This leads to the decision to fail to reject the null hypothesis, implying no significant difference in perceptions between genders. The H-value (0.84726), while not strong enough to counter the null hypothesis, completes the statistical picture, providing a measure for the test statistic. Overall, the findings provide valuable insights into the gender dynamics of perceptions towards child-friendly schools, highlighting the importance of inclusive educational environments.

In the study of Caramoan (2024) reveals the complex relationship between gender norms and cultural practices within CFSs, and the challenges of promoting gender equality in diverse cultural contexts.

As presented in Table 10, indicates a significant difference in the perception of child-friendly schools and their impacts as perceived by learners from different schools. The Kruskal-Wallis H test, a non-parametric method for testing equality of population medians among groups, shows a high H value of 24.632, suggesting a strong difference between the groups. Specifically, the p-value of

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0.0000045 is well below the significance level of 0.05, leading to the rejection of the null hypothesis. This implies that the perception of child-friendly schools' impact varies significantly among the learners when grouped by school.

Table 10. *Significant difference in the perception "Child-friendly schools" and their impacts as perceived by the learners when respondents are grouped according to school*

Groups	N	Median	df	P - value	Significant Level	Decision	Remarks
Gumaca East Elem...	24	4.40	2	0.0000045	0.05	Reject Null	Significant
Gumaca West Elem...	35	4.00					
Plaza Rizal Elem...	21	4.50					

H-value   24.632

In line with this, the study of Fitriani et al. (2021) highlighted that school tremendously impacts an individual's life. However, it is important to note that the impact of school experiences on children can vary depending on the school environment.

Conclusions

Based on the findings, the following conclusions are derived:

Most of the respondents are female.

The researcher concluded that the learners-respondents are feel valued, supported, and included, leading to increased self-esteem and confidence among learners.

The learner-respondents contributes to positive social and emotional development among students as perceived learners is Strongly Agree.

The demographic factors have no significant influences on learner's perception of child friendly school. the perception of the respondents when grouped according to profile does not vary.

As a result of the study, the researcher would like to recommend the following

To the School Administrators, they may provide different intervention strategies to learners to be more engaged as child friendly school.

To the Parents, they may continue to guide their children on how to collaborate from their peers.

To the Teachers, be more knowledgeable about the students' circumstances and adaptability.

To the Learners, this would give them knowledge about child friendly school and their impacts to selected learners in Gumaca, Quezon.

To the Future Researchers, the findings of this study will provide a helpful information for future research into the child friendly school and their impacts to selected learners.

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