

Child-Friendly School (CFS) Environment, Students' Behavior and Performance of Public High Schools in Sultan Kudarat

Yiasser P. Abubakar, MAT

Esperanza National High School, Esperanza, Sultan Kudarat, Region XII, Philippines.

ABSTRACT: The development of a nation depends much on the young ones; thus the education of the children is of utmost importance. Child-Friendly School (CFS) means that school puts an extra effort on the holistic development of children regardless of their backgrounds and abilities. This study was conducted to determine the impact of Child-Friendly School (CFS) on students' behavior and school performance. Survey questionnaire was employed to gather necessary data from randomly selected students, teachers, parents and school administrators of public high schools in Sultan Kudarat. Weighted mean and Pearson's r were used to provide good analysis and interpretation of data. Findings revealed that Child-Friendly School (CFS) environment was well implemented, teachers' capability building was assessed well implemented also, students' behavior was perceived to be poor and school performance was very satisfactory. It was also found out that the very loose implementation of CFS environment has a negative effect on students' behavior. Yet, it definitely tends to increase school performance. Hence, schools should organize forums to create community higher awareness on the importance of quality education to learners and to explain the advantages of child-friendly environment and their impact on the community as a whole. It is also recommended that DepED top officials should revisit the provisions of Child-Friendly School System (CFSS) to have effective implementation of CFS environment and to retain students' good behavior towards teachers, studies and school.

Keywords: Child-Friendly School, Behavior and Performance

INTRODUCTION

Background of the Study

The development of a nation depends much on the young ones; therefore the education of the children is of utmost importance. All over the world, schools are obligated to provide child-friendly programs and formulate important mechanisms towards the best interest and protection of the child. The challenge to provide quality education despite limited resources by the school administrators in order to ensure the best results is an international issue bugging the education sector globally (Luminda, 2018).

The Department of Education (DepEd), Department of Social Welfare and Development (DSWD), United Nations Children's Emergency Fund (UNICEF) and other minor agencies collaboratively work for the effective implementation of Child-Friendly School System (CFSS) in connection with the protection of children in school. One of the ultimate goals of CFSS is to ensure a healthy, hygienic, safe and protective learning environment, with adequate water and sanitation facilities, healthy policies, and practices and enough sports equipment for physical activities (DepEd Order No. 40, s. 2012).

The report of Child Help Organization (CHO) as reiterated by Leiker (2015) revealed that United States is one of the worst records among industrialized nations on child abuse in school setting with an average of 4 to 7 children everyday being abused and neglected by teachers, classmates and other people. In the Philippines, Department of Education (2016)

reported that 4 out of 10 grades 1-3 pupils are verbally abused by their teachers. This high incidence of bullying cases in the school resulted to an alarming situation to both parents and administrators on violation of the rights of children in the school environment.

In different situation, studies show that children nowadays have short attention span than that of those children in the ninetieth century and below. Children's behavior and discipline is one major problem of teachers. As personal observation, oftentimes they are not anymore courteous to the teachers particularly if the latter don't have subjects to them. Why is it happening? Do DepEd Memorandum No. 73, s. 2006 and Presidential Decree 603 have great impact on children's misbehaviors? How do agencies promoting child's protection affect the classroom management? Are there loopholes in the guidelines and policies of the Child-Friendly School System (CFSS)? How will the teachers impose disciplinary actions without violating any rules?

Hence, this study was essential in educational planning to balance the implementation of child-friendly school system and positive behaviors of students towards teachers, learning and school. This was also helpful for the schools to initiate child-friendly development programs which can motivate students to appreciate learning in positive outlook.

Conceptual Framework

The Department of Education as the lead agency regulating elementary and secondary education ensures that public schools are conducive to the education of children. DepEd Order No. 73, s. 2006 also known as the Child-Friendly School System (CFSS) in elementary and secondary schools focuses on creating education which is responsive to the needs of the children. For almost two decades, the Department of Education (DepEd) has implemented Child-Friendly School System (CFSS) programming in both elementary and public schools throughout the country with the support of UNICEF Philippines.

The schematic diagram below shows the independent and dependent variables of the study. The first box contains the independent variables such as Child-Friendly School (CFS) environment dimensions of UNICEF (2015) which include *inclusive education, teaching and learning effectiveness, health, safety and protection, gender responsiveness, involvement of children, family and community* and *respect for children's rights and multiculturalism* and school-based capability building for teachers in terms of *knowledge on child-friendly school environment, curriculum, technical assistance and professional development*. The second box is the dependent variables such as students' behaviors towards *teachers, learning and school* and school performance in terms of overall Mean Percentage Score (MPS), participation rate, dropout rate, promotion rate, completion rate, and graduation rate.

Statement of the Problem

This study generally aimed to determine the impact of child-friendly school environment on students' behavior and school performance among public high schools in Sultan Kudarat.

Specifically, this study sought answers to the following questions:

1. What is the extent of the implementation of Child-Friendly School (CFS) environment in terms of:
 - 1.1 Inclusive Education;
 - 1.2 Teaching and Learning Effectiveness;
 - 1.3 Health, Safety and Protection;
 - 1.4 Gender Responsiveness;
 - 1.5 Involvement of Children, Family and Community; and
 - 1.6 Respect for Children's Rights and Multiculturalism?

2. What is the extent of teachers’ capability building in terms of:
 - 2.1 Knowledge on Child-Friendly School (CFS) Environment;
 - 2.2 Curriculum;
 - 2.3 Technical Assistance; and
 - 2.4 Professional Development,
3. What is the level of students’ behavior in the following:
 - 3.1 Towards Teachers;
 - 3.2 Towards Learning; and
 - 3.3 Towards School?
4. What is the level of performance of public high schools in terms of:
 - 4.1 Overall Mean Percentage Score (MPS);
 - 4.2 Participation Rate;
 - 4.3 Dropout Rate;
 - 4.4 Promotion Rate;
 - 4.5 Completion Rate; and
 - 4.6 Graduation Rate?
5. Is there a significant relationship between the implementation of Child-Friendly School (CFS) and:
 - 5.1 Students’ Behavior; and
 - 5.2 School Performance?
6. Is there a significant relationship between teachers’ capability building and:
 - 6.1 Students’ Behavior; and
 - 6.2 School Performance?

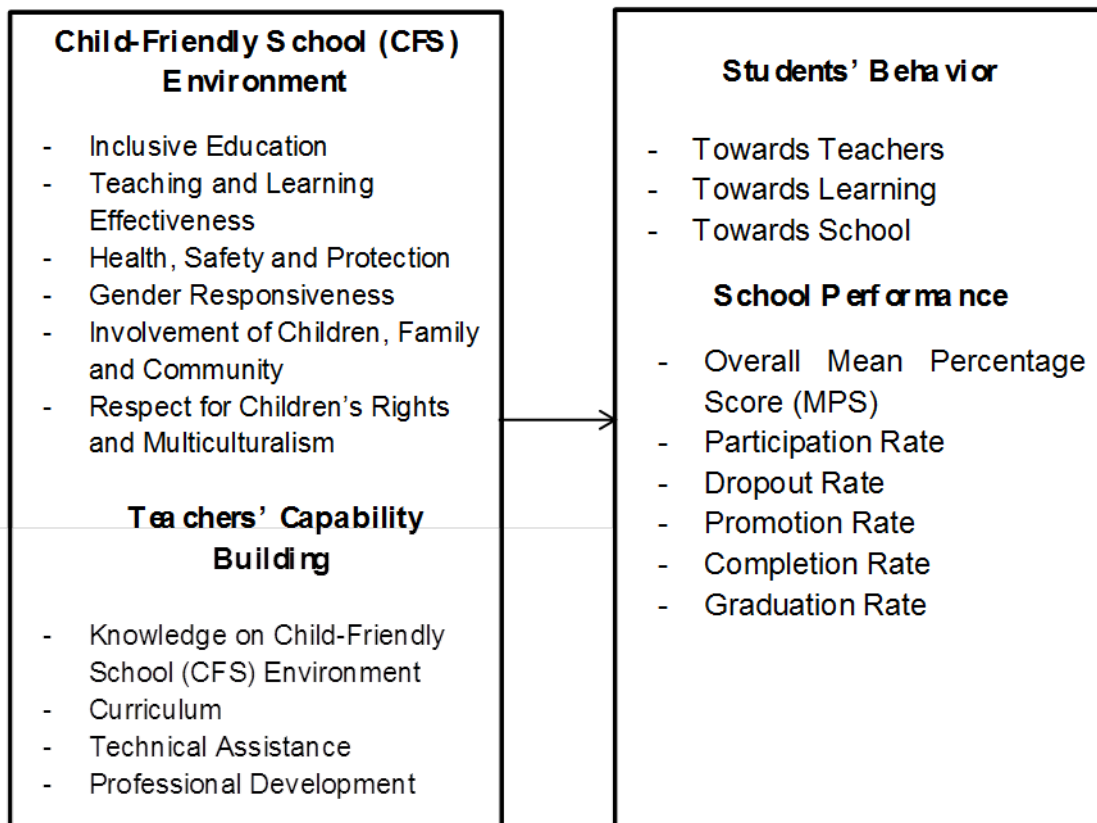


Figure 1. Research Paradigm

METHODOLOGY

Research Design

The study utilized the descriptive correlational research design. This design was appropriate since it investigated the impact of the implementation of Child-Friendly School (CFS) environment on students' behavior and school performance. This research design underlies two premises in gathering necessary data. First, information for the CFS dimensions, teachers' capability building, students' behaviors and school performance were collected and averaged. Second, after determining the average score for each variable, the impact of the implementation of Child-Friendly School (CFS) environment on students' behaviors and school performance was investigated. Further, the perceptions of the respondents were used to assess the quality areas and to determine the extent of the characteristics framework of Child-Friendly School (CFS).

Respondents of the Study

There were four types of respondents in this study such as school principals, teachers, students and parents of the public high schools in Sultan Kudarat. School heads were automatically chosen as respondents of the study since their leadership roles in making the school child-friendly can be over emphasized. As the head of the school, they should play a leading role in improving the quality of teaching and learning through ensuring that the school becomes child-friendly. Teachers are part of the respondents of this research since they are the single most important factor in creating an effective and inclusive classroom atmosphere. They are the direct implementers of the Child-Friendly School (CFS) environment. Students were considered respondents of the study since they are the direct beneficiaries of the program. They can accurately assess if the implementation of CFS environment is to the high extent or not. To triangulate the data gathered from the school administrators, teachers and students, parents were considered respondents of the study.

Sampling Technique

Complete enumeration to all principals of the twelve-respondent schools was done. Purposive sampling technique was used for the parent-respondents. Stratified sampling technique using Slovin's equation (1960) was employed to determine the total number of sample of teachers and students. Each public high school was proportionally represented. Proportional allocation formula was used to find the sample of teachers and students from each school. Then, simple random sampling technique using fishbowl method was done to identify the actual teacher-respondents and the student-respondents.

Table 1. Population per Respondent-School

	Schools	Population per Type of Respondents				
		SH	T	S	P	Total
1	Esperanza NHS	1	197	5,695	8	5,901
2	Bagumbayan NHS	1	50	1,285	8	1,344
3	Columbio NHS	1	52	1,219	8	1,280
4	Gapok NHS	1	21	444	8	474
5	Isulan NHS	1	172	5,130	8	5,311
6	Kalamansig NHS	1	108	2,687	8	2,804
7	Lambayong NHS	1	104	3,005	8	3,118
8	Lebak Legislated NHS	1	109	2,613	8	2,731

9	Lutayan NHS	1	83	2,066	8	2,158
10	Palimbang NHS	1	78	1,370	8	1,457
11	President Quirino NHS	1	112	2,907	8	3,028
12	Tacurong NHS	1	144	4,351	8	4,504
Grand Total		12	1,230	32,772	96	34,110

Legend:

SH – School Heads
 T – Teachers
 S – Students
 PTA – PTA Officers

Table 2. Sample per Respondent-School

	Schools	Sample per Type of Respondents				Total
		SH	T	S	P	
1	Esperanza NHS	1	48	68	8	125
2	Bagumbayan NHS	1	12	15	8	36
3	Cumbio NHS	1	13	15	8	37
4	Gapok NHS	1	5	6	8	20
5	Isulan NHS	1	42	63	8	114
6	Kalamansig NHS	1	27	32	8	68
7	Lambayong NHS	1	26	36	8	71
8	Lebak Legislated NHS	1	28	31	8	68
9	Lutayan NHS	1	20	25	8	54
10	Palimbang NHS	1	19	17	8	45
11	President Quirino NHS	1	27	35	8	71
12	Tacurong NHS	1	35	52	8	96
Grand Total		12	302	395	96	805

Legend:

SH – School Heads
 T – Teachers
 S – Students
 P – PTA Officers

Statistical Treatment

The implementation of child-friendly school environment, teachers' capability building and students' behaviors were described using weighted mean (research questions 1, 2 and 3). Simple percentage was applied to determine the level of performance of public high schools (research question 4). In determining if there is a significant relationship in the implementation of child-friendly school environment, teachers' capability, students' behavior and school performance, Pearson r was utilized (research questions 5 and 6).

RESULTS AND DISCUSSION

Extent of the Implementation of Child-Friendly School (CFS) Environment

Many countries around the world have formulated some of their educational policies based on the findings of their researches from the implementation of Child-Friendly School (CFS). With the current wave of globalization, researchers and experts, especially in the field of education, are always trying to find ways of streamlining their educational policies with the global trends. Problem 1 of this research aimed to determine the extent of the implementation of Child-Friendly School (CFS) environment. The result of the assessment is presented in Table 3.

Table 3. Extent of the Implementation of Child-Friendly School (CFS) Environment

Indicators	Mean	Description
1. Inclusive Education	3.46	Well Implemented
2. Teaching-Learning Effectiveness	3.46	Well Implemented
3. Health, Safety and Protection	3.38	Well Implemented
4. Gender Responsiveness	3.34	Well Implemented
5. Involvement of Children, Family and Community	3.46	Well Implemented
6. Respect for Children’s Rights and Multiculturalism	3.44	Well Implemented
Overall Mean	3.42	Well Implemented

Legend:

3.50 – 4.00	Very Well Implemented
2.50 – 3.49	Well Implemented
1.50 – 2.49	Moderately Implemented
1.00 – 1.49	Poorly Implemented

It can be gleaned on the above table that Child-Friendly School (CFS) environment was *Well Implemented* among public high schools in Sultan Kudarat as manifested by the overall mean of 3.42. This means that CFS is perceived as a means of transforming the concepts of students’ rights into classroom practices and school management styles. In other words, the rights of children to a basic education of good quality were ensured. Further, public high schools in Sultan Kudarat is proactively inclusive and seeking out and enabling participation of all children specially those who are ethnically, culturally, linguistically, socio-economically different, and in terms of ability, academically effective relevant to children’s needs and livelihood, knowledge and skills for life.

In particular, the indicators “*Inclusive Education*”, “*Teaching-Learning Effectiveness*” and “*Involvement of Children, Family and Community*” received the highest rating of 3.46 with a description of *Well Implemented*. This means that quality education is provided to the students regardless of social backgrounds. Teaching pedagogy was carefully planned so as to produce quality learning outputs. All students are given equal opportunities to be involved in all school activities. Involvement of the families and community is manifested.

The indicator “*Respect for Children’s Rights and Multiculturalism*” obtained the second highest rating of 3.44 with an interpretation of *Well Implemented*. This means that public high schools ensured that all students’ privileges and diverse cultures are provided and respected. Public high schools incorporated ideas, beliefs or opinions of students from different traditions.

The indicator “*Health, Safety and Protection*” acquired the third highest mean of 3.38 construed as *Well Implemented*. This means that health and safety of the students are ensured. Programs to give students a healthy and safe learning environment are well implemented.

Interestingly, the indicator “*Gender Responsiveness*” got the lowest mean of 3.34 also interpreted as *Well Implemented*. This connotes that public high schools ensured that all teaching strategies, materials or resources and facilities are not gender-biased. Although both males and females are given equal opportunities to enjoy all the school properties and facilities, schools should still revisit the school policies wherein gays, lesbians and bisexuals were given a chance to express their opinions with no discrimination.

This study is collaborated by the work of Schaeffer (2010) and stressed that schools implementing the rights-based and child-friendly school should be reaching out all school aged children and makes sure those out-of-school youth should be encouraged to be back to school either in regular program or Alternative Learning System (ALS).

UNICEF (2014) is consistent with this finding when it emphasized that linkages and collaborations of teachers, school administration, parents, community and other stakeholders are important mechanisms that can help the schools provide wide range of effective and inclusive exposures and services necessary for the holistic development of children.

It is hereby suggested by this research that strong partnership with communities and families should be established so that all programs and activities of the schools will conform to the needs and interests of learners. When skills being introduced are related to the learners’ needs and interests, they will effectively be absorbed. Thus, teachers should carefully plan their teaching techniques in order to produce learners not only imbued with vast garden of knowledge, but also wide repertoire of desirable behavior.

Extent of Teachers’ Capability Building

Teachers is one the most demanding vocations in the world and in order to fulfil their roles with excellence, they need training, motivation as well as mental, emotional and emotional rejuvenation. The importance of the teacher is often evident by the resources on teachers’ capability building. Table 4 presents the extent of teachers’ capability building.

Table 4. Extent of Teachers’ Capability Building

Indicators	Mean	Description
1. Knowledge on Child-Friendly School (CFS) Environment	3.41	Well Implemented
2. Curriculum	3.50	Very Well Implemented
3. Technical Assistance	3.35	Well Implemented
4. Professional Development	3.39	Well Implemented
Overall Mean	3.41	Well Implemented

Legend:

3.50 – 4.00	Very Well Implemented
2.50 – 3.49	Well Implemented
1.50 – 2.49	Moderately Implemented
1.00 – 1.49	Poorly Implemented

As shown, teachers’ capability building is *Well Implemented* as confirmed by the overall mean of 3.41. This means that public high schools have built an effective model and mechanism that enhanced the teachers’ knowledge, skills and attitudes. In layman’s language, teachers are always sent on seminars for them to professionally grow.

Remarkably, the highest mean of 3.50 with a description of *Very Well Implemented* is obtained by the indicator *Curriculum*. This implies that public schools effectively supported their teachers to develop and improve their professional practice in order to effectively respond to student diversity. In other words, public high schools implemented evidence-based, effective teaching and classroom management practices by providing them seminars and trainings on content and teaching pedagogy.

The indicator *Knowledge on Child-Friendly School (CFS) Environment* got the second highest mean of 3.41 with an interpretation of *Well Implemented* only. This means that teachers are well informed of the implementing guidelines of the Child-Friendly School (CFS) environment. In other words, teachers and other school personnel are aware of the rights and privileges of the students, thereby applying very friendly approaches in dealing with them.

The third highest mean of 3.39 described as *Well Implemented* also was acquired by the indicator *Professional Development*. This indicates that specialized trainings were provided for the teachers to improve their professional knowledge, competence, skill and effectiveness. Further, teachers also utilized their personal expenses to pursue their post-graduate education and to attend higher level of trainings.

The lowest mean of 3.35 with a description of *Well Implemented* also is acquired by the indicator *Technical Assistance*. This simply means that school heads and master teachers extended their open arms to provide practical support to the new teachers. Yet, due to the very hectic paper works of the school heads and master teachers, there are many teachers who haven't received any technical support. With this regards, classroom observation, learning action cell (LAC) sessions, and individual coaching should not be left behind by the school heads and master teachers.

In support to this study, Tanglao (2017) stressed that it is that teachers' capability building presents the ample opportunities for the learners and provides all the possible resources to make the teaching-learning experience meaningful. According to him, effective teaching is always equated with excellence. Teaching excellence is not a genetically endowed power but a result of rigorous study and inspired performance when technical assistance is given with utmost respect, and undoubtedly embraces its importance for the good of the learners.

Extent of Students' Behavior

Students' behavior is an observable outcome that affects their academic performance. The four main players in any classroom discipline situation are the student, teacher, parent and school administrator. The primary responsibility for good discipline lies with the classroom teacher. Teachers are the ones developing a successful discipline plan to minimize students' disruptive behavior. Good teachers know how to bring out the best in their students. Yet, through how good the teachers are, still there are students who don't know how to follow classroom policies. The extent of students' behavior is presented in Table 5.

Table 5. Extent of Students' Behavior Towards School

Statements	Mean	Description
1. Students' Behavior Towards Teachers	1.67	Poorly Observed
2. Students' Behavior Towards Learning	1.63	Poorly Observed
3. Students' Behavior Towards School	1.60	Poorly Observed
Section Mean	1.63	Poorly Observed

Legend:

3.50 – 4.00	Very Well Observed
2.50 – 3.49	Well Observed
1.50 – 2.49	Poorly Observed
1.00 – 1.49	Not Observed

As can be glimpsed from Table 5, the overall mean of 1.63 indicates that positive students’ behavior nowadays is *Poorly Observed*. This means that only very few students have good behavior towards others. In other words, lack of discipline among students is something that is affecting the school to implement its policies. The use of abusive language, disrespect towards teachers, free fighting in the school premises, lack of study habits, ragging and damaging school property are among the undesirable behaviors observed from them.

More specifically, positive students’ behavior towards teachers (1.67), towards learning (1.63) and towards school (1.60) is all described as *Poorly Observed*. This further means that most of the students are disrespectful towards their teachers. If the teachers don’t have subjects to them, the latter don’t even greet the former. Unfortunately, students of today waste their precious time towards learning. They are not attentive during class hours. They are not bothered of the deadlines of the requirements. The worst thing is that students don’t even take care of the school properties. They are fond of damaging chairs, flowers, landscaping, vandalizing, wasting water and using electricity.

To support this research, the results of Primary Sources of America’s Teachers on the Teaching Profession (2012), behavior issues that interfere with teaching and learning have notably worsened. The report, recently released by Scholastic and the Bill & Melinda Gates Foundation, shows that the increased level of behavior problems has been seen across grade levels. The problem affects the whole classroom. Behavior problems distract other students from learning and require teachers to spend precious time on discipline and behavior management.

Performance of Public High Schools in Sultan Kudarat

Quality education is the need of modern societies. If quality education is manifested, school performance definitely increases. The capacity of educational leaders to provide the relevant learning experiences for learners in the dynamic and ever changing world has driven schools to become responsive since the 21st century education demands for better preparation of learners in the basic education to be equipped with the necessary knowledge, skills, values and attitudes. Presented in Table 6 is the level of school performance of the public high schools in Sultan Kudarat for the past three years.

Table 6. Level of Average Performance of Public High Schools in Sultan Kudarat for the Past Three Years

Indicators	% (Average for the 3 consecutive years)	Description
1. Overall Mean Percentage Score (MPS)	82.70	Moving Towards Mastery
2. Participation Rate	90.80	Outstanding
3. Dropout Rate	1.05	Outstanding
4. Promotion Rate	89.30	Outstanding
5. Completion Rate	64.10	Very Satisfactory
6. Graduation Rate	85.50	Outstanding

It can be seen in Table 6 that public high schools in Sultan Kudarat receive an excellent average performance for the past three years. This means that public high schools have been doing their very best strategies to sustain their performance.

More specifically, the highest performance is obtained by the *Participation Rate* which got 90.80% described as *Outstanding*. This means that the absorption of the institution of the school age population is excellent. It is the *Promotion Rate* that received the second highest performance of 89.30% described as *Outstanding* also. This connotes that almost all students are promoted due to the several interventions given by the schools. *Graduation Rate* acquires the third highest performance as it receives 85.50% interpreted as *Outstanding* also. This indicates that almost all graduating students are able to obtain their diplomas as high school graduates. There are students who are not able to graduate and this is due to some factors in which the schools cannot control such as teenage pregnancy or early marriage, students' lack of interests and poverty. The schools are doing all the ways and means to encourage the students to obtain their high school diplomas. Overall MPS of 82.70% described as *Moving Towards Mastery* receives the fourth highest performance. This implies that although most of the students in the public high schools are performing well in their academic requirements, there are still few who do not have any care about their studies. There are still students who have poor study habits which result to poor academic performance. The least performance of the public high schools is observed in the *Completion Rate* which acquired 64.10% described as *Very Satisfactory* only. This means that percentage of grade 7 entrants who graduated in secondary education was still very good. There were so many factors which were beyond the control of the public schools why there were still students who were not able to finish their high school education. Further, the dropout rate of 1.05% with a description of *Outstanding* signifies that very minimal number of dropouts is only evident in the public schools. This is due to the exerted efforts of the teachers and school administration to undergo strategic interventions to obtain zero dropout rates or reduce the number of dropouts. Some of these strategic interventions are home visitation, conference or dialogue with the parents, counselling session, implementation of *Balik-Paaralan para sa Out-of-School Youth Adults* (BPOSA), scholarship grants, feeding program, remedial classes and adopt-a-student program.

This study is supported by Magulod (2017) who emphasized that many of the causes of poor school performance are attributed to factors such as the lack of curriculum framework, mismanagement, poor staff relationship, ineffectiveness teaching practice, and poor behavior of the students.

Further, Delna (2015) stated that intervention is a combination of program elements or strategies to produce behavior changes among students to reduce dropouts and failures. He found out that 98.18% of the class advisers were doing the *Home Visitation* to convince the parents to bring back their children to school. After identifying students-at-risk of dropping out (SARDOS), the advisers with all the support of the school administration were doing everything to help these struggling students. They talked with the students and parents. He added that *dialogue with the students and parents*, counselling sessions and scholarship grants were some of the strategic intervention programs applied by the school to improve its performance for the past three years.

In addition, Palma (2018) stressed that accessible education with quality instructional practices coupled with good governance of the school administrators is what the 21st century learners need to be more knowledgeable, skillful and values-oriented citizens of the country. She added that the implementation of the Child-Friendly School System (CFSS) is one of the best strategic interventions in improving school performance.

Implementation of Child-Friendly School (CFS) Environment, Students’ Behavior and School Performance

Education systems and programs are designed and implemented to take into consideration the unique characteristics, interests, abilities and learning needs of every child. With the current wave of globalization, researchers and experts, especially in the field of education, are always trying to find ways of streamlining their educational policies with the global trends. Central to this, correlational research remains cutting edge to inform people about the impact of child protection policies. Table 20 presents the results of the correlation analysis of the implementation of Child-Friendly School (CFS) environment on students’ behavior and school performance.

Table 7. Correlation Analysis on the Implementation of Child-Friendly School (CFS) Environment, Students’ Behavior and School Performance

Variables	n	r	t _{comp} value	t _{critic} value	p-value
CFS Environment and Students’ Behavior	805	-0.524	-17.432**	-1.96	0.000
CFS Environment and School Performance	12	0.731	2.714**	2.074	0.002

** - significant @ 0.01 level

As shown, Child-Friendly School (CFS) environment is negatively related to students’ behavior. This is indicated by the t_{computed} value of -17.432 which is less than t_{critical} value of -1.96 ($p\text{-value} = 0.000 < 0.01$). This is a very strong evidence to reject the null hypothesis which states “*There is no significant relationship between the implementation of CFS environment and students’ behavior*”. This means that the implementation of the CFS gradually declines the behavior of the students towards their teachers, studies and school. In other words, due to the very loose implementation of the school policies and several considerations, many students abuse their abuse rights and forget their basic responsibilities as good students. Students nowadays have short attention span during class discussions than that of those students in the ninetieth century and below. Students’ behavior and discipline is one of the major problems of teachers.

Further, the second correlation analysis reveals that CFS environment is positively related to school performance. This is confirmed by the t_{computed} value of 2.712 which is greater than the t_{critical} value of 2.074 ($p\text{-value} = 0.002 < 0.01$). This is a sufficient proof to reject the null hypothesis which states “*There is no significant relationship between the implementation of CFS environment and school performance*”. This implies that high extent of the implementation of CFS environment tends to increase school performance. In layman’s language, various strategic interventions of the public high schools to effectively implement the CFS environment gives positive results in terms of increasing the overall performance of the students, participation rate, promotion rate, completion rate and graduation rate. On the other hand, the effective implementation of CFS tends to decrease the dropout rate. This is due to the friendly approach of the teachers in encouraging students to study hard.

This study is supported by Abdullah (2019) who found out the students’ attitudes were degrading due to several factors such as very friendly implementation of the school policy brought by the child-friendly school system and over exposure to social media. In addition, Odusanya (2018) stressed that every child deserves to attend the safe school where everyone is treated with respect. There is a set of rules and principles, which determine a

child-friendly school. However, students nowadays are abusing the implementation of child-friendly school system as they are no longer respectful to their teachers and other school personnel.

Further, Yumul (2017) cited that unruly, lazy and uninterested students in the lesson make the teachers work so hard to prepare for teaching. Teachers are often heard whining on how difficult teaching has become today due to the disruptive behavior of the students nowadays. According to her, it is so easy to be angry when students cut their classes or attend their respective classes unprepared; no assignments, no outputs, no product performances and yet they are asking for everything instant; a passing grade without even working for it.

Implementation of Teachers’ Capability Building, Students’ Behavior and School Performance

Research indicates that teacher effectiveness is the number one determinant of student success. In order to meet DepEd’s goals of increased student achievement, teachers should be engaged in practices that support the on-going growth and development of the teaching pedagogies. Teachers’ capability building included knowledge on Child-Friendly School (CFS) environment, curriculum, technical assistance and professional development. The relationship of teachers’ capability building on students’ behavior and school performance was investigated. Results of the correlation analysis are presented in Table 21.

Table 8. Correlation Analysis on the Implementation of Child-Friendly School (CFS) Environment, Students’ Behavior and School Performance

Variables	n	r	t _{comp} value	t _{critic} value	p-value
CFS Environment and Students’ Behavior	805	-0.489	-15.885**	-1.96	0.000
CFS Environment and School Performance	12	0.816	2.714**	2.074	0.001

** - significant @ 0.01 level

It can be seen in the Table that in the first correlation analysis, there is a sufficient evidence to reject the null hypothesis “*There is no significant relationship between teachers’ capability building and students’ behavior*”. This means that teachers’ capability building is negatively related to students’ behavior. This is indicated by the t_{computed} value of -15.885 which is greater than the t_{critical} value of -2.074 (p-value = 0.000 < 0.01). This means that as the extent of the implementation of teachers’ capability building increases, students’ behavior towards teachers, towards learning and towards school becomes negative. This is due to the fact that teachers are very considerate in dealing with students. As a result, students are no longer kind, thoughtful and courteous since at the end of the day, they will be able to pass the subject since various friendly interventions are applied for them to pass the subject.

Second correlation analysis reveals that the t_{computed} value of 2.714 which is greater than the t_{critical} value of 2.074 (p-value = 0.001 < 0.01). This is a strong evidence to reject the null hypothesis which states “*There is no significant relationship between teachers’ capability building and school performance*”. This means that the increase of the effectiveness of the implementation of teachers’ capability building tends to increase performance indicators. This is due to the fact that teachers are already oriented of their functions to sustain the reputation of the schools to improve and sustain their good performance.

In support to this finding, Pride Reading Program (2017) stated that capability building improves teacher's effectiveness in a classroom. It added that good quality teacher preparation is important to the students' academic performance. Teacher-efficacy is a teacher's confidence in his ability to help students to learn. Research shows that teacher-efficacy can be improved through capability building. Teachers with self-efficacy have a positive impact on their students' academic performance and school performance as a whole.

Further, Oquenda (2017) emphasized that teacher's influence, ideas and expectations of his students' capabilities have a positive effect on student achievement and school performance. Teacher's influence to the students and competence of the subject matter can be enhanced through capability building offered by the schools.

The two previous tables proved that the implementation of Child-Friendly School (CFS) environment has both positive and negative effect on school performance and students' behavior, respectively. Friendly implementation of the school policy, several considerations and intervention programs offered by the public high schools definitely improve school performance. However, very considerate execution of the school policy gives negative effect on students' behavior since the students are often times dependent on the considerations given to them.

Thus, the Department of Education (DepEd) should provide concrete implementing guidelines on Child-Friendly School System (CFSS) wherein the rights and responsibilities of both teachers and students cannot be jeopardized. There should be an annual evaluation on the provision and policies of the implementation of Child-Friendly School (CFS) environment to balance its implementation and the outcomes of students' behavior.

Conclusions

Child-Friendly School (CFS) environment and teachers' capability building among public high schools in Sultan Kudarat were all well implemented. Students' behaviors towards teachers, learning and school nowadays are poor. Performance of public high schools was outstanding for the past three years.

Child-Friendly School (CFS) environment has a negative effect on students' behavior. Very friendly implementing guidelines of CFS tend to improve school performance. Very considerate CFS policies were abused by the students. In effect, their behavior becomes disruptive and unruly.

Recommendations

Based on the findings, conclusions and the educational implications arising throughout the study, the following recommendations were formulated:

1. There should an annual evaluation on the provision and policies of the implementation of Child-Friendly School (CFS) environment to balance its implementation and the outcomes of students' behavior.
2. Create uniform policies and measures to be used for provision, improvement and implementation of Child-Friendly School (CFS) environment among public high schools in Esperanza, Sultan Kudarat.
3. Conduct seminars to train teachers on the aspect of Child-Friendly School (CFS) environment and to enhance its implementation without compromising the school policies and quality of education.
4. Identify the negative stereotypes of the vulnerable groups (poo/indigent students, with special need and with identity crisis) and use these as a challenge to improve teaching pedagogies anchored on the provision of Child-Friendly School (CFS) environment.

5. Conduct regular campaigns to encourage parents to enroll their children and emphasize that all types of children are welcome in the school, regardless of their backgrounds or abilities.
6. Undergo additional trainings in order to work with children having special needs; to put the acquired knowledge into practice and to share it with colleagues and parents.
7. Provide enough physical plant and facilities such as playgrounds and comfort rooms which are gender sensitive.
8. Help track enrolment and identify children who are out of school through local school mapping and community monitoring systems.
9. Provide education opportunities for children who do not have access to the existing school standards through establishing community schools managed by the Alternative Learning System Coordinator.
10. Develop strong linkage and partnership with other agencies to provide all the physical features of the implementation of the Child-Friendly School System (CFSS) such as comfort rooms, sports equipment and conducive classrooms.
11. To help students reach their amazing potentials and rebuild their good behavior, it is imperative that their teachers should consistently hold high academic expectations and ethical standards in order to produce quality learners who give their very best efforts in all undertakings.

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