

The Goals of a Child-Friendly School and the Psycho-Social Environment of the Learners in Public Secondary Schools in the Division of Butuan City, Philippines

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ABSTRACT

This study sought to determine the goals of a child-friendly school and the psycho-social environment of the learners in public secondary schools in the Butuan City division Philippines. A mixed-method of quantitative and qualitative research was used in the study with questionnaire as the tool to describe the goals of a child friendly school and the psycho-social environment of the learners. A focus group discussion (FGD), in-depth interview and Delphi technique were used to determine the facilitating and hindering factors. The findings revealed that the goals of child-friendly school have high sustainability of advocacy in the implementation among schools. The psycho-social environment of the learners manifested a satisfactory status which meant that majority of the students were satisfactory equipped in their learning environment. The facilitating factors were the support and active participation of the principal, teachers, students and the community. The hindering factors were the financial, assigned person to manage child-friendly school activities, teachers' attitude, students' lacking awareness and lacking of facilities. A designed model was made for the sustainable implementation in the advocacy of the goals of child-friendly school and psycho-social environment of

the learners. The results of the study can be utilized to have sustainable implementation of child-friendly school.

KEY WORDS

Goals, Child-friendly School, Psycho-social Environment, Learners, Secondary Schools, Mixed-method, Philippines

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 just their right to be educated (SIP, 2015). A child-friendly school ensures every child has an environment that is physically safe, emotionally secure and psychologically enabling. The psychosocial learning environment covers psychological and social factors that have consequences for satisfaction, health and ability to perform at learning places (Wright, Mannathoko, & Pasic, 2009). Therefore, this research tries to assess the advocacy of teachers and students on the goals of a child-friendly school and the manifestation of a psycho-social environment of the learners.

According to United Nations International Children's Emergency Fund (UNICEF, 2009), the Philippines made significant strides in all aspects of its child-friendly school. Most teachers supported the use of interactive teaching methods. Over 90 percent of students said that students were encouraged to participate in class and work together during class. Nearly all students found that what they were learning was interesting and was what they needed to know in life. Classroom observations also suggested that teachers were using child-centered teaching techniques, were organized, and were interacting with students respectfully and positively.

As stated by De Vera, the Chief of Education at UNICEF Philippines on the article of Brown (2009), a child-friendly school is about engaging the school and community in promoting a more holistic approach to child rights and well-being. In a child-friendly school, teachers also set up a student tracking system, looking at things like academic performance, children's health, and family background, to identify students who are faltering or at risk of dropping out.

UNICEF's work is based on upholding children's rights, including the right to an education. In the Philippines, UNICEF is supporting the Department of Education in setting up a network of Child-Friendly Schools, which has so far reached over 5,000 schools across the country. The scheme is targeted at the most disadvantaged areas and aims to promote child-centered teaching, children's health and non-discriminatory, protective practices. It also seeks to enhance the participation of children, parents and community members in school improvement initiatives (Brown, 2009).

In the Philippines, the child-friendly school system established a network of child-friendly models in 5,300 primary schools and 61 high schools nationwide in 24 focus areas located in the three main islands of Luzon, Visayas, and Mindanao. It improved community-school partnerships to advance child rights (UNICEF, 2008).

A child-friendly school is present and implemented in the educational status quo in the division of Butuan City. There has been a search for most child-friendly school yet according to the Division Child-friendly school Coordinator, there are only few schools who expressed their willingness to join the contest even though it is compulsory. The researcher aimed to conduct a study about child-friendly school in observance that there are congested classrooms, reported misbehavior of students such as in gangs, teacher's negative issues against the students and community-school problems.

According to United Nations Educational, Scientific and Cultural Education (UNESCO) (2001), the psycho-social environment relates to social and mental conditions which affect education and health. This incorporates the cultural norms and expectations regarding food and eating patterns as expressed by friends, parents and school personnel. UNESCO (2001) added that the psychosocial environment refers to the interpersonal relationships in the school, the social environment and how the students and the staff interact with each other.

A child-friendly school is a school where the staffs are friendly to children, and the health and safety needs of the children are adequately met. The school is also community-based, recognizes and promotes the rights of all children irrespective of gender, religious and ethnic differences, family status, physical and mental abilities disabilities (UNESCO 2001).

According to Cohen, et al., (2009), a positive psycho-social context helps to create the conducive environment for effective teaching and learning. Positive student and teacher relationships can impact student's motivation, academic achievement, attendance, and improve teacher retention. Positive student and teacher relationships are associated with successful adjustment to primary school and teacher's empathy, and warmth is associated with positive outcomes for secondary students (Durlak et al. 2011).

Positive school relationships can be developed when teachers and administrators work together to develop and design school objectives and policies and when there is a democratic approach to teaching and managing classroom behaviors. Relationships can be mediated through social and emotional activities while ongoing monitoring and evaluation of school climate can be captured through evidence-based measures (Robertson, 2014).

The researcher aims to measure the psycho-social environment of the students in observance the factors in school such as students' behavior, teachers teaching and discipline style and parents and community involvement in school. As advocates aligned to the researcher aims, a quality learning environment which promotes the high-quality teaching of relevant knowledge and skills through instruction that is adapted to meet students' need, and that encourages children's active engagement.

Given the preceding premises, the researcher was encouraged to conduct a study about the goals of a child-friendly school and the psycho-social environment of the learners in public secondary schools in the division of Butuan City.

FRAMEWORK

This study is anchored on the child-friendly school framework of Lacrampe (2017). There were numerous international aid organizations and national governments focused their attention on enhancing the quality of education while still paying attention to increased educational access. One such global initiative is the Child-Friendly Schools framework which initially emerged as an extension of basic health care interventions in homes and schools.

Accordingly, UNICEF's comprehensive CFS approach puts special emphasis on school environments overall as a basis for quality learning. These need to consist of key social factors such as non-discrimination and inclusivity, safety, awareness of and respect for children's rights, interactive child-centered pedagogy, the promotion of children's participation in classroom activities and in school administrative processes, and the establishment of strong school-community connections (UNICEF, 2009).

In principle, all programs recognize these five dimensions as necessary and mutually reinforcing conditions of CFS success. A school is child-friendly where all of the elements are addressed, and the ability to be child-friendly on each dimension is enhanced by action on the others (UNICEF, 2008).

Furthermore, in assessing a child-friendly school should aspire for the seven (7) goals: encourage children's participation in school and community; enhance children's health and well-being; guarantee safe and protective spaces for children; encourage enrolment and completion; ensure children's high academic achievement and success; raise teacher's morale and motivation and mobilize community support for education (SIP, 2015).

The Psycho-social environment concept is from on Skevington, Birdthistle and Jones (2003), "Creating an Environment for Emotional and Social Well-Being: An important responsibility of a Health-Promoting and Child-Friendly School." The World Health Organization built up this archive and it's going with Psycho-social Environment (PSE) Profile to help school representatives, understudies and guardians make a constructive psycho-social atmosphere in their school as a way to enhance school quality and the psychological and physical prosperity of youngsters.

A research conducted by Skevington, Birdthistle, & Jones (2003) on work and home situations demonstrated that there can be a solid connection between social settings and short and long-haul passionate prosperity. Considering how much time most youngsters spend at school, psycho-social measurements of schools have started the enthusiasm of a developing number of specialists worried about school adequacy and the enthusiastic prosperity of youngsters.

The Psycho-social Environment (PSE) Profile is designed to help school personnel assess qualities of the school environment that support social and emotional well-being. It is intended to help school staff, students and parents recognize and sustain those aspects of the school environment that support social and emotional well-being and take action to improve those aspects that do not.

Research on school effectiveness and the emotional well-being of children and young people has shown the importance of a positive psychosocial school environment on students' behavior, mental health and well-being, and learning outcomes. Recognizing that experiences in school provide the groundwork for students' mental health for the rest of their lives, CFS aims to improve the psychosocial development of children by providing a safe and protective learning environment including situations associated with school-like playtime, after-school activities, and travel between school and home (UNICEF, 2006).

The PSE Profile asks questions about schools that are grouped into seven "quality areas," each of which can be scored separately in order to identify particular areas of friendliness or unfriendliness: providing a friendly, rewarding, and supportive atmosphere; supporting cooperation and active learning; forbidding physical punishment and violence; not tolerating bullying, harassment, and discrimination; valuing the development of creative activities; connecting school and home life through involving parents and promoting equal opportunities and participation in decision-making (Skevington, Birdthistle, & Jones, 2003).

OBJECTIVES OF THE STUDY

The study pursued to determine the following objectives: (1) as perceived by teachers, to what extent the advocacy of the goals of their child-friendly school in terms of encourage students' participation in school and community, enhance students' health and well-being, guarantee safe and protective spaces for students', encourage enrolment and completion, ensure students' high academic achievement and success, raise teacher's morale and motivation and mobilize community support for education; (2) as perceived by students, to what extent the manifestation of the learners' psychosocial environment in terms of providing a friendly, rewarding, and supportive atmosphere, supporting cooperation and active learning, forbidding physical punishment and violence, not tolerating bullying, harassment, and discrimination, Valuing the development of creative activities, connecting school and home life through involving parents; and promoting equal opportunities and participation in decision-making; (3) to determine the facilitating and hindering factors in the implementation of the CFS program as perceived by principals, teachers, and students.

METHODOLOGY

Research Design

The study used a mixed method of quantitative and qualitative research. A questionnaire was utilized to determine the goals of a child friendly school and the psychosocial environment of the learners in public secondary schools in the division of Butuan City. A focus group discussion (FGD), in-depth interview and Delphi technique were conducted to define the facilitating and hindering factors in the implementation of the CFS program as perceived by principals, teachers, and students.

Research Locale

The twelve (12) empowered secondary schools of the division of Butuan City was the subject of the study, mainly: Agusan National High School in A.D. Curato St., Butuan City, Agusan Pequeño National High School in Agusan Pequeño, Butuan City, Amparo National High School in Amparo, Butuan City , Banza National High School in Banza, Butuan City, Butuan City Comprehensive High School in Dulag, Butuan City, Butuan City School of Arts and Trade in J. Rosales Avenue, Butuan City, Libertad National High School in Libertad, Butuan City , Los Angeles National High School in Los Angeles, Butuan City, Lumbocan National High School in Lumbocan, Butuan City, San Vicente, National High School in San Vicente, Butuan City, Taligaman National High School and Tungao National High School in Tungao, Butuan City

The Respondents/ Sampling Procedure

To determine the goals of child-friendly school system and the psycho-social environment of the learners among public secondary schools in the division of Butuan City, the researcher identified the 12 public empowered secondary schools. Using the Slovin's formula, the respondents were the 242 teachers who have advisory classes and 1,210 students who were officially enrolled in Grade 7 to Grade 10.

Research Instrument

The study used a standardized questionnaire for Child-friendly School and the Psycho-social Environment (PSE) Profile of the learners.

The Child-friendly school questionnaire is a tool that allows teachers to assess individually and collectively their progress towards establishing a total learning environment that will help children become their best by acquiring the basic competencies and the proper physical, mental and emotional constitution that will help equip them throughout life. This tool is based on The School Improvement Plan Guidebook (2015) of the department of education which is used in the conduct and assessment of the most child-friendly school program and the best implementer of child-friendly school system.

A child-friendly school aspire for seven (7) goals: (1) encourage children's participation in school and community, (2) enhance children's health and well-being,

(3) guarantee safe and protective spaces for children, (4) encourage enrolment and completion, (5) ensure children's high academic achievement and success, (6) raise teacher's morale and motivation and (7) mobilize community support for education.

The items and information contained in the PSE Profile Questionnaire were derived in large part from a systematic review of evidence from more than 650 research articles in the international literature (Skevington & Puitandy, 2000) and the original Profile that was reviewed by schools in 20 countries worldwide (Skevington & Puitandy, 2002). The PSE Profile questionnaire is used to assess the following seven (7) "quality areas", each representing an important element of a healthy psycho-social environment at school: (1) Providing a friendly, rewarding and supportive atmosphere; (2) Supporting cooperation and active learning; (3) Forbidding physical punishment and violence; (4) Not tolerating bullying, harassment and discrimination; (5) Valuing the development of creative activities; (6) Connecting school and home life through involving parents; and (7) Promoting equal opportunities and participation in decision-making.

In the focus group discussion, the researcher asked the following questions: (1) If people outside ask why your school is called child-friendly school, what will you tell them? (2) What have been implemented as projects and activities conducted by child-friendly school? (3) What is the facilitating and hindering factors in the implementation of child-friendly school? (4) What are the positive gains of child-friendly school? (5) What can be improved in the child-friendly school structured? (6) When you hear the term psycho-social environment, what comes to your mind? (7) How does the school being child-friendly school affect the psycho-social environment? In what way? (8) Do you think there is an effect of child-friendly school to the psycho-social environment? In what way?

In the in-depth interview, these questions were asked to follow-up the answers: (1) What do you think is the best way to promote a Child-friendly school? (2) What are school activities that focuses on Child-friendly school? (3) What have you observed in the discipline style of the teachers in a child-friendly school? (4) What is the positive effect of a child-friendly school to the psycho-social behavior of the learners? (5) What is the negative setback brought by a child-friendly school?

In Delphi technique, these questions were asked: (1) What tool is used to assess a child-friendly school? What are the best practices anchored to child-friendly school? (3) What have you observed in the psycho-social environment of the students in a child-friendly school?

Data Gathering Procedure

The researcher went to the Division Office to submit a letter asking permission from Schools Division Superintendent to conduct her study. After the letter was approved, the researcher decided to visit and conduct a study to the 12 empowered public secondary schools in the division of Butuan City.

Then, copies of the questionnaire were distributed and administered by the researcher with the assistance of the school heads. The researcher gave an orientation before letting the respondents answer. The group of teachers were facilitated first to accomplish the child-friendly school survey and followed by the group of students who answered the psycho-social environment profile. The respondents were asked to read and understand the statements carefully and response with it honestly. Afterwards, questionnaires were retrieved and processed for appropriate analysis and interpretation.

When the statistics result was finished on child-friendly school and psycho-social environment, the researcher visited three (3) schools for the conduction of focus group discussion (FGD) and in-depth interview. The following questions were asked to the respondents. (1) If people outside ask why your school is called child-friendly school, what will you tell them? (2) What have been implemented as projects and activities conducted by child-friendly school? (3) What is the facilitating and hindering factors in the implementation of child-friendly school? (4) What are the positive gains of child-friendly school? (5) What can be improved in the child-friendly school structured? (6) When you hear the term psycho-social environment, what comes to your mind? (7) How does the school being child-friendly school affect the psycho-social environment? In what way? (8) Do you think there is an effect of child-friendly school to the psycho-social environment? In what way?

Lastly, the researcher interviewed the school heads, child-friendly school coordinator and supervisors of the division of Butuan City for the conduction of Delphi technique to gather further important data.

Ethical Considerations

This study utilized human participation and assessed their advocacy on the goals of child-friendly school and the psycho-social environment of the learners which the researcher encountered and identified certain issues. The consideration of these issues is necessary for the purpose of protecting the privacy as well as the security of the participants. These issues were identified to prevent problems to occur during the conduct of the study. Among the significant issues addressed were informed consent, confidentiality and data protection of the participants.

In the conduct of the study, the questions in the interview were drafted in very clear and concise manner to prevent conflicts among respondents. The researcher assured that there is no offensive, discriminatory, or other unacceptable language in the formulation of questionnaire, interview and focus group questions. People who participated in this research were given an ample time to answer and respond to the questions presented on them to avoid errors and inaccuracies in their answer. The respondents were given a waiver regarding on their confidentiality of their identity and the information that they do not want to disclose. The respondents' cooperation was eagerly sought after, and they were assured that the data gathered from them would be treated with outmost

confidence. This was done with the hope that this would promote trust and respect between the researcher and the respondents.

Statistical Treatment

The following statistical tool was used in the analysis and interpretation of gathered data.

Mean. This was used to determine the goals of child-friendly school specifically to answer the extent of advocacy of the goals in a child-friendly school and the extent of manifestation in a psycho-social environment of the learners.

RESULTS AND DISCUSSION

Table 1. The Goals of the Child-friendly School

Indicators	Mean	Qualitative Description
Encouraging students' participation in school and community	3.24	High
Enhancing students' health and well-being	2.88	High
Guaranteeing safe and protective spaces for students	3.06	High
Encourage enrolment and completion	3.17	High
Ensuring students' high academic achievement and success	3.36	Very High
Raising teachers' morale and motivation	3.23	High
Mobilizing community support for education	3.16	High
Overall	3.16	High

Note: Means falling within 1.00-1.74: Not at all true, 1.75-2.49: A little bit true, 2.50-3.24: Mostly true, 3.25-4.00: Very true

Table 1 reveals that there is a very high extent of advocacy on the indicator about the school ensures students' high academic achievement and success with a mean of 3.36 and majority of the empowered secondary schools of the division of Butuan City implements a high sustainability of child-friendly school. It showed that in the goals of child-friendly school the schools with 3.16 mean have high sustainability of implementation.

Teacher L mentioned *a child-friendly school is a performing school. The students are globally competitive can be a good and better leader of the society. God-fearing students who show love to every action and also a quality learning can be gain from a child-friendly school.*

According to Cohen, et. al. (2009), various school characteristics and practices and the school atmosphere in general were related to academic behaviors, attitudes, and achievement. There were generally high levels of achievement at the school when

students were identified with its norms and goals. The school environment was pleasant, and the school staff was positively disposed toward students, there were numerous shared activities between staff and students; and there were broadly shared student positions of responsibility in the school. All three of these conditions are central aspects of community in school.

Teacher motivation is one of the factors that affect the realization of the teaching objectives, motivation and academic achievement of student. Moreover, teacher motivation has more effect on the academic achievement of the students. It was found out that school principals express a high morale and motivation for their teachers in high performer countries (Abazaoğlu & Aztekin ,2016).

Student Q reveals that *schools have security guard to secure and protect the premises of the school. Even though there are issues about the attitude of security guard towards the student but still security guard help the school in disciplining the students and safe guarding the school.*

Teacher A said that, *schools have sponsors from the private sector in their feeding program. They fed students who belonged to the severely wasted. Feeding programs help student to be physically and emotionally healthy.*

In the Philippines, the government has developed feeding programs to reduce hunger, to aid in the development of children, to improve nutritional status and to promoting good health, as well as to reduce inequities by encouraging families to send their children to school given the incentive of being provided school feeding (Albert, 2015).

Table 2. The manifestation of the learners’ psychosocial environment

Indicators	Mean	Qualitative Description
Providing a friendly, rewarding and supportive atmosphere	3.19	Satisfactory
Supporting cooperation and active learning	3.17	Satisfactory
Forbidding physical punishment and violence	3.16	Satisfactory
Not tolerating bullying, harassment and discrimination	3.12	Satisfactory
Valuing the development of creative activities.	3.09	Satisfactory
Connecting school and home life through involving parents	3.20	Satisfactory
Promoting equal opportunities and participation in decision-making.	3.19	Satisfactory
Overall	3.16	Satisfactory

Note: Means falling within 1.00-1.74: Not at all true, 1.75-2.49: A little bit true, 2.50-3.24: Mostly true, 3.25-4.00: Very true

There is a satisfactory manifestation of psycho-social environment in the seven (7) quality areas. It shows with 3.16 over-all mean satisfactory status of learners. *The psycho-social environment can enhance social and emotional well-being of learner. It is the environment where a student should feel comfortable in the learning process. Every student should feel that they do belong in this kind of atmosphere Furthermore, it means a school environment that focuses on learner cooperative and active participation. Also, it supports, connects, promotes, and especially advocates the social, physical, mental, and emotional ability of a student,* according to Teacher L.

Furthermore, the indicator which states that teachers organize students for group activities so that they can work together and teachers are seen to be co-operating with each other was supported by the research of Rimm-Kaufman and Sandilos (2011). It is stated that improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships (Rimm-Kaufman & Sandilos, 2011).

"We implemented symposium for anti-bullying helps the students to give more respect to each other", stated Teacher B (Focus group discussion, Appendix F).

Furthermore, verbal bullying was the common experience than physical one. Feeling good in themselves, peer pressure and home life were the factors of bullying. Classroom is the common place where this happened and most of them experienced it just once, others 2-4 times in the entire stay in school while some do not take this act as bullying. Counseling is more preferred option as sanction to be given to those who bully (Paragas & Paragas ,2016).

In addition, House Bill 5496, the Anti-Bullying Act of 2012, seeks to promote greater awareness of the impact of bullying and how it can be prevented requires that anti-bullying policies be included in the school's student and employee handbook; details of the policies should be posted in school websites and school walls; schools shall submit their anti-bullying policies to the Department of Education (DepEd) within six months upon effectivity of the law. Bullying incidents in schools must be reported to the division superintendents, who in turn shall report to the Education Secretary; and the DepEd must submit a report on bullying incidents to the appropriate congressional committee and impose sanctions on school administrators who don't implement anti-bullying policies.

In addition, parent involvement in school is associated with more positive academic performance and social competence in children (Kohl, Lengua & McMahan, 2000). The influence of parental involvement overall is significant for secondary school children. Parental involvement as a whole affect all the academic variables of the children. Parents are vital partners in their children's education. Study after study showed that parental involvement is a major factor in a child's academic success.

The facilitating and hindering factors in the implementation of the CFS program as perceived by principals, teachers, and students. Teacher K mentioned that *“Facilitating factors are promoting the sense of bayanihan in the community which involves the Brgy. Officials, parents, and other stakeholders. Providing facilities to let the students explore and discover things through learning by doing and supporting students whenever there comes a contest that promotes and develops confidence in their self”*.

Likewise, *“The facilitating factors that makes the child-friendly school prosper is the support of the different stakeholders of the school, especially the teachers and parents “as revealed by the teachers.*

On the other hand, one hindering factor that was stated by Teacher A is that” No, *Coordinator of child-friendly school to become prime mover of the activities. There is also an overlapping activity given by the higher office to the division office down to the district and putting it all in school that makes teachers busy, our activity such as interest day will not be sustain which is supposedly good as sustainability of the child-friendly school.*

In addition, *“the financial matter in considered as hindering factor in the implementation of child-friendly school because programs and activities to support the CFS needs funding in order to realized”* Teacher J stated. Teacher B added that, *“Incomplete facilities of school are one of the hindrances”*.

Moreover, *“the attitude of some teachers which is not so friendly can also hinders the students to grow. Teachers also who do not show a good example in their daily actions who supposed to be the model.”*, a teacher L shared.

Teacher J revealed that *“Too much emphasis on the children’s rights is somehow a loophole in the implementation of child-friendly school. In some points, it inculcating the laziness and tardiness of the learners, especially to the less performing students because in the child-friendly school, teachers should absorb all the considerations for the students to uplift their performance in school”*.

Additionally, Student C mentioned that, *“The factor that hinders the child friendly school is the lacking of budget.”* Student M said that, *“The hindering factor is the trouble where students are mostly involved. The students who are hard headed and doesn’t want to obey the school rules. Some students are poor when it comes to participation.*

Student L revealed that, *“The hindering factors are the students who doesn’t truly understand the true meaning of child-friendly school. Also, lack of cooperation and awareness to students and teachers also contribute to the problem”*.

Nevertheless, Student N shared that, *“In terms of support, our teachers, principal and parents are full support in our activities that makes our school child-friendly.”* This is one facilitating factor mentioned by a student during focus group discussion.

“We have guard in our school that protect us.” said by Student K on safety and protectiveness they felt in the school.

Principal G mentioned that the incomplete facilities of school is the hindrance of the full implementation of child-friendly school. Nevertheless, there are still construction of building going-on to solve the problems in school facilities. Likewise,

the limited space of students' interactive activity especially school situated in the city is another hindering factor.

As revealed by Coordinator P, *"the enrolment increases if the school is child-friendly. There is an anti-bullying component of child-friendly school that makes student encourage to go to school"*.

CONCLUSIONS

Based on the findings of the study, the following conclusions are given.

1. The empowered secondary school of the division of Butuan City sustains a high advocacy in the implementation of child-friendly school. The school applies the goals of child-friendly school specifically on ensuring student's high academic achievement and success which illustrated a very high advocacy. This is evidently practiced by the school through conducting contests in school activities and joining competitions out campus.

2. The students in the empowered secondary school manifest a satisfactory status towards in their psycho-social learning environment. School principals, teachers, parents and families, community institutions such as local barangay council, need to strengthen their support to each other in enhancing and establishing a conducive and child-friendly learning environment. Thus, a school improvement plan must be addressed to elevate the demonstrated status of the psycho-social environment of the learners to achieve its very satisfactory level.

3. The negative factors affecting the implementation of child-friendly school signifies that there is a need to improve the program, revisit the goals and reinforce its facilitating and best practices. A child-friendly school model was crafted by the researcher to address the negative factors and have a sustainable advocacy of the goals of child-friendly school and an improvement on the psycho-social environment of the learners.

RECOMMENDATIONS

Based on the conclusions drawn, the following recommendations are offered.

1. The Department of Education officials, a child-friendly school model can be distributed to the different divisions so that it may serve as a guide in the implementation of the goals of child-friendly school. It can also be utilized during the conduct of the search for most child-friendly school. The psycho-social environment of the students must be addressed through conducting school activities that focuses on their active participation. The Department of Education may produce a DepEd Memorandum that states a particular month conducting the different activities related to child-friendly school.

2. The school heads may conduct evaluation through assessing the goals of child-friendly school using survey questionnaire or the child-friendly school checklist to

measure the implementation status on the child-friendly school program in the school. The psycho-social environment of the learners must be maintained interactively that students' well-being is given much attention. More strengthen activities that will enrich teachers' and students' welfare for better and progressive educational setting.

3. The teachers may plan out interactive and productive learning activities to the students such as related in sports and journalism. They may submit their plans to their school head so that it will be included in the school improvement plan (SIP) and annual implementation plan (AIP) and be funded properly. Teachers may have an activity such as an open forum in class, or may prepare a suggestion box, voice out box or opinion box to the students so that they can understand the different situations the students indulge in their psycho-social environment. The strengthening of Child-Protection Policy (CPP) that is anchored to Child-Friendly School for students' awareness and welfare is recommended.

4. The students must be aware of the facilitating and hindering factors brought about by the child-friendly school. They must be given seminars such as symposium on the goals of child-friendly school so that they can help the school, the staff and the teachers, in sustaining its implementation.

5. The parents must visit the school so that they can assess and perceive if the school provides a child-friendly environment to their students. They should also strengthen the activities such as Responsible Parenthood and a quarterly Parent Day for active participation of the community.

6. Future researchers may conduct a study on the implementation of the Child-Protection Policy (CPP) of the school that is anchored on a child-friendly school system. They may also search the different determinants affecting the psycho-social environment of the learners.

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