



# Child-Friendly School Program and School Climate in South District, Division of Cagayan De Oro City

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## ABSTRACT

The study was conducted to assess the Child-Friendly School Program (CFSP) on the overall school climate in elementary schools. It examines the relationship between the Child-Friendly School Program and school climate in the South District, Division of Cagayan de Oro City. It specifically looked at the level of CFSP in terms of effectiveness, inclusiveness, conduciveness, provision of a caring and protective environment, and democratic participation, as well as school climate factors like teachers' pro-social behavior, learners' socio-emotional development, and school administrators' support and responsiveness. This descriptive-correlational study utilized a universal sampling technique with three hundred three (303) elementary school teachers from the South District as respondents. Data were gathered using a survey questionnaire and analyzed using mean, standard deviation, and Pearson Correlation.

Key findings revealed that in the CFSP, Inclusiveness got the highest mean and was rated as outstanding. Conduciveness scored lowest, yet was very satisfactory. Teachers' pro-social behavior was rated the highest positive for school climate, while administrators' support received the lowest positive rating. Statistical analysis confirms that there is a significant relationship between CFSP implementation and school climate. This affirms the theory on reinforcing relationships, where every component of the school environment nurtures and strengthens the other to support holistic learning and academic success. The research concludes that when the Child-Friendly School Program is effectively implemented, the school climate becomes more positive. Therefore, the study recommends targeted interventions to enhance the conduciveness of the CFSP and reinforce administrative support and responsiveness to maximize the program's capacity to foster a positive school climate.

**Keywords:** Child-Friendly School Program, school climate

## 1. INTRODUCTION

### Background of the Study

A Child-Friendly School Program is essential to schools as it ensures a safe, inclusive, and nurturing environment that promotes holistic development for all learners. By prioritizing effectiveness, inclusiveness, and a caring atmosphere, this program fosters student well-being and academic growth. It encourages democratic participation, allowing students to have a voice in their learning experience, which boosts their confidence and socio-emotional skills.

Eighteen years have passed since the implementation of the Child-Friendly School Program in the Philippines; however, significant challenges continue to afflict the educational system. Despite the program's intentions, the study of Cobanoglu and Sevim (2019) revealed that schools are grappling with high dropout rates, student absenteeism, and incidents of harm occurring on campus.

Recent concerns about unresolved conflicts among teachers, parents, and administrators, alongside incidents of student-on-teacher abuse and misconduct, as highlighted by Frianeza and De Guzman (2024), underscore an urgent need to re-evaluate the Child-Friendly School Program's (CFSP) impact. These issues question CFSP's effectiveness in truly fostering a child-friendly environment. This study aims to assess the current level of child-friendly practices within elementary schools and understand how they contribute to fostering a safe, supportive educational space for everyone.

Further, the Child-Friendly School Program, outlined in DepEd Memorandum No. 73, series of 2006, promotes a safe, supportive, and inclusive learning environment by upholding children's rights and ensuring their protection. This framework seeks to create schools that are responsive to children's holistic needs, encouraging their active participation and enhancing their overall educational experience. Crucially, school climate, involving factors like teachers' pro-social behavior, learners' socio-emotional development, and administrative support, is also vital. A positive school climate creates a nurturing space where students feel safe, respected, and supported, directly boosting their academic and personal growth.

Despite CFSP's focus on key pillars such as effectiveness, inclusiveness, and a caring environment, limited research explores how these directly influence school climate. While studies, including one noted in the International Journal of Evaluation and Research in Education, show supportive school climates enhance development, Fitriani and Istaryatiningtias (2020) highlight community collaboration, and UNICEF research indicates lower violence in CFS schools, gaps remain in understanding specific pillar impacts and long-term effects across diverse settings. This study is therefore essential to explore and validate the specific connections between the Child-Friendly School Program and the overall school climate in elementary schools, providing valuable insights for educators and policymakers.

## 2. Literature and Related Studies

In this section, related research and journal articles revolve around the independent variable, Child-Friendly School, with its components: effectiveness, inclusiveness, conduciveness, caring and protecting environment, and democratic participation. It reviews some existing literature and research related to the

dependent variable, School Climate, which includes indicators like teachers' pro-social behavior, child socio-emotional development and school administrators' support and responsiveness.

### **Child- Friendly School Program**

The Child-Friendly School (CFS) model is increasingly recognized for enhancing school climate by prioritizing children's rights, protection, and development. A central feature of CFS is creating a safe and stimulating environment that fosters inclusive participation and boosts both learner welfare and learning. UNICEF (2004) highlights that a key CFS priority is cultivating positive school climates where learners feel valued and protected. This is supported by Said (2018), who found a strong link between positive social behavior, a product of a positive school climate, and improved academic performance. Bahrodin et al. (2020) further confirmed that CFS programs significantly enhance learner happiness and the overall school climate.

A positive learning environment, therefore, is crucial for learner performance and well-being. Anderson and Clark (2021) emphasized that schools with well-kept classrooms, sufficient learning materials, and a positive atmosphere greatly boost learner motivation and academic results. Similarly, Zhang et al. (2022) stressed that an organized and engaging learning environment encourages creativity, teamwork, and critical thinking, ultimately leading to better learner achievement. This demonstrates how the physical and social aspects of the school profoundly impact educational outcomes.

### **Effectiveness**

At the heart of a thriving school environment is effectiveness, focusing on quality teaching and learning. This uses personalized, active, and team-based methods fitting each child's style. Hattie (2020) shows that effective teaching boosts learner engagement and achievement. Schools need quality materials and must invest in teacher skills and motivation. Indeed, Ronfeldt (2021) stressed the important link between teacher preparedness and teaching quality, showing that a lack of resources leads to more teacher stress, less effective methods, and unequal learner outcomes. Syakur et al. (2020) further stress that effectiveness comes from skilled, learning, dedicated, and fairly paid teachers.

Furthermore, child-centered curricula significantly contribute to effectiveness. Ramos and Salcedo (2020) show that such curricula encourage critical thinking, questions, and expressing ideas. Tailored teaching methods create an inclusive atmosphere, promoting active participation. This approach boosts children's involvement and self-ownership in learning, leading to better academic results and personal growth.

Effective schools also ensure children master essential skills like reading, writing, math, and communication. Arriola et al. (2021) highlight that schools promoting experiential learning—hands-on activities and collaboration—greatly increase learner engagement and knowledge retention, making learning more meaningful.

Finally, overall program effectiveness requires careful implementation. Daryono et al. (2023) found CFSP success in Depok City depended on good planning, strong commitment from all, and

continuous checks. By guiding learners and ensuring suitable assessments, schools can achieve truly meaningful educational outcomes for every child.

### Inclusiveness

Inclusiveness is vital for a school's atmosphere, ensuring every learner feels a sense of belonging. As Kauffman et al. (2021) indicate, inclusive education practices promote learners' social relationships. For a child to truly feel part of a school, it must embrace all learners, guaranteeing free access to education without exclusion or discrimination. This includes welcoming girls, working children, ethnic minorities, those affected by HIV/AIDS, learners with disabilities, and those experiencing violence, thereby providing an environment for all to learn and grow.

A Child-Friendly School champions equitable access and equal learning opportunities, tolerating no differentiation based on gender, social standing, cultural background, or religion. UNICEF (2021) research highlights how gender-responsive schools build respect and empathy, which are crucial for reducing bullying and discrimination. Similarly, UNESCO (2021) emphasizes that inclusive education must go beyond policies, actively ensuring all learners have equal participation and access to learning, thereby improving the overall school atmosphere and benefiting individual learners.

Furthermore, Cobanoglu and Sevim (2019) found that schools practicing child-friendly methods give learners meaningful access and an engaging environment, actively reducing gender discrimination. This inclusive process allows a learning-focused environment to emerge where all children can flourish. Such dedication to education aligns with the core principles of the Child-Friendly School Program, which places the needs and rights of every learner at the heart of the educational setting.

For inclusivity to be truly effective, schools must have consistent policy implementation, ongoing teacher training, and available resources, as noted by Makoelle (2021). Schools must also engage in practices that foster teamwork and problem-solving through learner and community participation. This comprehensive approach is consistent with the Child-Friendly School Program's aim to create a positive school climate that supports children's development and prepares them for future challenges.

### Conduciveness

A school is considered conducive for children when it actively promotes their overall well-being and health. This includes ensuring school buildings, grounds, and facilities are safe, clean, and have adequate water and sanitary facilities. Acedo et al. (2020) found that schools prioritizing health and safety create learning-friendly environments, greatly impacting learners' physical and mental health. This aligns with Huang et al. (2021), who noted well-kept schools with good resources boost learner engagement. Furthermore, Baker et al. (2021) found a well-maintained environment reduced distraction and improved focus, while Nguyen and Walker (2022) showed adequate sanitation and safety lead to a more positive learning environment.

Beyond basic facilities, conduciveness also involves providing sufficient classroom resources and materials for effective teaching. Ronfeldt (2021) stressed how important it is to provide teachers with adequate instructional materials for better teaching and learner outcomes. Similarly, Alhumaid (2022)

discovered that well-equipped classrooms boost engagement and motivation for both teachers and learners. Basri et al. (2022) added that such conducive learning places improve academic results by encouraging learner participation, creativity, and exploration.

Furthermore, effective Child-Friendly Schools integrate health education and life skills development into their lessons, ensuring learners gain essential knowledge about nutrition, hygiene, and personal well-being. A study by Delos Reyes et al. (2021) emphasizes the importance of teaching life skills, as this gives children the tools to make informed health decisions. Regular health services, like immunizations and health screenings, are also hosted, reinforcing the commitment to children's health.

In addition to promoting physical health, Child-Friendly Schools foster emotional and social well-being through various programs. Initiatives that encourage children to express their feelings through arts—like music, drawing, and drama—are essential for holistic development. Acedo et al. (2020) found that integrating creative outlets not only helps emotional expression but also builds a sense of community among learners, empowering them to take an active role in their well-being.

Ultimately, the importance of a healthy environment within Child-Friendly Schools cannot be overstated. These institutions serve as models for combining health education with academic learning, showing that a focus on well-being leads to better educational outcomes. As highlighted by Delos Reyes et al. (2021), when schools prioritize health alongside academic achievement, they create a complete educational experience that prepares learners for future challenges both inside and outside the classroom.

### Caring and Protective Environment

A caring and protective environment is crucial for nurturing learners' physical and emotional well-being. Schools must ensure their spaces are free from violence, abuse, and neglect, promoting positive discipline. A supportive atmosphere includes access to essential health services like nutritional support and counseling, with hygienic facilities and adequate water/sanitation. Integrating health education and life skills into the curriculum further supports well-being. Baker et al. (2019) confirm that prioritizing health and safety helps all children thrive academically and personally.

Recent research, including a comprehensive study by Smith et al. (2021), highlights the importance of supportive educational environments for learner well-being and academic success, showing that well-structured support systems significantly improve mental health outcomes. This aligns with Johnson et al. (2022), who found that schools actively prioritizing mental health initiatives see significant improvements in academic performance and learner behavior, with fewer disciplinary incidents and higher engagement.

Fitriani, Istaryatiningtias, and Qodariah (2021) further emphasize that learners feel more engaged and motivated when schools adopt child-centered teaching methods and create safe learning environments. Their work documents successful CFS program implementation and its positive effects on school culture, providing insights into how CFS principles improve school climate for both learners and teachers.

However, challenges remain in fostering open communication about personal safety. Brown and Lee (2021) identify significant barriers, stressing the critical need for schools to create more trusting and

supportive environments. Their findings point to fear of judgment, lack of confidentiality, and insufficient teacher-learner rapport as primary hurdles.

Therefore, for a truly caring and protective environment, schools must establish clear policies, encourage open dialogue, and provide safe spaces for discussion. This empowers learners to express concerns without hesitation, fostering a culture of trust and inclusivity where they feel secure, valued, and able to seek help, resulting in a safer and more conducive learning environment.

### Democratic Participation

Democratic participation empowers learners by involving them in decisions about their school environment, fostering a deep sense of ownership and responsibility. Research by Mitra & Gross (2020) indicates that learner involvement in school governance positively impacts their motivation and academic performance. Danks (2019) further emphasizes that when learners actively participate in their learning, they develop a deeper understanding of its context, purpose, and application, enhancing their overall growth.

This collaborative approach extends to families and the broader community, fostering strong partnerships that enhance the educational experience. Schools actively consult parents and value their opinions on policies and activities. Fitriani et al. (2020) found that involving parents and school committees significantly enhances the overall school climate. Regular dialogues between educators and parents, as noted by Ramos and Salcedo (2020), strengthen relationships and improve learner outcomes by connecting home and school learning. Schools also seek support from community institutions, creating a network of resources, with Delos Reyes et al. (2021) highlighting how community involvement leads to more comprehensive support systems for learners.

Beyond direct involvement, Child-Friendly Schools prioritize children's nutrition, health, and safety both on premises and during commutes, fostering family security. Schools also actively advocate for children's interests in community assemblies and local governance, ensuring their voices are heard in decision-making. However, Brown and Lee (2021) identify significant barriers to open communication about personal safety concerns, stressing that schools must cultivate a culture of trust and transparency. This means creating safe spaces where learners feel comfortable expressing concerns without fear of judgment, ultimately contributing to a more effective and protective school environment.

### School Climate

School climate refers to the overall quality and character of school life, encompassing the experiences and perceptions of learners, parents, and staff. It reflects shared norms, values, relationships, teaching practices, and organizational structures. Research consistently shows a supportive school climate leads to improved learner outcomes, including higher academic performance, reduced behavioral problems, and lower dropout rates, as noted by Thapa et al. (2019) and Kuvvetli and Kuvvetli (2023). This positive environment is crucial not only for academic success but also for nurturing learners' social-emotional development, making them feel safe, respected, and engaged. Manla (2021) further highlighted its direct impact on teachers' commitment and overall school performance, affirming that a healthy school environment influences both teacher morale and learner achievement.



Moreover, a positive school climate significantly contributes to teachers' work engagement, as reinforced by Budiongan and Corpuz (2024) in Misamis Oriental. Their findings emphasized that professionalism was the highest-rated dimension of school climate, while physical engagement was most pronounced among teachers. Factors like teaching position and educational attainment also influence teacher engagement, stressing the importance of targeted professional development and leadership training to enhance teacher performance. This aligns with Sebastian et al. (2021), who highlight that school leaders providing constructive feedback and professional development significantly boost teacher morale, and Leithwood et al. (2020), who assert that responsive administrators foster collaboration, ultimately improving teacher effectiveness. Meyers et al. (2021) further emphasize that overall school climate is directly impacted by administrative support.

Ultimately, teachers' pro-social behaviors and the prioritization of socio-emotional development are central to a positive school climate. Kim and Park (2021) discovered that compassionate and supportive teachers reduce learner stress, increase self-esteem, and improve academic performance. García and López (2022) found that pro-social teaching fosters harmonious relationships, leading to more inclusive learning. Durlak et al. (2021) revealed that prioritizing learners' abilities to understand and manage emotions, set positive goals, show empathy, and make responsible decisions directly increases engagement and creates a more harmonious school community. These findings collectively emphasize that professional development should prioritize social-emotional competencies to strengthen school climate and learner success.

Taken together, these studies reinforce the idea that improving school climate is a strategic imperative—one that impacts not just learners' academic growth but also educators' commitment and engagement. Thus, education leaders are called to create development plans and interventions rooted in research to promote a climate that uplifts every member of the school community.

#### Teachers' Pro-Social Behavior

Teachers' Pro-Social Behavior is a critical factor influencing school climate in child-friendly programs. Teachers demonstrating empathy, offering emotional support, and fostering positive relationships create a more inclusive and nurturing environment for learners. This actively promotes social-emotional competencies; Goh et al. (2019) highlight that such teacher interactions improve learners' emotional regulation and social skills, enhancing academic performance and a vital sense of safety and belonging essential for learning.

Research by Jennings and Greenberg (2020) supports this, showing that consistent integration of these behaviors boosts engagement and motivation. Roffey (2020) further noted the direct impact of teacher-learner relationships on mental health and belonging. This underlines that effective pro-social behavior by teachers leads to a positive school culture where learners feel understood, supported, and connected.

Celebrating learner achievements is crucial for fostering a positive school climate. Ryan and Deci (2020), through self-determination theory, suggest that recognition and positive reinforcement significantly enhance learners' intrinsic motivation and engagement. Similarly, Sun and Leithwood (2022)

found that acknowledging learners' progress strengthens self-confidence, resilience, and overall academic performance. These insights emphasize the need for schools to sustain recognition programs, encouraging teachers to adopt diverse and meaningful ways to celebrate learner success.

Beyond direct learner interaction, teachers' pro-social behavior also fosters collaboration among staff. Caballero-Delos Santos (2023) explored the link between pro-social behavior and teacher productivity, revealing that supportive and empathetic behaviors among teachers lead to a more positive and collaborative school climate. This is consistent with Ramesh's (2021) research, which demonstrated that teachers modeling pro-social behavior directly influences learners' interpersonal skills and the overall classroom atmosphere. Both studies suggest fostering a pro-social school environment through the Child-Friendly School model can enhance relationships among teachers and learners, further improving the school climate.

Ultimately, the role of teachers as proactive socializers is fundamental in establishing a supportive school climate. Their ability to influence the school environment is also shaped by factors like feedback, school culture, and professional development, as highlighted by Kim et al. (2021). Additionally, Jennings and Greenberg (2020) argue that teachers feel more empowered as influencers of learner behavior when they receive sufficient training in social-emotional learning and learner-centered approaches. This holistic view ensures that teachers are well-equipped to consistently deliver the pro-social behaviors vital for child-friendly education.

#### Child Socio- Emotional Development

Socio-emotional development is a vital aspect significantly impacting school climate, with recent research widely acknowledging its importance in education. Schonert-Reichl (2021) highlights that Socio-Emotional Learning (SEL) helps learners improve emotional regulation, resilience, and interpersonal relationships, all contributing to academic success. Similarly, Durlak et al. (2020) found SEL programs enhance learner attitudes, reduce behavioral problems, and increase prosocial behavior. Schools prioritizing SEL create inclusive, supportive environments that foster not only cognitive but also emotional and social skills, as indicated by Brackett et al. (2020).

A strong conviction among teachers directly aligns with research showing the positive impact of prioritizing SEL on learners. Jennings and Greenberg (2020) emphasize that teachers who prioritize SEL foster better learner engagement and emotional intelligence. Moreover, Taylor et al. (2021) indicate that SEL interventions significantly boost learners' academic performance, as emotionally secure learners are more likely to participate actively in learning activities. This highlights the crucial role teachers play in shaping a school climate where learners feel understood, supported, and connected.

However, despite wide recognition, integrating SEL programs into formal curricula remains inconsistent. Oberle et al. (2020) found this often stems from a lack of teacher training and institutional support. Elias (2021) further emphasizes that schools struggle with implementation due to competing academic demands and limited resources. To address this, Mahoney et al. (2021) propose a whole-school approach, advocating for SEL principles to be comprehensively integrated into lesson planning, classroom management, and school policies.



Nurturing children's socio-emotional skills, especially during early childhood, significantly impacts their overall well-being and academic success. A systematic review by Campbell et al. (2019) emphasizes that strong socio-emotional skills lead to better social interactions, reduced behavioral problems, and enhanced academic motivation. Mondri's (2021) research on fostering SEL through early childhood intervention further suggests that such programs significantly contribute to creating a child-friendly and emotionally supportive school climate.

Schools implementing child-friendly programs often integrate SEL into their curricula, fostering children's abilities to understand and manage emotions effectively. Panizza's (2020) study underscores the importance of assessing and developing these skills to improve learners' emotional well-being and social interactions. By prioritizing socio-emotional development and embedding SEL within school policies, as Weissberg et al. (2021) argue, schools can create environments that are not only academically rigorous but also emotionally nurturing, ensuring long-term benefits in learners' overall educational experience and a holistic approach to child development.

#### School Administrators' Support and Responsiveness

Supportive school leadership significantly impacts school climate, boosting both learner achievement and teacher satisfaction. Effective administrators enhance teacher efficacy and motivation through constructive feedback and professional development (Sebastian et al., 2021). Responsive leaders also improve teacher performance by fostering collaboration and allocating resources (Leithwood et al., 2020). Administrator support directly links to school climate, influencing teacher retention and instructional effectiveness (Meyers et al., 2021).

Principals directly shape school climate by setting expectations, fostering relationships, and building trust among staff and learners (Bannen, 2022). Their active engagement and open communication create a collaborative atmosphere, boosting morale and commitment, which ultimately benefits learner outcomes. However, challenges in communication, such as hierarchical barriers and busy schedules, can hinder this support, potentially leading to "organizational silence" from teachers (Durnali et al., 2022).

Despite these hurdles, school leaders' responsiveness to community needs is vital. Prioritizing community involvement and stakeholder engagement fosters a sense of belonging among learners and parents, strengthening school-family relationships (School Climate Improvement Action Guide for School Leaders, 2022). Furthermore, principals adopting transformational leadership—characterized by shared decision-making, relationship building, and inclusivity—create an atmosphere highly conducive to learning and growth (Zych, 2021). This comprehensive administrative support, through professional development and teacher empowerment, is fundamental to cultivating a positive, collaborative, and effective school climate for all.

#### Objectives

The main objective of this study was to assess the Child-Friendly School Program and the overall school climate in elementary schools. Specifically, this aimed to find the respondents' assessment of the Child-Friendly School Program; examine the respondents' assessment of the school climate; and

determine the significant relationships between the respondents' assessment of the Child-Friendly School Program and the school climate.

### **Theoretical Framework**

This study was anchored on Bandura's Social Learning Theory, which underscored the role of observational learning in shaping behaviors within a school setting. In the context of the Child-Friendly School Program (CFSP), teachers acted as key role models by exhibiting pro-social behaviors such as inclusiveness, empathy, and democratic participation, which students observed and imitated. This process not only contributed to the students' socio-emotional development but also helped cultivate a positive school climate where positive behaviors were learned and reinforced through interaction. The theory highlighted how both students and teachers mutually influenced each other's behaviors, creating a supportive and emotionally healthy environment that aligned with the goals of the CFSP.

Bandura's Theory underscored the role of teachers as role models who demonstrated pro-social behaviors like inclusiveness and empathy, fostering a climate where positive behaviors were encouraged and learned through observation. This theoretical perspective provided a robust foundation for understanding how the CFSP could significantly impact school climate, ultimately contributing to the pro-social behavior of teachers, the socio-emotional development of learners, and the support and responsiveness of school administrators.

### **Conceptual Framework**

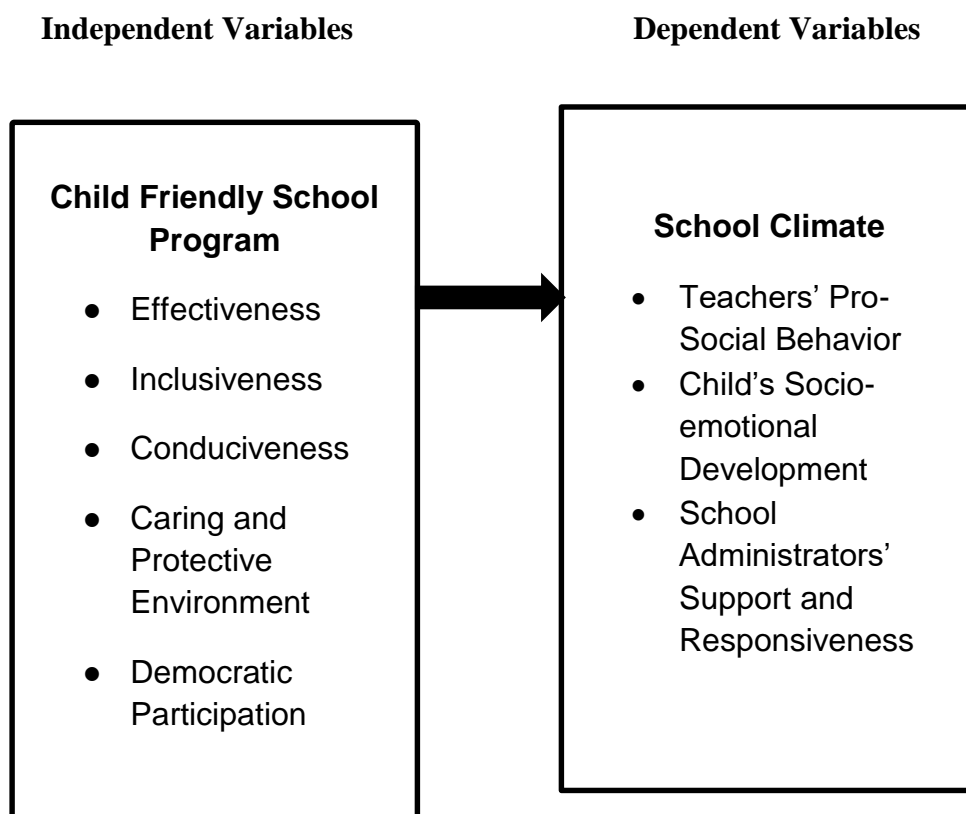
The conceptual framework for the study on the Child-Friendly School Program and the School Climate among elementary schools was grounded in Department Order No. 73, s. 2006. This order established the Child-Friendly School System (CFSS) as a national initiative to create educational environments prioritizing children's rights and holistic development. It emphasized collaboration among school administrators, teachers, parents, and the community to ensure a safe, nurturing, and inclusive atmosphere where every child thrived. By adhering to these guidelines, schools fostered environments supporting academic success and emotional well-being.

This study's guiding structure identifies the Child-Friendly School Program (CFSP) as the independent variable, built upon five essential pillars: effectiveness, inclusiveness, conduciveness, a caring and protective environment, and democratic participation. Each pillar plays a critical role: effectiveness ensures educational standards are met while meeting children's needs; inclusiveness guarantees equal access and values diversity; conduciveness promotes a healthy learning space; a caring atmosphere fosters positive relationships; and democratic participation encourages student involvement in decision-making. Supporting these components, findings by Acedo et al. (2020) and Delos Reyes et al. (2021) highlight their contribution to improved student engagement, academic performance, and socio-emotional development.

The dependent variable in this research model is school climate, which includes key indicators such as teachers' pro-social behavior, child socio-emotional development, and school administrators' support and responsiveness. The CFSP's pillars directly influence these indicators: effectiveness promotes teacher empathy and student resilience; inclusiveness fosters equitable practices, boosting student well-

being and self-confidence; conduciveness motivates positive relationships and reduces student stress; a caring environment encourages kindness and emotional security; and democratic participation builds collaboration and empowers students. Administrators' active support and responsiveness are also crucial in implementing these principles, together shaping a nurturing and effective school environment that benefits all members.

In summary, the interplay between the characteristics of the child-friendly school program and the school climate created a holistic environment where teachers, students, and administrators thrived collaboratively. The complex interactions between the study's variables were depicted in Figure 1, where the independent variable consisted of effectiveness, inclusiveness, conduciveness, provision of a caring and protective environment, and democratic participation for the school community. The dependent variable included teachers' pro-social behavior, students' socio-emotional development, and school administrators' support and responsiveness. Thus, the researcher aimed to determine the significant relationship between the two variables. Based on the conceptual framework, the characteristics of the Child-Friendly School Program (independent variable) were assumed to influence the School Climate (dependent variable) in various ways.



**Figure 1. A Schematic Presentation Showing the Interplay between the Independent and Dependent Variables of the study**

### **Statement of the Problem**

This study aimed to determine the level of assessment of the Child-Friendly School Program and the school climate among the public elementary schools in the South District, Division of Cagayan de Oro City, for the School Year 2024- 2025.

Specifically, this study sought to answer the following questions:

1. How do the respondents assess the level of the Child-Friendly School Program in terms of its effectiveness, inclusiveness, conduciveness, provision of a caring and protective environment, and democratic participation for the school community?
2. How do the respondents assess the level of school climate based on the pro-social behavior of teachers, the socio-emotional development of learners, and the school administrator's support and responsiveness?
3. Is there a significant relationship between the respondents' assessment of the Child-Friendly School Program and the school climate?

### **Hypothesis**

Problems 1 and 2 were hypotheses-free. Based on Problem 3, the null hypothesis was tested at a 0.05 level of significance.

H<sub>0</sub>: There is no significant relationship between the respondents' assessment of the Child-Friendly School Program and the school climate.

### **Significance of the Study**

This study explored the assessment levels of the Child-Friendly School Program and the school climate among public elementary schools in the South District, Division of Cagayan de Oro City. Hence, the result of this study is useful to the following:

For DepEd officials, this study offered a framework to evaluate the effectiveness of the CFSP in promoting positive school climates. By identifying best practices and areas for improvement, supervisors could better support schools in implementing child-friendly initiatives that align with national educational policies.

Supervisors and school administrators benefited from this research by gaining a deeper understanding of how the CFSP enhanced school climate. Implementing the findings led to improved student engagement, reduced behavioral issues, and a more collaborative school environment, ultimately contributing to better academic outcomes.

Teachers played a crucial role in shaping school climate. This study emphasized the importance of pro-social behaviors and inclusive practices in the classroom. By applying the insights gained from this research, teachers fostered a more supportive atmosphere that enhanced students' socio-emotional development and learning experiences.

For learners, a positive school climate was essential for their emotional and academic growth. This study underscored how the CFSP created an environment where students felt safe, respected, and engaged. The findings helped ensure that all students had access to quality education that met their diverse needs.

Stakeholders, including parents and community members, found this research significant as it highlighted the importance of their involvement in creating a child-friendly school environment. Engaging stakeholders fostered collaboration and ensured that the needs of students and families were considered in decision-making processes.

Finally, this study laid the groundwork for future research on child-friendly initiatives and their impact on educational outcomes. By providing a comprehensive analysis of the CFSP's role in shaping school climate, it opened avenues for further investigation into effective strategies for enhancing student well-being and academic success in various educational contexts.

### **Scope and Limitations**

This study focused on the assessment level of the Child-Friendly School Program and School Climate in the South District, Division of Cagayan de Oro City during the School Year 2024- 2025. The respondents were the three hundred three (303) public school elementary teachers from the seven (7) schools of South District, Division of Cagayan de Oro City.

The independent variables were limited to the Child-Friendly School Program in terms of effectiveness, inclusiveness, democratic participation, and the creation of a healthy, safe, and protective environment. The dependent variables were also limited to the school climate based on teachers' pro-social behavior, child socio-emotional development, and school administrators' support and responsiveness.

### **Definition of Terms**

The following are the terminologies which were be operationally defined for the purpose of this study:

**Caring and Protective Environment.** This refers by a school culture that prioritizes the emotional and physical safety of learners, ensuring they feel valued, respected, and supported in their learning journey.

**Child-Friendly School Program.** This refers to an educational framework that prioritizes the holistic development and well-being of children through inclusiveness and supportive practices.

**Conduciveness.** This refers to the extent to which a school environment is supportive and promotes optimal learning by providing safe, healthy, and engaging spaces that facilitate academic and social development among students.

**Democratic Participation.** This refers to the active involvement of students, teachers, and parents in decision-making processes within the school.

**Effectiveness.** This refers to the extent to which child-centered, inclusive, and experiential teaching practices enhance student engagement, critical thinking, and academic outcomes by aligning methods and resources with learners' developmental needs and learning styles.

**Inclusiveness.** This refers to providing equal access to educational opportunities for all students, regardless of their background or abilities.

**Pro-social Behavior.** This refers to positive actions that benefit others and contribute to social cohesion within the school community.

**School Administrators' Support and Responsiveness.** This refers to the act of being involved and actively listening to the needs of teachers, students, and families while providing timely assistance, resources, and guidance to foster a collaborative and effective educational environment.

**School Climate.** This refers to the overall atmosphere of a school as perceived by its members, including relationships and support levels.

**Socio-emotional Development.** This refers to the process through which children learn to manage their emotions and develop positive relationships.

## **METHODOLOGY**

This section presents the methods and procedures employed in the study. It includes the research design, study setting, participants, sampling technique, research instruments, variable categorization, scoring system, data collection process, statistical analysis, and ethical considerations.

### **Research Design**

This study utilized a descriptive-correlational research method, employing a descriptive design to provide a comprehensive understanding of the Child-Friendly School Program and its implications for school climate. This method encompassed not only the collection, organization, and computation of data but also the analysis and interpretation of the results. According to Scribbr (2024), this approach allowed researchers to systematically gather information and analyze it to derive meaningful insights about the variables in this study.

Initially, data were gathered through a survey questionnaire with two parts, aiming to identify patterns, trends, and measurable outcomes resulting from the CFS program. Part I sought to identify the level of Child-Friendly School Programs in terms of their Effectiveness, Inclusiveness, Democratic Participation, and Healthy, Safe, and Protective Environment. Part II dealt with a deeper exploration of the level of CFS's observed effects on the overall school climate.

### **Study Setting**

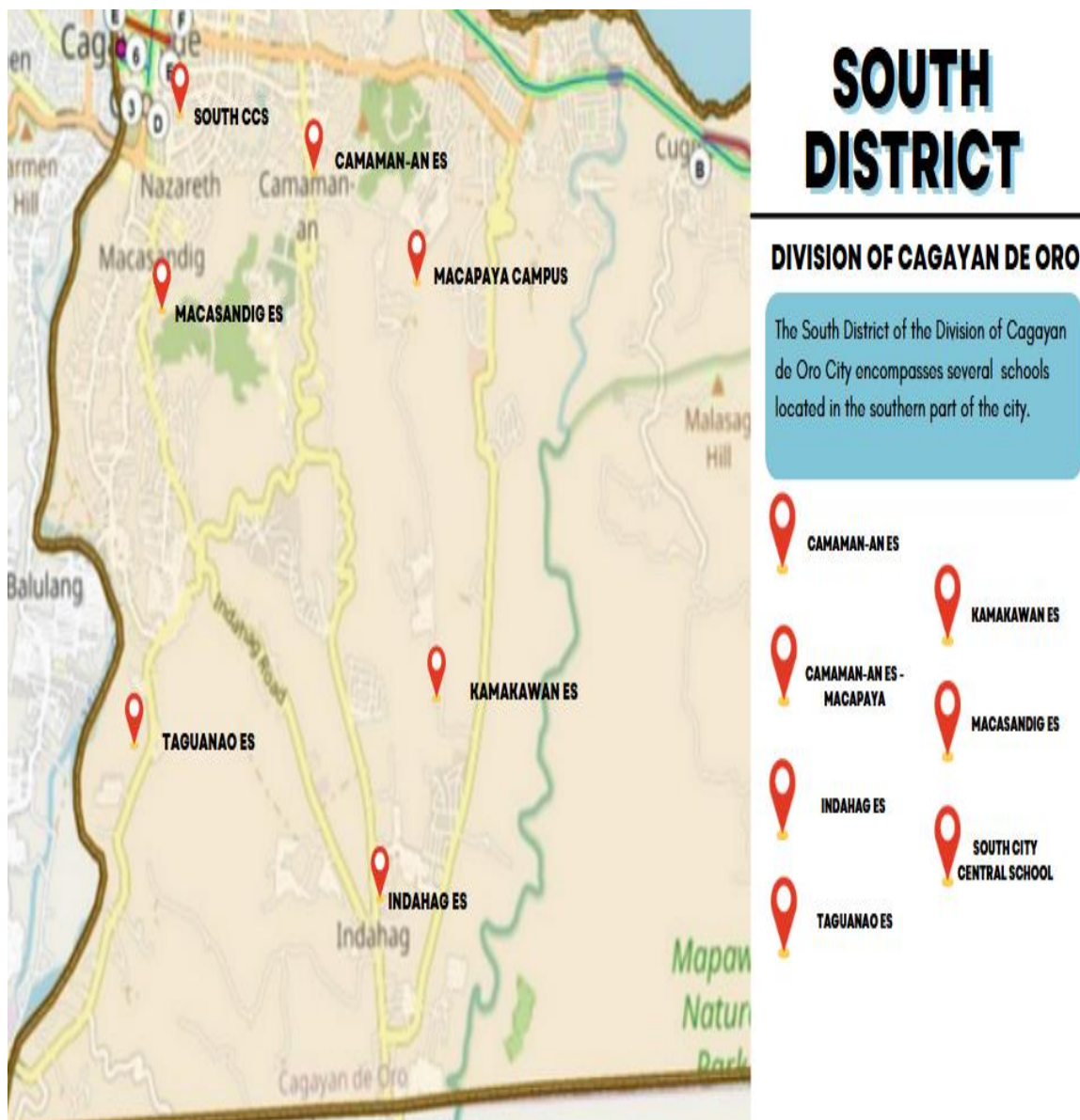
This study was conducted in Cagayan de Oro City, a highly urbanized city in Northern Mindanao, Philippines, serving as the capital of Misamis Oriental and the most populous city in the region, with a population of approximately 728,402 as of the 2020 census. It stood as a regional center and business hub.

As Cagayan de Oro City grew as a cultural and economic hub, the Department of Education (DepEd) - Division of Cagayan de Oro City played a critical role in shaping the educational landscape to meet the diverse needs of its population. Established in 1953, the Division of Cagayan de Oro City was dedicated to providing quality, equitable, and culture-based education to all Filipino students. It supervised



both public and private elementary and secondary schools to ensure educational standards were upheld while fostering a conducive learning environment.

The study was conducted across the big elementary schools in the South District of the Division, including Camaman-an Elementary School, Macasandig Elementary School, and South City Central School. Indahag Elementary School was utilized in the study for pilot testing of the survey questionnaire. These institutions represented diverse student populations and educational challenges, emphasizing DepEd's commitment to nurturing lifelong learners through various community engagement initiatives.



**Figure 2. Map of South District, Division of Cagayan de Oro City**

**Source: map of deped- division of cagayan de oro city - Google Maps**

## Research Respondents

The respondents of this study consisted of three hundred three (303) teachers from the seven (7) elementary schools within the South District of the Division of Cagayan de Oro City for the School Year 2024-2025. These schools included Camaman-an Elementary School, Macasandig Elementary School, Macapaya Campus, Kamakawan Elementary School, Indahag Elementary School, Taguanao Elementary School, and South City Central School as reflected in Appendix G, page 106.

The distribution of respondents by school code is shown in Table A

**Table A**  
**Distribution of Respondents**

SCHOOLS	RESPONDENTS
A	104
B	48
C	63
D	7
E	13
F	51
G	17
Total	<b>303</b>

## Sampling Technique

The study employed universal sampling (also known as non-probability sampling), which involved all teachers in the population. This approach, known as a census or total population sampling for research purposes, includes all population members in a research study without drawing a sample. Universal sampling provides that every person or element of the population has an equal chance of being included in the study. It is often used when the resources are available to consider the entire population, or if the population size is small or manageable. Including each member of the population in the study eliminates sampling error and the bias associated with inaccurate estimates of population characteristics. For larger populations, this may be expensive or impractical. Universal sampling made sure that every teacher within the South District of the Division of Cagayan de Oro City has an equal chance of being chosen as a respondent; thus, eliminating selection bias and also ensuring fairness. This approach was particularly suitable as it ensured that every teacher in the participating schools contributed to the data collection process, providing a comprehensive overview of the Child-Friendly School Program (CFSP) and its impact on school climate.

## Research Instrument

The instrument used in gathering the necessary data was a questionnaire of two (2) parts. Part I elicited on Child-Friendly School Program in terms of inclusiveness, effectiveness, conduciveness, caring

and protective environment, and democratic participation. This was based on DepEd Order No. 44, s. 2015, but the indicators were researcher-made.

The level of the Child-Friendly School Program was assessed on a 4-point scale, where a score of 3.5 - 4.0 indicates an Outstanding implementation, meaning it is practiced All the Time. A score of 30-35 reflects a Very Satisfactory implementation, occurring Most of the Time, while 25-30 signifies Satisfactory implementation, occurring Sometimes. Scores of 24 and below represent a Poor implementation level, meaning the program is Never implemented.

Part II was a researcher-made survey tool. It was employed to gather data on the dependent variables related to school climate. This instrument utilized a four-point Likert scale to measure teachers' pro-social behaviors, students' socio-emotional development, and school administrators' support and responsiveness. The same 4-point scale was used, with higher scores representing more frequent positive school climates: 3.5 - 4.0 signifies a Very Positive school climate, and lower scores indicate declining levels of positivity, with 1.0 - 1.4 reflecting a Very Negative school climate. This was based on the various literature and related research taken from books, articles, and other sources related to the study.

### **Validity and Reliability**

The questionnaire underwent validation by five (5) experts, all full fledged Doctors in Education. Based on the feedback, some items were revised or reworded to better align with the study's independent and dependent variables, while others remained unchanged due to their clarity and correctness. A Certificate of content validity was issued, confirming that the instrument had been reviewed and evaluated for the study. Following validation, the instrument underwent pilot testing with 30 teachers from Mambuaya Elementary School, who were not part of the actual respondents. This ensured the tool's clarity and effectiveness in the data collection phase.

Further, reliability analysis using Cronbach's alpha yielded results ranging from 0.838 to 0.920, indicating the instrument was valid and reliable. These values fall within the Good to Excellent range. Cronbach's alpha measures the internal consistency of the instrument by comparing total variance to the shared variance (covariance) among items. A high level of covariance relative to variance suggests strong reliability, supporting the instrument's appropriateness for the main study.

### **System of Scoring**

The scoring system employed in this study provides a structured framework for evaluating both the level of implementation of the Child-Friendly School Program and the overall school climate.

#### **Part I. Child-Friendly School Program**

<b>Scale</b>	<b>Range</b>	<b>Description</b>	<b>Interpretation</b>
4	3.5- 4.0	All the Time	Outstanding
3	2.5- 3.4	Most of the Time	Very Satisfactory
2	1.5- 2.4	Sometimes	Satisfactory
1	1.0- 1.4	Never	Poor

## Part II. School Climate

Scale	Range	Description	Interpretation
4	3.5- 4.0	Strongly Agree	Very Positive
3	2.5- 3.4	Agree	Positive
2	1.5- 2.4	Disagree	Negative
1	1.0- 1.4	Strongly Disagree	Very Negative

## Data Gathering Procedure

The researcher secured a Permit to Conduct Study from the Graduate School of COC- PHINMA and was duly approved by the Division Research Committee Head and the Schools Division Superintendent of Cagayan de Oro City. Further approval was also requested from the School District Supervisor of the South District, where the study was conducted. These approvals ensured ethical compliance and institutional support throughout the research process.

The researcher used a patterned and modified survey questionnaire based on DepEd Order No. 44, s. 2015, along with a researcher-made survey tool tailored to the study's objectives. These instruments were carefully distributed, last January 24, 2025, to all teacher-respondents in the participating schools through their respective school principals and grade leaders, ensuring proper coordination and accountability. Before answering, respondents were instructed on how to complete the questionnaires, including an explanation of the scoring system and its implications to ensure clarity and consistency.

The completed questionnaires were retrieved on February 13, 2025, and compiled for analysis. This rigorous data-gathering process ensured that the study accurately assessed the implementation level of the Child-Friendly School Program and the school climate.

## Statistical Treatment

The statistical treatment employed in this study involved a combination of descriptive and inferential statistics to analyze the data collected from the questionnaires. Descriptive statistics, including means, standard deviations, and frequency distributions, were used to summarize the overall implementation levels of the Child-Friendly School Program and school climate. Inferential statistics, such as Pearson's  $r$  correlation analysis, were utilized to examine the relationships between the CFSP's dimensions and various components of school climate, including teachers' pro-social behaviors, students' socio-emotional development, and school administrators' support and responsiveness. These statistical methods provided a comprehensive understanding of how effectively the CFSP and school climate are implemented, allowing for informed conclusions and recommendations based on the findings.

## Ethical Considerations

The research was guided by ethical principles that ensured the observance of informed consent and confidentiality. To safeguard the participants' rights and well-being, ethical permission was obtained from the relevant institutional review boards, including PHINMA Cagayan de Oro College. With their informed consent, all participating teachers were assured that their rights and privacy were respected throughout the entire research endeavor. The study demonstrated a commitment to conducting the research appropriately

and morally by placing a strong emphasis on ethical considerations, including informed consent, voluntary participation, and privacy protection.

Additionally, the researcher obtained ethical clearance from the Office of the Graduate School of PHINMA- Cagayan de Oro College. This clearance process involved a thorough review and approval of the study's methodologies and protocols to ensure they aligned with ethical standards and safeguarded the rights, confidentiality, and welfare of all participants. The researcher implemented measures to ensure that participants were fully aware of their rights and the nature of the study. By fostering an open dialogue and maintaining transparency, the research aimed to build trust between participants and researchers, ultimately enhancing the integrity of the study.

## RESULTS AND DISCUSSION

This section presents the results and discussion on Child-Friendly School and school climate. The data are presented in tabular form following the problems stated earlier.

### Results

**Problem 1. How do the respondents assess the level of the Child-Friendly School Program in terms of its effectiveness, inclusiveness, conduciveness, provision of a caring and protective environment, and democratic participation for the school community?**

**Table 1**  
**Distribution of Respondents' Assessment on the Level of the Child-Friendly School Program in terms of Effectiveness**

Indicator	Mean	SD	Description
As a teacher...			
I believe that the school curriculum meets the diverse needs of my students	3.48	0.96	All the Time
I receive adequate support from administrators to implement teaching strategies.	3.23	0.88	Most of the Time
I feel that my students are achieving their academic goals due to school practices	3.08	0.81	Most of the Time
I am provided with resources that enhance my teaching.	3.00	0.80	Most of the Time
I regularly participate in professional development opportunities offered by the school.	3.36	0.86	All the time



I receive adequate support and constructive feedback from administrators to enhance teaching strategies	3.30	0.83	All the Time
I feel that the school tracks and supports student progress and achievement.	3.31	0.84	All the Time
I am part of a school culture that encourages innovation and continuous improvement in teaching practices.	3.22	0.82	Most of the Time
I feel confident in implementing innovative teaching methods encouraged by the school.	3.07	0.81	Most of the Time
I believe that the school addresses learning gaps among students.	3.17	0.83	Most of the Time
<b>Overall</b>	<b>3.19</b>	<b>0.84</b>	<b>Most of the Time</b>

**Legend:** 3.5-4.0 All the Time / Outstanding 1.5-2.4 Sometimes / Satisfactory  
2.5-3.4 Most of the Time /Very Satisfactory 1.00-1.4 Never / Poor

Table 1 presents the distribution of respondents' assessment on the level of the Child-Friendly School Program in terms of **Effectiveness** with an overall mean of **3.19 (SD = 0.84)**, described as **Most of the Time** and interpreted as **Very Satisfactory**. This means that schools are mostly doing a good job of giving children personalized, active, and team-based learning experiences that fit their age and learning style. It also means they are boosting learner engagement and success.

It suggests that learners often feel their lessons are made just for them, recognizing their unique way of learning. This personalized approach means fewer learners are left behind or bored, as tasks are tailored to their readiness and strengths. They likely find activities deeply engaging, whether working on a project with classmates or tackling a challenge independently, which not only builds knowledge but also sharpens their critical thinking and social skills. When teachers consistently plan lessons that match what learners are ready for and how they learn best, it creates a much more welcoming and supportive school environment. Learners feel heard, understood, and more confident to participate, ultimately boosting their motivation and sense of belonging. This active involvement and consistent feeling of success clearly show that the school's dedicated efforts to personalize education are genuinely helping every learner to thrive, build self-worth, and develop a strong enthusiasm for learning.

Adding to this, a study by Daryono et al. (2023) looked closely at the CFSP in Depok City, West Java. Their study found that for the program to work well, it needed good planning, strong commitment from everyone involved, and ongoing checks. These findings match with Hattie (2020), highlighting that when important things like teacher training, support for teachers, and understanding of the program are in place, CFSP can be effectively carried out and perceived positively by educators.



Along these lines, the indicator, **As a teacher, I believe that the school curriculum meets the diverse needs of my learners**, received the highest mean of **3.48 (SD = 0.96)**, described as **All the Time** and interpreted as **Outstanding**. This means the curriculum is not just a standard set of subjects, but a flexible plan that truly serves the different backgrounds, learning styles, and stages of growth for each learner. Learners at school likely feel their lessons are truly designed for them. They do not feel left out, as the learning activities consider their unique ways of understanding and their personal backgrounds. When the curriculum fits their individual needs, learners find schoolwork more interesting and feel more confident in their abilities. This helps them understand things better and succeed more often. Because the lessons adapt to who they are, learners become more excited to learn and see school as a supportive place where they can truly grow and develop their full potential.

Further, this excellent curriculum, as supported by Syakur et al. (2020), works well because of skilled teachers who are always learning new things, are paid fairly, and are very dedicated. These committed teachers are essential for making sure the curriculum fits what each learner needs. They also work to create a good school environment where children get involved in school and community activities, which helps them build important teamwork and problem-solving skills according to Ramos and Salcedo (2020). This complete approach, which aligns with the main ideas of the Child-Friendly School Program, creates a place that not only helps children grow but also truly prepares them for the tough challenges of the future.

However, the indicator **As a teacher, I am provided with resources that enhance my teaching** received the **lowest** score of **3.00 (SD = 0.80)**, described as **Most of the Time** and interpreted as **Very Satisfactory**. This result shows that limited access to things like teaching aids, technology, and reference materials can make teaching less effective, which then impacts how involved learners are and how well they achieve.

Further, this lower score for teacher resources directly impacts how learners experience their daily lessons, often making the learning journey less vibrant and inclusive. When teachers lack sufficient teaching aids, modern technology, or updated reference materials, lessons might rely heavily on traditional methods, feeling less dynamic or hands-on. Learners, especially those who thrive with visuals, practical activities, or digital tools, might find it significantly harder to grasp complex ideas or stay engaged. This gap in resources can lead to reduced curiosity and less active participation, as lessons may not fully ignite their interests or cater to their unique learning styles. Ultimately, this limitation can hinder their ability to explore concepts deeply, develop critical skills needed for the future, and reach their full academic and personal potential, as the classroom environment may not fully equip them for a truly comprehensive educational experience.

This problem is also seen in findings by Ronfeldt (2021), who stressed how important the link is between how prepared teachers are and the quality of their teaching. The study showed that not having enough resources leads to more stress for teachers, less effective teaching methods, and unequal learner outcomes. In contrast, schools that made sure teachers had enough instructional support and chances to grow professionally were better at fostering learner achievement. This points to the need for schools to regularly check what resources are needed and take specific actions to fill any gaps in what is available and the support teachers receive.

**Table 2**

**Distribution of Respondents' Assessment on the Level of the Child-Friendly School Program in terms of Inclusiveness**

Indicator	Mean	SD	Description
As a teacher...			
I feel that all students, regardless of background, are welcomed and included in classroom activities.	3.56	0.96	All the time
I believe that my school actively promotes gender equality among students and staff.	3.39	0.91	All the time
I am encouraged to adapt my teaching methods to accommodate diverse learning styles and needs.	3.27	0.84	All the time
I feel supported in addressing the needs of students with disabilities in my classroom.	3.32	0.86	All the time
I undergo training on inclusive practices, district-led training for all teachers and staff.	3.26	0.83	All the time
I feel supported and have access to resources to address the needs of students with diverse needs, including disabilities	3.19	0.81	Most of the time
I believe that my school values input from parents regarding inclusivity in education.	3.28	0.84	All the time
I feel comfortable discussing issues of inclusiveness with my colleagues and administrators.	3.31	0.86	All the time
I note that my school leads regular reviews of policy to ensure that we are promoting an inclusive environment for all.	3.23	0.82	Most of the time
I see diverse representation in school activities and events, reflecting our community's demographics.	3.01	0.80	Most of the time
<b>Overall</b>	<b>3.28</b>	<b>0.85</b>	<b>All the time</b>

**Legend:** 3.5-4.0 All the Time / Outstanding 1.5-2.4 Sometimes / Satisfactory  
2.5-3.4 Most of the time / Very Satisfactory 1.00-1.4 Never / Poor

Table 2 presents the distribution of respondents' assessment on the level of the Child-Friendly School Program in terms of **Inclusiveness** with an overall mean of **3.28 (SD = 0.85)**, described as **All the**

**Time** and interpreted as **Outstanding**, which strongly supports the idea of inclusiveness in Child-Friendly Schools. This indicates that these schools are consistently providing equitable access to education and genuinely offering equal learning opportunities for all learners. It creates an environment where no differentiation is tolerated based on gender, social standing, cultural background, or religion.

The level of inclusiveness deeply shapes the daily experience of learners at school. It means that every single learner, regardless of their background, gender, or beliefs, consistently feels seen, respected, and truly belongs. They feel safe to voice their ideas, ask questions, and engage fully in lessons, knowing their unique perspectives are valued. This lack of differentiation fosters an environment where learners can focus entirely on their studies and personal growth, rather than worrying about being treated differently. Such an atmosphere not only boosts their self-confidence and emotional well-being but also encourages rich social interactions, as learners naturally form connections and learn from peers who are different from themselves, broadening their worldviews and preparing them for a diverse society.

The findings is consistent with the study that states that Inclusiveness is essential for a school's reception, ensuring every child feels they belong. Kauffman et al. (2021) indicate inclusive education promotes learners' social relationships. For effective inclusivity, Makoelle (2021) stated it depends on consistent policy, teacher training, and resource availability. UNESCO (2021) further emphasized that inclusive education must extend beyond policies to ensure all learners have equal participation and access. Thus, schools should implement ongoing teacher training, equitable learning resource distribution, and stronger collaboration with parents and the community to fully address diverse learner needs.

In line with this, the indicator **As a teacher, I feel that all learners, regardless of background, are welcomed and included in classroom activities** got the highest mean of **3.56 (SD= 0.96)**, described as **All the Time** and interpreted as **Outstanding**. This result highlights a strong commitment by teachers to uphold inclusivity in everyday classroom interactions, which helps break down barriers caused by socioeconomic, cultural, or learning differences.

Furthermore, this consistent, direct warmth from teachers helps break down invisible walls of fear or isolation, allowing learners to drop their guards, embrace their individuality, and fully immerse themselves in learning. When learners feel this deep sense of belonging and respect, knowing their unique voices and perspectives are genuinely valued, their confidence soars. This empowers them to bravely speak up, ask insightful questions, and take necessary risks in their learning journey, knowing they will be supported, not judged. Such an inclusive atmosphere not only makes academic content more accessible but also profoundly nurtures crucial social and emotional skills; learners naturally form genuine connections, learn empathy and respect from diverse peers, and grow into more understanding individuals, preparing them to thrive not just in school but in a richly varied world. Their success here is built on a foundation of feeling truly seen, truly safe, and truly an integral part of the learning community.

This finding supported Schuelka et al.'s (2021) argument that inclusive classroom environments improved student engagement and academic performance. Their research found that when students felt included and respected, they developed a stronger sense of belonging and motivation to learn. Similarly, Florian and Spratt (2022) emphasized the importance of inclusive teaching strategies in ensuring that diverse learners, including those from marginalized backgrounds, had equal access to success. Schools could have built on this positive perception by providing additional teacher training in inclusive pedagogies, encouraging peer collaboration, and implementing culturally responsive teaching methods.

On the other hand, the lowest indicator, **As a teacher, I see diverse representation in school activities and events, reflecting our community's demographics**, got a mean of **3.01 (SD= 0.80)**, described as **Most of the Time** and interpreted as **Very Satisfactory**. This means a gap in how well the school's activities and events show the variety of people in the local community. This specific finding shows that while policies or intentions for diversity may exist, they are not consistently translating into visible representation across all school activities.

Further, this lack of visible representation can subtly tell some learners that their unique identity is not fully recognized or valued by the wider school, potentially diminishing their sense of belonging and making them feel less connected. While they may be welcomed in the classroom, this disconnect in broader school life can hinder their pride in their heritage and limit opportunities for all learners to truly understand and appreciate the rich diversity around them, thereby preventing a truly holistic and enriching educational experience for everyone. This oversight can quietly impact a learner's self-esteem and willingness to fully engage, as they might feel like an outsider in their own school community, missing out on crucial validation that fuels their confidence and motivation.

This finding was consistent with Banks and McGee (2021), who argued that diverse representation in school activities promoted learner identity development and cultural awareness. Their findings indicated that when learners saw their backgrounds, traditions, and perspectives reflected in school events, they developed a stronger sense of self-worth and engagement. Similarly, Gorski (2022) contended that schools needed to go beyond passive diversity efforts, ensuring that events, curricular materials, and leadership positions actively included and celebrated diverse voices. Adding to this, Cobanoglu and Sevim (2019) highlighted that schools implementing child-friendly practices successfully provide learners with meaningful access and an environment where they can truly engage, while also actively working to reduce gender discrimination.

**Table 3**  
**Distribution of Respondents' Assessment on the Level of the Child-Friendly School Program in terms of Conduciveness**

Indicator	Mean	SD	Description
As a teacher...			
I am in a classroom that has enough resources and materials to make effective teaching and learning happen.	2.99	0.79	Most of the Time
I have a school environment that is safe, clean, and well-maintained which is conducive to learning	3.41	0.94	All the Time
I believe that my classroom layout promotes interaction and collaboration among students.	3.08	0.85	Most of the Time

I work in a school setting that is clean and well-maintained for learners and staff.	3.11	0.86	Most of the Time
I have access to outdoor spaces that promote physical activity and recreation.	3.24	0.89	Most of the Time
I have access to facilities at the school to support learning, recreational, and other activities, like classrooms, outdoor space, et cetera.	3.21	0.88	Most of the Time
I teach in a classroom that has adequate ventilation and lighting for learning.	3.20	0.87	Most of the Time
I find that the school has a positive and creative atmosphere for learners to engage in participation and exploration.	3.17	0.85	Most of the Time
I am provided with adequate technology to enhance my teaching practices.	3.15	0.64	Most of the Time
I see that school encourages creativity and exploration in learners.	3.06	0.83	Most of the Time
<b>Overall</b>	<b>3.16</b>	<b>0.84</b>	<b>Most of the time</b>

**Legend:** 3.5-4.0 All the Time / Outstanding 1.5-2.4 Sometimes / Satisfactory  
2.5-3.4 Most of the Time / Very Satisfactory 1.00-1.4 Never / Poor

Table 3 presents the distribution of respondents' assessment on the level of the Child-Friendly School Program in terms of **conduciveness** with an overall mean is **3.16 (SD= 0.84)**, described as **Most of the Time** and interpreted as **Very Satisfactory**. This means that schools are largely seen as welcoming places for children, actively supporting their overall well-being and health by providing safe, clean buildings, grounds, and proper water and sanitary facilities.

Further, learners at school typically experience a foundational sense of comfort and security. They likely arrive each day knowing they will have access to clean restrooms and safe play areas, which takes away worries about basic needs and hygiene. This consistent provision of a clean and safe physical space allows their minds to fully focus on lessons and friendships, rather than being distracted by discomfort or health concerns. When learners feel their physical well-being is genuinely supported through well-maintained facilities and a welcoming atmosphere, it builds their confidence, encourages regular attendance, and fosters a deeper connection to their school, ultimately enabling them to be more present and engaged in their learning journey and overall development.

The findings consistently support the idea that a positive school environment directly impacts learners. As Huang et al. (2021) found, a well-kept school with good resources boosts learner engagement. Similarly, Basri et al. (2022) showed that conducive learning places improve academic outcomes by encouraging learner participation, creativity, and exploration. Furthermore, Acedo et al. (2020) highlighted that schools prioritizing health and safety create learning-friendly environments, greatly helping learners' physical and mental well-being. In line with this, the indicator **As a teacher, I have a school environment that is safe, clean, and well-maintained, which is conducive to learning**, got the highest mean of **3.41 (SD=0.94)**, described as **All the Time**, and is interpreted as **Outstanding**. This means that respondents strongly agree that the physical state of their schools positively contributes to learning.

A well-maintained and safe environment builds a sense of security among learners and staff, allowing them to focus on learning without distractions or safety concerns. This reflects positively on the school's commitment to providing an environment that supports holistic development, as cleanliness and maintenance are foundational to learner health, attendance, and academic performance. A safe, clean, and well-maintained school environment means learners consistently find a place where their basic needs for security and comfort are met, setting a powerful tone for their education. They arrive feeling safe, free from the distractions of dirt or disrepair, and confident that facilities are in good order. This reliable foundation lets their minds relax and open to learning, free from discomfort or anxiety. Feeling cared for through their surroundings boosts their well-being, encourages attendance, and inspires full engagement. Such an environment fosters belonging and respect, signaling education is a priority, fueling motivation and enhancing their ability to learn and develop.

According to Baker et al. (2021), a well-kept school environment reduced distraction, encouraged student focus, and improved overall academic performance. Similarly, Nguyen and Walker (2022) discovered that schools with adequate sanitation, ventilation, and safety measures promoted a more positive learning environment, resulting in increased student satisfaction and teacher retention. This is coherent with the study of Delos Reyes et al. (2021), when schools prioritize health alongside academic achievement, they create a holistic educational experience that prepares students for future challenges both inside and outside the classroom.

On the other hand, the indicator **As a teacher, I am in a classroom that has enough resources and materials to make effective teaching and learning happen** got the lowest mean of **2.99 (SD=0.79)**, described **Most of the Time** and interpreted as **Very Satisfactory**. This means a significant challenge regarding resource availability in classrooms. Limited access to teaching materials and learning tools can hinder lesson delivery and limit learner engagement. It may also contribute to increased teacher workload and reduced instructional effectiveness. When teachers do not have enough teaching aids, technology, or varied materials, lessons might become less hands-on and imaginative, forcing a more textbook-based approach. Learners, especially those who learn best by doing, seeing, or experimenting, might find it harder to grasp complex ideas, leading to missed opportunities for deeper understanding and creative problem-solving. This scarcity can make lessons feel less exciting, potentially dulling a learner's natural curiosity and enthusiasm for school. Ultimately, this lack of rich resources can hinder their ability



to fully engage, explore new concepts, and develop a wide range of skills, potentially holding back their full academic and personal growth within the very space dedicated to their learning.

This finding is consistent with the study of Ronfeld (2021), which emphasized the importance of providing teachers with adequate instructional materials to improve their effectiveness and student learning outcomes. Similarly, Alhumaid (2022) discovered that schools with well-equipped classrooms encouraged greater engagement and motivation in both teachers and students.

**Table 4**  
**Distribution of Respondents' Assessment on the Level of the Child-Friendly School Program in terms of Caring and Protective Environment**

Indicator	Mean	SD	Description
As a teacher...			
I feel that my school prioritizes the emotional well-being of its students.	3.11	0.83	Most of the Time
I know we have acceptable policies for responding to bullying and harassment, at school.	3.06	0.81	Most of the Time
I see that my school administration explicitly advocates for mental health awareness among staff and learners.	2.98	0.78	Most of the Time
I believe that there are sufficient support systems for students facing personal challenges.	3.19	0.84	Most of the Time
I received training about child protection policies in my school.	3.21	0.85	Most of the Time
I know the channels for reporting safety concerns, and I observe that the administration takes appropriate action when safety issues are brought to their attention.	3.32	0.86	All the Time
I take part in periodic emergency safety drills with my learners.	3.12	0.83	Most of the Time
I feel comfortable discussing personal concerns with trusted staff members at my school.	3.58	0.97	All the Time

I observe that the administration takes prompt action when I report safety issues.	3.07	0.82	Most of the Time
I see that my school encourages healthy relationships with learners in several ways.	3.03	0.80	Most of the Time
<b>Overall</b>	<b>3.17</b>	<b>0.84</b>	<b>Most of the Time</b>

**Legend:** 3.5-4.0 All the Time / Outstanding 1.5-2.4 Sometimes / Satisfactory  
2.5-3.4 Most of the Time / Very Satisfactory 1.00-1.4 Never / Poor

Table 4 presents the distribution of respondents' assessment on the level of the Child-Friendly School Program in terms of **Caring and Protective Environment** with an overall mean of **3.17 (SD= 0.84)**, described as **Most of the Time** and interpreted as **Very Satisfactory**. This means that schools provide a supportive and safe learning atmosphere. It effectively keeps children free from violence, abuse, and neglect, while also using positive discipline.

In this study, the learners consistently experience a school environment where their fundamental need for security is met, allowing them to truly flourish. They arrive each day knowing they are protected from harm, free from fear of violence, abuse, or neglect, which liberates their minds to focus entirely on learning rather than worrying about their safety. The use of positive discipline, rather than harsh punishment, means learners understand rules and consequences through guidance and respect, building their self-control and trust in adults. This deeply nurturing environment allows learners to feel comfortable taking risks, asking questions, and expressing themselves openly. When learners feel consistently safe and respected, their confidence grows, their anxieties decrease, and their emotional well-being is significantly enhanced, enabling them to fully engage in classroom activities, build strong friendships, and ultimately maximize their academic and personal development without hindrance.

Recent research, including a comprehensive study by Smith et al. (2021), has emphasized the importance of supportive educational environments in promoting learner well-being and academic success, showing that well-structured support systems significantly improve mental health outcomes. This aligns with Fitriani, Istaryatiningtias, and Qodariah's (2021), which emphasizes that learners feel more engaged and motivated when schools adopt child-centered teaching methods and create safe learning environments. By prioritizing health and safety, schools can help all children thrive academically and personally, as noted by Baker et al. (2019).

In line with this, the indicator **As a teacher, I feel comfortable discussing personal concerns with trusted staff members at my school**, got the highest mean of **3.58 (SD= 0.97)** described as **All the Time** and interpreted as **Outstanding**. This means that learners generally feel a sense of creating an environment where they feel safe to share their personal issues. This is a significant strength of the program, as open communication and trust are foundational for providing effective support and addressing potential problems of the learners.

Further, this outstanding level of comfort among teachers in discussing their personal concerns with trusted staff members profoundly shapes the daily experience of learners at school. When educators feel supported, heard, and understood by their colleagues and leaders, they are better equipped emotionally and mentally to create a stable and nurturing classroom environment. Learners, in turn, benefit immensely because their teachers are more present, patient, and empathetic. This creates a ripple effect of trust: a teacher who feels safe sharing their own vulnerabilities is more likely to foster a classroom where learners also feel safe to express their feelings, ask for help, or share their personal struggles without fear of judgment.

According to Johnson et al. (2022), schools that actively prioritize mental health initiatives see significant improvements in academic performance and student behavior. Their research showed that institutions implementing comprehensive mental health programs see fewer disciplinary incidents and higher learner engagement.

On the other hand, the indicator with the lowest mean is **As a teacher, I see that my school explicitly advocates mental health awareness among staff and learners**, with a mean of **2.98 (SD=0.78)**, described as **Most of the Time** and interpreted as **Very Satisfactory**. This means that Child-Friendly Schools are actively creating places where learners' physical and emotional health comes first, understanding that these are key for good learning and overall growth, including vital emotional support.

While they may feel generally safe and supported, the less explicit advocacy means that some learners might not fully understand or feel comfortable discussing their mental health struggles. They might miss clear signals that it is okay to feel anxious or sad, or that there are specific resources available to help them cope. This subtle gap can lead to learners silently struggling with stress, worries, or emotional challenges, thinking they are alone or that it's not a school's role to help with such matters. Without a strong, clear message about mental well-being, some learners may hesitate to seek help, potentially impacting their concentration, participation, and overall joy in learning, thus hindering their holistic growth and resilience.

Brown and Lee (2021) identified key barriers to learners openly discussing safety concerns: fear of judgment, lack of confidentiality, and weak teacher-learner rapport. Their study emphasizes that when schools establish clear policies, encourage open dialogue, and provide safe spaces, learners are more likely to voice concerns. This fosters a culture of trust and inclusivity, ensuring learners feel secure, valued, and empowered to seek help, leading to a safer, more conducive learning environment.

**Table 5**

**Distribution of Respondents' Assessment on the Level of the Child-Friendly School Program in terms of Democratic Participation**

Indicator	Mean	SD	Description
As a teacher...			
I am encouraged to participate in decision-making processes related to school policies.	3.03	0.82	Most of the Time
I feel like my school administration values my perspectives on school improvement initiatives.	2.97	0.77	Most of the Time

I involve learners in the planning of activities that make a difference in their experiences in the educational system.	3.33	0.87	Most of the Time
I have the opportunity to work collaboratively with colleagues to develop curriculum.	3.22	0.85	Most of the Time
I have regular meetings where the school administration solicits my input on policies and other concerns.	3.23	0.85	Most of the Time
I ensure that my learners have a way to share their perspectives on what is important to them.	3.31	0.86	All the Time
I allow the administration to ask for my opinion/feedback on changes in policy and procedures.	3.18	0.84	Most of the Time
I get involved in community engagement work that is organized by the school.	3.11	0.83	All the Time
I support and help develop partnerships with local group to engage students in civic engagement.	3.08	0.82	Most of the Time
I have many opportunities to support students in a leadership capacity in the school community.	3.36	0.92	Most of the Time
<b>Overall</b>	<b>3.18</b>	<b>0.84</b>	<b>Most of the time</b>

**Legend:** 3.5-4.0 All the Time / Outstanding 1.5-2.4 Sometimes / Satisfactory  
2.5-3.4 Most of the Time / Very Satisfactory 1.00-1.4 Never / Poor

Table 5 shows the distribution of respondents' assessment on the level of the Child-Friendly School Program in terms of **Democratic Participation** with the overall mean of **3.18 (SD= 0.84)**, described as **Most of the Time** and interpreted as **Very Satisfactory**. This means that schools are largely successful in promoting democratic participation among learners, their families, and the wider community. This means schools are effectively empowering learners by involving them in decisions about their school environment, which helps them feel a sense of ownership and responsibility for their education.

Further, the rating for democratic participation profoundly shapes the daily experience of learners, making them feel like active stakeholders in their education. It means that learners are often given

opportunities to voice their opinions, whether it's about classroom rules, school activities, or even ideas for improving their learning spaces. When learners know their ideas are genuinely considered and can influence decisions, they feel respected, valued, and empowered. This sense of agency transforms them from passive recipients of education into active collaborators, boosting their motivation and fostering a deep sense of ownership over their school environment. This involvement not only strengthens their sense of belonging and community but also cultivates vital skills like critical thinking, problem-solving, and civic responsibility, preparing them not just for academic success but for active and thoughtful participation in society.

Recent studies strongly emphasize the importance of democratic participation in educational settings. Fitriani et al. (2020) found that involving parents and school committees in the implementation of child-friendly school models significantly enhances the overall school climate and promotes a positive learning environment. Similarly, research by Mitra & Gross (2020) indicates that learner involvement in school governance positively impacts their motivation and academic performance. By working together, families as primary caregivers, educators, and community members can better support children's rights and well-being, creating a more effective school environment for all.

In line with this, the indicator **As a teacher, I involve learners in the planning of activities that make a difference in their experiences in the educational system** received the highest mean of **3.33 (SD= 0.87)**, described as **Most of the Time** and interpreted as **Very Satisfactory**. This means that educators are actively engaging learners in shaping educational experiences. This learner-centered approach can foster a greater sense of ownership and relevance in their learning.

Moreover, it profoundly impacts learners by transforming them into active shapers of their education rather than just passive recipients. When teachers consistently involve learners in planning school activities, from class projects to events, learners feel genuinely heard, valued, and respected. This direct involvement cultivates a powerful sense of ownership, making them more invested and motivated, as they see their ideas come to life and directly affect their learning experiences. It teaches them crucial skills like decision-making, teamwork, and responsibility in a real-world context, boosting their confidence and preparing them to take initiative beyond the classroom. Ultimately, this approach fosters a dynamic and engaging learning environment where learners are not just following instructions, but are actively co-creating their educational journey, making it more meaningful and memorable.

Danks (2019) strongly supports this finding, emphasizing that learner ownership comes from active participation. When learners help plan activities, they develop a deeper understanding of what they learn, its purpose, and how to apply it. Danks' framework shows empowering learners to customize their education increases engagement and motivation by connecting content to their goals. This means involving learners in planning boosts ownership, making their educational journey more meaningful and impactful.

On the other hand, the lowest mean of **2.97 (SD=0.77)** with a description of **Most of the Time** and interpreted as **Very Satisfactory**, corresponds to the indicator **As a teacher, I feel like my school administration values my perspectives on school improvement initiatives**. This finding reveals a gap in teachers' involvement in key decision-making processes related to improving the school.

When teachers consistently feel their ideas and insights are genuinely valued by the administration, it creates a powerful ripple effect throughout the entire school setting. These teachers, feeling respected

and empowered, are more likely to bring their best to the classroom. They become more confident in trying new teaching methods, sharing innovative ideas for lessons, and actively addressing challenges, knowing their professional insights contribute to the school's growth. For learners, this translates into a more dynamic and responsive educational experience. They benefit from instruction that is continuously refined based on teacher feedback, activities that are more thoughtfully planned, and an overall classroom atmosphere infused with the positive energy of respected educators.

Brown and Lee (2021) identify significant barriers to open communication about personal safety concerns in school settings. Their research emphasizes the importance of schools cultivating a culture of trust and transparency, in which everyone feels comfortable expressing their concerns without fear of being judged or punished. By implementing this, schools create a more supportive environment that encourages learners and teachers to seek assistance when needed, ultimately contributing to overall well-being and academic success.

**Table 6**

**Summary Distribution of the Respondents' Level of Assessment on Child-Friendly School Program**

Variables	Mean	SD	Interpretation
Effectiveness	3.19	0.84	Very Satisfactory
Inclusiveness	3.28	0.85	Outstanding
Conduciveness	3.16	0.84	Very Satisfactory
Caring and Protective Environment	3.17	0.84	Very Satisfactory
Democratic Participation	3.18	0.84	Very Satisfactory
<b>Overall</b>	<b>3.20</b>	<b>0.84</b>	<b>Very Satisfactory</b>

**Legend:** 3.5-4.0 All the Time / Outstanding 1.5-2.4 Sometimes / Satisfactory  
2.5-3.4 Most of the Time /Very Satisfactory 1.00-1.4 Never / Poor

Table 6 presents the summary distribution of the respondents' level of assessment on the Child-Friendly School Program with an overall mean of **3.20 (SD=0.84)**, indicates that respondents generally rate the program as **Very Satisfactory**. This result demonstrates a high level of satisfaction with the school's efforts to foster a child-friendly learning environment. This confirms that the Child-Friendly School Program is largely succeeding in its goal as it builds schools that not only make learning easy but also help them grow completely and take an active part in school life.

There is a broad success of the Child-Friendly School Program (CFSP) in transforming educational settings for all involved. For learners, it signifies that schools adopting the CFSP framework consistently provide an environment where lessons are accessible, engaging, and genuinely tailored to their individual needs, fostering growth beyond academics into personal and social development. They feel safe to



participate, are empowered to voice their ideas, and are encouraged to take an active role in school life, cultivating a sense of ownership and excitement for learning. Meanwhile, teachers within CFSP schools likely experience a supportive system that enables them to create this positive atmosphere, witnessing the direct and rewarding impact of their efforts on motivated and thriving learners. This mutual positive experience confirms that the Child-Friendly School Program is effectively building harmonious environments where every individual feels valued and contributes to a successful, holistic educational journey.

Bahrodin et al. (2020) found that child-friendly school programs significantly contribute to enhancing student happiness and improving the overall school climate. Their study emphasizes that schools that actively promote inclusiveness, student participation, and a sense of belonging create a more positive learning atmosphere, leading to increased student engagement and motivation. It underscores that when learners feel safe, supported, and valued, they are more likely to develop confidence, form meaningful social connections, and perform better academically.

The variable **Inclusiveness** received the highest mean of **3.28 (SD=0.85)**, interpreted as **Outstanding**. It reflects the importance of creating an inclusive environment, indicating that policies and practices that promote equality, diversity, and learner participation are being implemented effectively. It demonstrates that the schools consistently foster a sense of belonging for every learner, ensuring that all voices are heard and valued within the educational community regardless of their background, gender, beliefs, ethnic minorities, differences, socio- economic status, and abilities.

According to Martinez and Rivera (2021), inclusive education policies foster a more supportive learning environment by ensuring that all learners, regardless of their background or ability, have equal chances to take part and succeed. Their work showed that schools prioritizing inclusiveness saw higher learner engagement, less discrimination, and stronger relationships between teachers and learners. Similarly, Kim et al. (2022) highlighted that inclusive school environments help build positive social interactions, encouraging mutual respect and understanding among learners as they reach their full potential.

Conversely, the lowest mean of **3.16 (SD=0.87)** and interpreted as **Very Satisfactory**, corresponds to the variable **Conduciveness**. The result reveals that the comfort and layout of classrooms, the availability and ease of use of teaching and learning resources, and the overall condition and maintenance of school buildings and grounds are aspects that could be further enhanced. This result indicates the limitations in the physical and material support systems that contribute to a fully ideal learning atmosphere for all learners.

Research by Anderson and Clark (2021) underscores how important a good learning environment is for improving learner performance and well-being. Their study found that schools with well-kept classrooms, enough learning materials, and a positive school atmosphere greatly boost learner motivation and academic results. Similarly, Zhang et al. (2022) stressed that a well-organized and engaging learning environment encourages creativity, teamwork, and critical thinking, which ultimately leads to better learner achievement. These findings highlight that improving a school's physical and teaching environments is key to creating the best setting for learners to grow and learn.

**Problem 2. How do the respondents assess the level of school climate based on the pro-social behavior of teachers, the socio-emotional development of learners, and the school administrator's support and responsiveness?**

**Table 7**

**Distribution of Respondents' Assessment on the Level of School Climate based on the Pro-social Behavior of Teachers**

Indicator	Mean	SD	Description
As a teacher...			
I demonstrate empathy towards my students in the classroom.	3.18	0.80	Agree
I actively encourage cooperation and teamwork among my students.	3.21	0.82	Agree
I model positive social interactions for my students to emulate.	3.15	0.83	Agree
I demonstrate empathy and provide emotional support to students who are struggling academically or socially.	3.23	0.87	Agree
I believe that my pro-social behavior positively influences my students' attitudes toward school.	3.02	0.82	Agree
I take the initiative to resolve conflicts among students in a constructive manner.	3.33	0.88	Agree
I celebrate the achievements of my students to foster a supportive environment.	3.59	0.96	Strongly Agree
I communicate with students about their feelings, experiences, and struggles to provide empathy and emotional support.	3.41	0.92	Strongly Agree
I believe that fostering pro-social behavior among students is essential for a positive school climate.	3.38	0.90	Strongly Agree
I actively seek to create an inclusive atmosphere where all students feel valued.	3.42	0.93	Strongly Agree

<b>Overall</b>	<b>3.29</b>	<b>0.87</b>	<b>Agree</b>
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<b>Legend:</b>	3.5-4.0 Strongly Agree / Very Positive	1.5-2.4 Disagree / Negative
	2.5-3.4 Agree /Positive	1.00-1.4 Strongly Disagree / Very Negative

Table 7 presents the distribution of respondents' assessments regarding the Level of School Climate based on the **Pro-social Behavior of Teachers** with an overall mean of **3.29 (SD= 0.87)**, described as **Agree** and interpreted as **Positive**. This means that teachers consistently display behaviors that build a favorable school environment. The result shows that teachers actively demonstrate empathy, provide emotional support, and foster positive relationships, which collectively create a more inclusive and nurturing environment for learners. This highlights the significant role teachers play in shaping a school climate where learners feel understood, supported, and connected.

Further, this active display of empathy and support by teachers profoundly shapes the daily experience for learners at school. When learners know their teachers genuinely care, listen, and offer emotional support, they feel a deep sense of security and trust. This means they are more likely to bravely share their worries, ask for help when struggling, or express their true feelings without fear of judgment. For learners, this translates into a classroom where they feel valued, seen beyond their academic performance, and truly connected to their teachers and peers. This nurturing environment reduces anxiety, boosts self-confidence, and encourages greater participation, allowing learners to focus more fully on their studies and overall development, knowing they are in a space where both their emotional well-being and academic growth are equally prioritized.

Teachers' pro-social behaviors profoundly shape the school climate, significantly influencing learners' academic and emotional well-being. Jennings & Greenberg (2020) found that consistently integrating these behaviors boosts engagement and motivation. This is supported by Roffey (2020), who noted the direct impact of teacher-learner relationships on mental health and belonging. Furthermore, Goh et al. (2019) highlighted that teachers actively promoting social-emotional competencies improve learners' emotional regulation and social skills, fostering a vital sense of safety and belonging essential for effective learning.

Beyond daily interactions, celebrating learner achievements is crucial for a positive school climate, as Ryan and Deci (2020) found that recognition enhances intrinsic motivation, while Sun and Leithwood (2022) added that acknowledging progress strengthens confidence and academic performance. This pro-social environment also fosters collaboration among teachers; Caballero-Delos Santos (2023) showed that supportive behaviors among educators create a more positive school climate. Consistent with Ramesh's (2021) research, teachers modeling pro-social behavior directly influence learners' interpersonal skills and the overall classroom atmosphere, with the Child-Friendly School model further enhancing these crucial relationships.

The highest mean is **3.59 (SD=0.96)** for the indicator, **As a teacher, I celebrate my students' achievements to foster a supportive environment**. This score falls under the **Strongly Agree** category, indicating that teachers frequently acknowledge students' accomplishments, reinforcing an encouraging and motivating culture within the school setting. The relatively high standard deviation suggests some variation in how consistently this behavior is practiced among respondents. Individual teaching styles,

students' specific needs and characteristics, and the level of institutional support for recognizing student achievement may all have an impact on this variability.

This result, where teachers actively celebrate learner achievements to foster a supportive environment, profoundly shapes the daily experience for learners at school. When learners receive consistent recognition, whether for academic success, significant effort, or positive behavior, they experience a powerful surge of pride and validation. This goes beyond simple praise; it tells them their hard work is seen and truly valued, building immense self-confidence and inspiring them to push further. For many, this celebration can reduce the fear of making mistakes, encouraging them to take risks in their learning. This positive reinforcement creates a classroom culture where learners feel safe to try, grow, and even celebrate each other's successes, ultimately boosting their motivation, resilience, and overall joy in being part of a school community that genuinely believes in their potential.

Celebrating student achievements is crucial for fostering a positive school climate. Research by Ryan and Deci (2020) on self-determination theory suggests that recognition and positive reinforcement significantly enhance students' intrinsic motivation and engagement in learning. Similarly, Sun and Leithwood (2022) found that when teachers actively acknowledge students' progress and efforts, it strengthens students' self-confidence, resilience, and overall academic performance. These insights imply that schools should sustain and enhance recognition programs, encouraging teachers to adopt diverse and meaningful ways to celebrate student success, whether through verbal praise, awards, or classroom incentives.

Meanwhile, the lowest mean is **3.02 (SD=0.82)** for the indicator, **As a teacher, I believe that my pro-social behavior positively influences my students' attitudes toward school**. This score falls into the **Agree** category, indicating that while teachers generally recognize the impact of their pro-social behaviors, there is some uncertainty about the extent to which they directly influence students' attitudes. The standard deviation indicates variability in responses, which could be due to a variety of factors. Differences in teaching experiences can lead to varying perceptions of impact, as more experienced teachers may be more confident in their influence. Student demographics also play an important role, as different student backgrounds and needs can influence how pro-social behaviors are received and perceived. Furthermore, the level of institutional support, such as professional development opportunities and resources, can affect teachers' confidence in their ability to positively influence students' attitudes.

Furthermore, this result implies that while teachers engage in pro-social behaviors, some may lack confidence in their ability to shape student attitudes. Research by Kim et al. (2021) highlights that teachers' perceptions of their influence are shaped by factors such as feedback, school culture, and professional development. Additionally, Jennings and Greenberg (2020) argue that when teachers receive sufficient training in social-emotional learning and student-centered approaches, they feel more empowered in their role as influencers of student behavior. Schools can address this concern by integrating professional development programs that equip teachers with evidence-based strategies for shaping positive student attitudes, reinforcing the idea that their pro-social behaviors have a profound and lasting impact on the school climate.

**Table 8**

**Distribution of Respondents' Assessment on the Level of School Climate based on the Socio-emotional Development of Learners**

Indicator	Mean	SD	Description
As a teacher...			
I observe that my students are developing strong emotional regulation skills.	3.07	0.83	Agree
I believe that socio-emotional learning is integrated into our school's curriculum.	3.04	0.81	Agree
I encourage my students to express their emotions in healthy ways.	3.32	0.86	Agree
I demonstrate empathy and provide emotional support to students who are struggling academically or socially.	3.23	0.84	Agree
I believe that my school provides adequate resources for supporting socio-emotional development.	3.25	0.85	Agree
I observe that students are becoming more empathetic towards one another over time.	3.28	0.88	Agree
I think that socio-emotional development contributes significantly to academic success in my classroom.	3.36	0.87	Agree
I communicate with students about their feelings, experiences, and struggles to provide empathy and emotional support.	3.35	0.86	Agree
I believe that fostering socio-emotional skills is essential for creating a positive school climate.	3.41	0.92	Agree
I observe that my students are more engaged when their socio-emotional needs are met.	3.38	0.90	Agree
<b>Overall</b>	<b>3.27</b>	<b>0.86</b>	<b>Agree</b>

<b>Legend:</b>	3.5-4.0 Strongly Agree / Very Positive	1.5-2.4 Disagree / Negative
	2.5-3.4 Agree /Positive	1.00-1.4 Strongly Disagree / Very Negative

Table 8 presents the distribution of respondents' assessments on the Level of School Climate based on the **Socio-emotional Development of Learners**. The overall results reveal a mean of **3.27 (SD= 0.86)**, described as **Agree** and interpreted as **Positive**. This means that the school environment is generally seen as supportive of learners' socio-emotional development. This indicates that the school actively fosters an atmosphere where children feel valued and understood. Such an emphasis on learners' emotional and social well-being directly contributes to a positive school climate, which is essential for effective learning and personal growth.

When learners feel emotionally safe and understood, they are better able to engage with their studies and develop crucial life skills. This emphasis on learners feeling valued and understood profoundly transforms their daily experiences within the school walls. It means that learners consistently encounter teachers and staff who not only see them as students, but as individuals with unique feelings, perspectives, and challenges. When a learner is met with genuine understanding and empathy, they feel psychologically safe; this allows them to shed anxieties, bravely ask questions even if they fear looking foolish, and truly engage with complex ideas. This emotional security is the bedrock upon which genuine learning occurs, enabling them to focus more deeply on their studies and develop essential life skills like self-regulation, resilience, and positive communication, knowing that their emotional landscape is acknowledged and supported. Such a school climate actively nurtures a child's complete growth, ensuring they thrive both academically and as well-rounded individuals.

Recent research widely acknowledges the importance of socio-emotional development in education. Schonert-Reichl (2021) found that Socio-Emotional Learning helps learners improve emotional regulation, resilience, and relationships, all boosting academic success. Durlak et al. (2020) also discovered that SEL programs enhance learner attitudes, reduce behavioral issues, and increase prosocial behavior. Schools prioritizing SEL create inclusive, supportive environments fostering cognitive, emotional, and social skills, as highlighted by Brackett et al. (2020). Furthermore, Mondí's (2021) research suggests SEL programs significantly contribute to a child-friendly and emotionally supportive school climate.

In line with this, the indicator with the highest mean, **As a teacher, I believe that fostering socio-emotional skills is essential for creating a positive school climate**, scored **3.41 (SD= 0.92)** described as **Agree** and interpreted as **Positive**. This finding indicates that teachers strongly recognize the fundamental importance of socio-emotional skills in shaping a positive and supportive school environment.

It reflects a crucial understanding among educators that directly shapes the daily experiences of learners. When teachers truly believe in and act on this idea, learners benefit immensely. It means that within the school, there's a deliberate effort to teach children not just academics, but also how to understand their feelings, manage impulses, show empathy, and resolve conflicts peacefully.

For learners, this translates into a school environment where kindness is valued, conflicts are handled constructively, and emotions are acknowledged rather than dismissed. They feel safer to express themselves, to ask for help when overwhelmed, and to connect more deeply with their peers and teachers. This focus on socio-emotional skills reduces bullying and stress, making the school a much more welcoming and secure place. Ultimately, when learners feel emotionally supported and equipped with



these vital life skills, they become more resilient, engaged in their studies, and better able to thrive academically and personally.

This strong conviction among teachers aligns with research showing the direct impact of prioritizing socio-emotional learning (SEL) on learners. Jennings and Greenberg (2020) emphasize that teachers prioritizing SEL foster better learner engagement and emotional intelligence. Taylor et al. (2021) found SEL interventions significantly boost academic performance, as emotionally secure learners participate more actively. Weissberg et al. (2021) argue SEL should be embedded in school policies for long-term benefits in emotional well-being and educational experience. Similarly, Panizza's (2020) study underscores the importance of assessing and developing these skills to improve learners' emotional well-being and social interactions.

On the other hand, the indicator with the lowest mean, **As a teacher, I believe that socio-emotional learning is integrated into our school's curriculum**, got the mean of **3.04 (SD= 0.81)**, which is described as **Agree and** interpreted as **Positive**.. The finding suggests that while educators generally perceive Socio-Emotional Learning as integrated into the curriculum, its implementation may lack consistency. This implies the presence of potential gaps in the pervasive application of SEL across various subjects or grade levels. Some teachers face challenges in incorporating it due to limitations in time or the absence of adequate tools and specialized training.

Understanding emotions, building healthy relationships, managing challenges, and developing empathy are not just hoped-for outcomes, but are actively woven into their lessons across different subjects. Learners learn about self-awareness in one class, practice teamwork in another, and discuss problem-solving in a third, making these vital skills as fundamental as reading or math. This consistent, structured teaching of socio-emotional skills helps learners not only to better navigate their own feelings and social situations but also to engage more deeply with their academic work, collaborate effectively on projects, and resolve conflicts peacefully. Ultimately, it creates a school environment where emotional intelligence is valued and explicitly taught, empowering learners to grow into more resilient, empathetic, and well-rounded individuals ready for both academic and life challenges.

While children's socio-emotional skills are closely linked to their academic success and overall well-being, as Campbell et al. (2019) confirm, integrating Socio-Emotional Learning (SEL) into formal curricula remains a challenge. Oberle et al. (2020) found this inconsistency often stems from a lack of teacher training and institutional support. Similarly, Elias (2021) highlights that despite recognizing SEL's importance, many schools struggle with implementation due to competing academic demands and limited resources. To address these gaps, Mahoney et al. (2021) propose a whole-school approach, advocating for SEL principles to be integrated comprehensively into lesson planning, classroom management, and broader school policies.

**Table 9**

**Distribution of Respondents' Assessment on the Level of School Climate based on the School Administrator's Support and Responsiveness**

Indicator	Mean	SD	Description
As a teacher...			

I feel that my school administrators are approachable when I have concerns or questions.	3.07	0.82	Agree
I receive timely feedback from my school administrators regarding my performance and professional development.	3.37	0.91	Agree
I believe that my school administrators actively listen to my suggestions for improving the school environment.	3.30	0.87	Agree
I am confident that my school administrators take my concerns about student welfare seriously.	3.20	0.85	Agree
I feel supported by my school administrators when implementing new teaching strategies in my classroom.	3.11	0.81	Agree
I believe that my school administrators provide adequate resources to help me fulfill my teaching responsibilities.	3.09	0.83	Agree
I feel that my school administrators encourage collaboration among teachers to enhance our effectiveness.	3.31	0.92	Agree
I believe that my school administrators communicate important information clearly and promptly.	3.16	0.84	Agree
I feel that my school administrators recognize and appreciate my contributions to the school community.	3.12	0.82	Agree
I believe that my school administrators are responsive to the needs of both teachers and students in our school.	3.06	0.81	Agree
<b>Overall</b>	<b>3.18</b>	<b>0.85</b>	<b>Agree</b>

**Legend:** 3.5-4.0 Strongly Agree / Very Positive 1.5-2.4 Disagree / Negative  
2.5-3.4 Agree /Positive 1.00-1.4 Strongly Disagree / Very Negative

Table 9 outlines the distribution of respondents' assessments on the Level of School Climate based on **School Administrators' Support and Responsiveness**. An overview of the findings reveals an overall mean of **3.18 (SD= 0.85)**, described as **Agree** and interpreted as **Positive**. The result shows that administrators as supportive and responsive contribute positively to the school climate.

Effective leadership is essential for establishing an environment where learners feel safe, supported, and engaged. When school administrators are consistently supportive and responsive, it profoundly transforms the entire school climate for everyone within its walls. For teachers, this means feeling genuinely heard when they raise concerns about classroom needs, learner challenges, or professional development, leading to reduced stress and increased motivation. Empowered and trusting their leaders, teachers are more likely to innovate in their teaching, take risks for learner benefit, and pour their energy into creating dynamic learning spaces. For learners, this translates into a more stable, nurturing, and efficient environment; they benefit from teachers who are less burdened and more focused, witness issues like bullying or facility problems being addressed promptly and fairly, and experience a consistent atmosphere of care. Ultimately, for the school as a whole, responsive administration cultivates a culture of trust, clear communication, and collective problem-solving, making it a truly positive and effective hub where both teaching and learning can flourish without unnecessary barriers.

Further, supportive school leadership is a critical factor for teacher satisfaction and learner achievement. Sebastian et al. (2021) found that effective administrators providing constructive feedback and professional development significantly impact teacher efficacy and motivation. Similarly, Leithwood et al. (2020) argued that responsive administrators improve teacher performance by fostering collaboration and allocating resources. Meyers et al. (2021) further contended that administrator support directly links to school climate, influencing teacher retention and instructional effectiveness. Additionally, Bannen (2022) noted that principals directly influence climate by setting expectations, fostering relationships, and building trust among staff and learners. Active administrative engagement and open communication create a collaborative atmosphere, boosting morale and motivation.

In line with this, the indicator with the highest mean, **As a teacher, I receive timely feedback from my school administrators regarding my performance and professional development**, got a mean of **3.37 (SD= 0.91)**, described as **Agree** and interpreted as **Positive**. Teachers generally feel they receive feedback on time, which is crucial for their growth and development. Maintaining and enhancing effective feedback mechanisms can further strengthen this positive aspect of administrative support.

Sebastian et al. (2021) found that effective administrators providing feedback and development boost teacher efficacy. Leithwood et al. (2020) noted responsive administrators improve performance through collaboration and resource allocation. Meyers et al. (2021) linked administrator support directly to school climate, influencing retention and instructional effectiveness. Furthermore, Bannen (2022) highlighted that principals shape climate by setting expectations, fostering relationships, and building trust. Active administrative engagement and open communication enhance morale. Lastly, Zych (2021) emphasized that transformational principals, through shared decision-making, relationship building, and inclusivity, create an atmosphere conducive to learning and growth.

On the other hand, the indicator, **As a teacher, I feel that my school administrators are approachable when I have concerns or questions**, got lowest mean of **3.07 (SD = 0.82)**, described as **Agree** and interpreted as **Positive**. This finding indicates that while administrators generally provide support and responsiveness, there are times when teachers hesitate to approach them. This is often due to

factors such as administrators' busy schedules, communication styles, or a perceived hierarchy that unintentionally creates a barrier. Even with support available, a lack of approachability affects the ease and frequency with which teachers raise issues, hindering timely problem-solving and open dialogue within the school community.

This specific challenge means teachers might hesitate to voice important issues or seek clarification when needed. This can create a quiet barrier, preventing problems from being addressed promptly and potentially leading to unresolved classroom challenges or individual frustrations. For learners, this indirectly impacts their experience: if teachers feel unheard, they might be less empowered to innovate or bring their best to the classroom, or crucial needs might go unnoticed. Ultimately, for the school as a whole, this perceived lack of administrative approachability can hinder effective communication, slow down problem-solving, and prevent valuable teacher insights from contributing to overall school improvement and a truly collaborative environment.

Studies on communication in educational organizations, such as that by Durnali et al. (2022), emphasize that effective communication from school administrators, characterized by openness and trust, is crucial for fostering a supportive environment. Their work suggests that barriers to effective communication, including those related to hierarchy and busy schedules, can lead to teachers' "organizational silence," where employees may believe that speaking about problems will not lead to change or could create negative impressions.

**Table 10**  
**Summary Distribution of the Respondents' Assessment on the Level of School Climate**

Variables	Mean	SD	Interpretation
Teachers' Pro-social Behavior of Teachers	3.29	0.87	Positive
Child's Socio-emotional Development of Learners	3.27	0.86	Positive
School Administrator's Support and Responsiveness	3.16	0.84	Positive
<b>Overall</b>	<b>3.24</b>	<b>0.86</b>	<b>Positive</b>
<b>Legend:</b>			
3.5-4.0 Strongly Agree / Very Positive		1.5-2.4 Disagree / Negative	
2.5-3.4 Agree /Positive		1.00-1.4 Strongly Disagree / Very Negative	

Table 10 presents a summary distribution of the respondents' overall assessment on the Level of Perceptions on the School Climate. The overall mean of the school climate is **3.24 (SD= 0.86)**, which is interpreted as **Positive**. This result reflects a positive view of the school climate based on the factors assessed: Pro-social Behavior of Teachers, Socio-emotional Development of Learners, and School Administrators' Support and Responsiveness. A positive school climate encompasses not just the physical and academic environment, but the overall quality of life within the school. It is a reflection of how learners, parents, and staff experience the school, shaped by shared norms, values, and strong, supportive relationships.

When school climate is viewed positively, it signifies that the community—teachers, administrators, and learners—feels a sense of connection, respect, and support. This kind of atmosphere is essential because a positive school climate directly impacts a variety of outcomes, including higher academic performance, lower behavioral issues, and stronger engagement among learners. Kuvvetli and Kuvvetli (2023) highlights that a positive school climate is consistently associated with improved academic achievement, increased motivation, and reduced behavioral problems among students. They emphasize that when students feel safe, supported, and engaged, they are more likely to succeed academically.

Among the variables of the school climate, Pro-social Behavior of Teachers shows the highest mean at **3.29 (SD= 0.87)**, also interpreted as **Positive**. This emphasizes the critical role of teachers in shaping a positive school climate. It highlights the importance of teacher, who, not only create a school where everyone feels supported and respected but also show by example how to be kind, understand others, and work together. These actions are key to building a school culture where students can learn well and grow emotionally.

Kim and Park (2021) discovered that when teachers demonstrate compassion and supportive behaviors, students have lower stress levels, higher self-esteem, and better academic performance. García and López (2022) found that pro-social teaching behaviors promote harmonious teacher-student relationships, resulting in a more inclusive and participative learning environment. These findings support the notion that professional development programs for educators should emphasize the importance of social-emotional competencies in order to strengthen school climate and student success.

On the other hand, School Administrator's Support and Responsiveness has the lowest mean among the variables with **3.16 (SD= 0.84)**, but is still interpreted as **Positive**. The result indicates that while administrators' support and responsiveness play a crucial role in contributing to a positive school climate, this aspect is the lowest among the school climate characteristics.

Effective leadership is essential for creating an environment where learners feel safe, supported, and engaged. However, when administrative support is perceived as lacking, it can negatively impact teacher satisfaction and student outcomes. Research supports the idea that supportive leadership is key to enhancing teacher motivation and efficacy. Studies by Sebastian et al. (2021) highlight that school leaders who provide constructive feedback and professional development significantly boost teacher morale and performance.

Additionally, Leithwood et al. (2020) assert that responsive administrators foster a collaborative atmosphere, ultimately improving teacher effectiveness. Meyers et al. (2021) further emphasize that the overall school climate is directly impacted by administrative support, with a lack of responsiveness potentially undermining teacher retention and instructional quality. This underscores the importance of strengthening administrators' support and responsiveness to ensure a fully positive and productive school climate.

**Problem 3. Is there a significant relationship between the respondents' assessment of the Child-Friendly School Program and the school climate?**

**Table 11**

**Results of the Test on Significant Relationship Between the Respondents' Assessment of the Child-Friendly School Program and the School Climate**

School Climate	Child-Friendly School Program					
	Effective-ness	Inclusive-ness	Conduciv-e-ness	Caring and Protective Environment	Democrat ic Participat ion	Overall
	r-value p-value Interpretat ion	r-value p-value Interpretat ion	r-value p-value Interpretat ion	r-value p-value Interpreta tion	r-value p-value Interpretat ion	r-value p-value Interpreta tion
<b>Teachers' Pro-social Behavior</b>	0.4387 0.0208 S	0.2653 0.1708 NS	0.2680 0.0308 S	0.5389 0.0260 S	0.7349 0.0308 S	0.4492 0.0308 S
<b>Child's Socio-emotional Development</b>	0.1745 0.0109 S	0.9430 0.0169 S	0.1539 0.0106 S	0.2497 0.0305 S	0.3705 0.0304 S	0.3783 0.0199 S
<b>School administrators' support and responsiveness</b>	0.2396 0.0206 S	0.1947 0.0206 S	0.8345 0.0107 S	0.5387 0.0306 S	0.2693 0.0245 S	0.4154 0.0214 S

**Legend:** S – Significant                      NS – Not Significant

Table 11 presents the results of the test on the significant relationship between the respondents' assessment of the Child-Friendly School Program and the School Climate. The result reveals that there is a significant relationship between the Child-Friendly School Program and the school climate. It directly shows that when the Child-Friendly School Program is satisfactorily implemented, the more positive the school climate becomes.



This finding is consistent with the study of Cabildo and Espinosa (2023), which in their research on promoting a positive institutional climate that yields learners' behavior towards a child-friendly school, found a significant relationship between the school climate and learners' behavior and well-being. It underscores that a school climate intentionally designed to be child-friendly, by prioritizing children's rights and holistic development, directly contributes to a more positive, supportive, and engaging atmosphere for all members of the school community.

In addition, the research reveals that inclusiveness in the CFSP and teachers' pro-social behavior in school climate, though both characteristics got the highest mean in their respective variables, don't have a statistically significant relationship with each other. Based on the data, the way a school implements inclusiveness within its programs does not directly impact the teachers' behavior in terms of pro-social interactions with the learners.

While both are crucial in the implementation of CFSP and providing a positive school climate, they operate on different levels. Inclusiveness is about the school's overall effort to make everyone feel valued, included, and have equal opportunities, no matter the background, gender, or abilities. It's about school-wide policies, events, and the general atmosphere that welcomes all different types of learners and families. On the other hand, teachers' pro-social behavior focuses on the individual actions of teachers. It's how teachers personally show empathy, offer emotional support, and build positive relationships with their learners in their day-to-day interactions.

Although schools may excel in inclusiveness, this alone does not automatically guarantee that teachers will engage in pro-social behavior towards students. Similarly, teachers might demonstrate excellent pro-social behaviors without the school necessarily promoting inclusiveness through its policies. Moreover, teachers might show kindness, respect, and support to their learners on a personal level, but these behaviors are not necessarily influenced by inclusiveness because inclusiveness depends more on school-wide policies, structural accommodations, and systematic support for learners, and these factors go beyond individual teacher actions.

Furthermore, the effectiveness of the CFSP has a significant relationship with the overall school climate. This indicates that when the CFSP is seen as effective, teachers are reported to exhibit more positive conduct, learners demonstrate stronger emotional and social skills, and administrators are perceived as more supportive. This interconnectedness highlights how a well-implemented CFSP creates a holistic environment where all key stakeholders, teachers, learners, and administrators, contribute to and benefit from a more positive and nurturing school climate.

Similarly, conduciveness has a significant relationship with the factors of school climate, teachers' pro-social behavior, child's socio-emotional development, and school administrators' support and responsiveness. This result reveals that conduciveness, encompassing the physical learning environment, availability of resources, and overall school facilities, has a significant relationship with various aspects of school climate. This indicates that when the school's physical setting is positive and supportive, it directly influences teachers' pro-social behavior by enabling them to better facilitate learning and foster positive interactions. In addition, a conducive environment contributes to learners' socio-emotional

development by providing a sense of safety and comfort, which is crucial for their well-being and growth. Furthermore, the perceived quality of the physical environment also reflects positively on administrators' support and responsiveness, as their efforts in maintaining and improving facilities become evident. A strong and supportive physical environment serves as a foundational element that positively impacts the entire school community, leading to a more positive overall school climate.

The study found a significant positive relationship between the provision of a caring and protective environment in the Child-Friendly School Program and various aspects of school climate. Teachers exhibit higher levels of pro-social behavior when the environment is perceived as caring, suggesting that such an atmosphere encourages supportive and empathetic interactions. Learners also show enhanced socio-emotional development in safe and nurturing settings, emphasizing the importance of emotional security for their growth. Additionally, school administrators are perceived as more supportive and responsive in environments where care and protection are prioritized. These findings highlight the critical role of a caring and protective atmosphere in fostering a positive school climate, underscoring the need for educational leaders and policies to reinforce these values within the Child-Friendly School Program.

Notably, the study also demonstrates a significant positive relationship between the promotion of democratic participation within the Child-Friendly School Program and key elements of school climate. Teachers show increased pro-social behavior due to a shared sense of community and collaborative engagement encouraged by democratic values. Learners exhibit greater socio-emotional development when they are involved in decision-making, fostering self-esteem, agency, and social responsibility. Additionally, school administrators are perceived as more supportive and responsive in democratically engaged environments, suggesting that open dialogue and community feedback enhance administrative effectiveness.

Magat (2021) assessed the implementation of CFSP in Camarines Sur, Philippines, and found that these programs were relevant, accessible, and sustainable, positively impacting retention rates and student well-being. Additionally, a study from Eric (2020) elaborated on the role of school committees in promoting child-friendly school models, demonstrating the positive effects on school climate and student engagement.

As a whole, the importance of an effective, inclusive, conducive, caring, and participatory program in fostering positive teacher behavior, promoting learner socio-emotional development, and encouraging supportive and responsive school administration ultimately leads to a more positive and effective educational setting.

## **Discussion**

This study assessed the level of the Child-Friendly School Program and school climate in the South District of Cagayan de Oro City. The findings show that the CFSP is very satisfactorily implemented, especially in terms of inclusiveness and making sure all students have equal learning opportunities. However, conduciveness, referring to the physical environment, such as classroom conditions and access to resources, received the lowest rating among the CFSP aspects.

The school climate was generally positive, with teachers exhibiting strong pro-social behavior by actively assisting students. Students were also encouraged to take on leadership roles and make decisions.

However, administrative accessibility and responsiveness emerged as areas for improvement, as some teachers and students found it difficult to effectively raise concerns.

The study established a significant relationship between CFSP and school climate, confirming that well-implemented child-friendly initiatives lead to better teacher-student relationships, improved socio-emotional development, and stronger administrative support.

### **Conclusion**

Based on the results and discussions presented, the following conclusions are drawn:

The research concludes that when the Child-Friendly School Program is effectively implemented, the school climate becomes more positive, creating an engaging atmosphere that benefits both learners and the entire school community. Inclusiveness received the highest rating within the program. This means the school offers equal learning opportunities, making every student feel valued. Teachers' Pro-social Behavior also had the highest rating among school climate variables, underscoring the significant impact of teachers in fostering a positive school atmosphere. These two top-rated variables have no significant relationship with each other.

### **Recommendation**

Based on the conclusions of the study, the following recommendations are made:

1. The teachers need to ensure the Conduciveness of the classrooms, such as checking everyone is safe, inspecting for dangers, strengthening safety measures inside the class, and keeping things clean and healthy by having fixed and cleaned comfort rooms with clean water. Also, making classrooms comfortable and inviting with good lighting, fresh air, and varied desk arrangements for diverse learning. Further, build a friendly school culture; teach kids to get along, stop bullying, and offer emotional support.
2. The School Heads ought to give an avenue of opportunity and listen closely to the needs of teachers, learners, and families. Provide timely help, necessary resources, and clear guidance. This direct support builds a stronger, more collaborative, and effective school environment for everyone.
3. Future researchers may explore how the Child-Friendly School Program affects learning growth among learners. Moreover, they may conduct the same research in other school districts and nations to confirm the consistency of the study's findings.

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## **APPENDIX A**

### **CO – AUTHORSHIP FORM**

PHINMA Cagayan de Oro City  
URSSC Research Technical Committee  
Carmen, Cagayan de Oro City

### **RESEARCH CO – AUTHORSHIP CERTIFICATION FORM**

This is to certify that I have agreed to be the co–author of the study “**CHILD- FRIENDLY SCHOOL PROGRAM AND SCHOOL CLIMATE IN SOUTH DISTRICT, DIVISION OF CAGAYAN DE ORO CITY**” proposed by **BLESSEL LA VICTORIA- PEREZ**.

**GINA F. LABITAD, PhD**

Name and Signature of co–author and date signed

*This form should be part of the attachment to the protocol which will be submitted to URSSC Research Technical Committee and to any for that contains research reported in co-authored work that has been published, accepted for publication, or submitted for publication. Completed forms should be included at the front (after the Abstract) of each copy of the research submitted for examination and library.*

## **APPENDIX B**

### **PROPOSED PAPER APPROVAL FORM**

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

**CHILD- FRIENDLY SCHOOL PROGRAM AND SCHOOL CLIMATE IN SOUTH DISTRICT, DIVISION OF CAGAYAN DE ORO CITY**

**BLESSEL LA VICTORIA- PEREZ**

(Name of Researcher)

**GINA F. LABITAD, PhD**

(Name of Adviser and Signature)

Co-Author

**APPENDIX C****SAMPLE RESEARCH INFORMED CONSENT**

*Title of the Study*  
**CHILD- FRIENDLY SCHOOL PROGRAM AND SCHOOL CLIMATE IN SOUTH DISTRICT, DIVISION OF CAGAYAN DE ORO CITY**

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Contact Details: 09057447312 / [blessel.lavictoria@deped.gov.ph](mailto:blessel.lavictoria@deped.gov.ph)

**PURPOSE OF THE STUDY**  
You are invited to participate in a research study that aims to explore the impact of the Child-Friendly School Program on the overall school climate in elementary schools. The assessment of the Child-Friendly School Program aims to evaluate its level of implementation in several key areas, including effectiveness, inclusiveness, conduciveness, the provision of a caring and protective environment, and democratic participation within the school community. Additionally, this evaluation will focus on the current state of the school climate by examining the pro-social behavior exhibited by teachers, the socio-emotional development of learners, and the support and responsiveness of school administrators. Furthermore, the study seeks to determine whether there is a significant relationship between the Child-Friendly School Program and the overall school climate in elementary schools.

**PROCEDURES**  
You will be asked to complete a questionnaire. The questionnaire will involve questions about teachers' well-being and classroom dynamics. Your responses will be recorded for research purposes only.


**RISKS AND BENEFITS**  
Participation in this study does not involve any known risks beyond those typically encountered in daily life. By participating, you contribute valuable insights that can inform the improvement of research development plans for educators. Your perspectives may also benefit your own professional growth in research.

**CONFIDENTIALITY AND PRIVACY OF DATA**  
Every piece of information we learn about you as a consequence of this study will be kept secure and completely private. The researcher has made it clear that all data collection, storage, and publication related to this research study will be done in a way that respects confidentiality, privacy, and anonymity both before and after those processes. For a period of 10 years after the study is finished, all data produced during the research study will be appropriately maintained in paper or electronic form. Thank you for carefully reading the information in this form and for your voluntary participation in this survey.

**VOLUNTARY PARTICIPATION**  
Your participation in this study is entirely voluntary. You have the right to refuse to participate or withdraw from the study at any time without penalty or consequence. By signing below, you indicate that you have read and understood the information provided above and that you voluntarily consent to participate in this research study.

**CONSENT**

By signing this permission form, I certify that I have read the instructions, understand them, and had the opportunity to ask questions. I understand very well that participation in this activity is entirely optional and that I am free to decline for any reason and without incurring any fees. I am completely aware of this. I voluntarily agree to take part in this study.

Signature  Date Feb. 24, 2025



## APPENDIX D

### Survey Questionnaire

#### LETTER AND QUESTIONNAIRE TO THE RESPONDENTS

Dear Teachers,

Greetings!

I am **Blessel La Victoria-Perez**, pursuing a Masters Degree in **Master of Arts in Educational Administration** at Cagayan de Oro College. I am currently conducting my thesis on "**Child- Friendly School Program and the School Climate in South District, Division of Cagayan de Oro City.**" I would be grateful for your honest responses to the following questions. Please know that all your answers will remain completely confidential. Thank you, and I wish you continued empowerment!

If you have any comments or questions, please contact me at 09057447312. Thank you!

Sincerely yours,

Blessel La Victoria- Perez  
Researcher

Instruction: Read carefully the statements and provide your answer by placing a check mark (✓) in the column that corresponds to your answer. Use the following options:

**4 – All the Time**

**2 – Sometimes**

**3 – Most of the Time**

**1 – Never**

### I. Child-friendly School Program

#### A. Effectiveness

Indicators	4	3	2	1
As a teacher...				
1. I believe that the school curriculum meets the diverse needs of my students.				
2. I receive adequate support from administrators to implement teaching strategies.				
3. I feel that my students are achieving their academic goals due to school practices.				
4. I am provided with resources that enhance my teaching.				
5. I regularly participate in professional development opportunities offered by the school.				

6. I receive adequate support and constructive feedback from administrators to enhance teaching strategies.				
7. I feel that the school tracks and supports student progress and achievement.				
8. I am part of a school culture that encourages innovation and continuous improvement in teaching practices.				
9. I feel confident in implementing innovative teaching methods encouraged by the school.				
10. I believe that the school addresses learning gaps among students.				

## B. Inclusiveness

Indicators	4	3	2	1
As a teacher...				
1. I feel that all students, regardless of background, are welcomed and included in classroom activities.				
2. I believe that my school actively promotes gender equality among students and staff.				
3. I am encouraged to adapt my teaching methods to accommodate diverse learning styles and needs.				
4. I feel supported in addressing the needs of students with disabilities in my classroom.				
5. I undergo training on inclusive practices, district-led training for all teachers and staff.				
6. I feel supported and have access to resources to address the needs of students with diverse needs, including disabilities				
7. I believe that my school values input from parents regarding inclusivity in education.				
8. I feel comfortable discussing issues of inclusiveness with my colleagues and administrators.				
9. I note that my school leads regular reviews of policy to ensure that we are promoting an inclusive environment for all.				
10. I see diverse representation in school activities and events, reflecting our community's demographics.				

## C. Conduciveness

Indicators	4	3	2	1
As a teacher...				
1. I am in a classroom that has enough resources and materials to make effective teaching and learning happen.				

2. I have a school environment that is safe, clean, and well-maintained that is conducive to learning.				
3. I see that my classroom is arranged in a manner that encourages interaction and collaboration among learners.				
4. I work in a school setting that is clean and well-maintained for learners and staff.				
5. I have access to outdoor spaces that promote physical activity and recreation.				
6. I have access to facilities at the school to support learning, recreational, and other activities, like classrooms, outdoor space, et cetera.				
7. I teach in a classroom that has adequate ventilation and lighting for learning.				
8. I find that the school has a positive and creative atmosphere for learners to engage in participation and exploration.				
9. I am provided with adequate technology to enhance my teaching practices.				
10. I see that the school encourages creativity and exploration in learners.				

## D. Caring and Protective Environment

Indicators	4	3	2	1
As a teacher...				
1. I feel that my school prioritizes the emotional well-being of its students.				
2. I know we have acceptable policies for responding to bullying and harassment, at school.				
3. I see that my school administration explicitly advocates for mental health awareness among staff and learners.				
4. I believe there are adequate systems of support for learners with personal problems.				
5. I received training about child protection policies in my school.				
6. I know the channels for reporting safety concerns, and I observe that the administration takes appropriate action when safety issues are brought to their attention.				
7. I take part in periodic emergency safety drills with my learners.				
8. I feel comfortable discussing personal concerns with trusted staff members at my school.				
9. I observe that the administration takes prompt action when I report safety issues.				
10. I see that my school encourages healthy relationships with learners in several ways.				



## E. Democratic Participation

Indicators	4	3	2	1
As a teacher...				
1. I am encouraged to participate in decision-making processes related to school policies.				
2. I feel like my school administration values my perspectives on school improvement initiatives.				
3. I involve learners in the planning of activities that make a difference in their experiences in the educational system.				
4. I have the opportunity to work collaboratively with colleagues to develop curriculum.				
5. I have regular meetings where the school administration solicits my input on policies and other concerns.				
6. I ensure that my learners have a way to share their perspectives on what is important to them.				
7. I allow the administration to ask for my opinion/feedback on changes in policy and procedures.				
8. I get involved in community engagement work that is organized by the school.				
9. I support and help develop partnerships with local group to engage students in civic engagement.				
10. I have many opportunities to support students in a leadership capacity in the school community.				

## II. School Climate

### A. Teachers' Pro-Social Behavior

Indicators	4	3	2	1
As a teacher...				
1. I demonstrate empathy towards my students in the classroom.				
2. I actively encourage cooperation and teamwork among my students.				
3. I model positive social interactions for my students to emulate.				
4. I demonstrate empathy and provide emotional support to students who are struggling academically or socially.				
5. I believe that my pro-social behavior positively influences my students' attitudes toward school.				
6. I take the initiative to resolve conflicts among students in a constructive manner.				
7. I celebrate the achievements of my students to foster a supportive environment.				

8. I communicate with students about their feelings, experiences, and struggles to provide empathy and emotional support.				
9. I believe that fostering pro-social behavior among students is essential for a positive school climate.				
10. I actively seek to create an inclusive atmosphere where all students feel valued.				

## B. Child's Socio- emotional Development

Indicators As a teacher...	4	3	2	1
1. I observe that my students are developing strong emotional regulation skills.				
2. I believe that socio-emotional learning is integrated into our school's curriculum.				
3. I encourage my students to express their emotions in healthy ways.				
4. I demonstrate empathy and provide emotional support to students who are struggling academically or socially.				
5. I believe that my school provides adequate resources for supporting socio-emotional development.				
6. I observe that students are becoming more empathetic towards one another over time.				
7. I think that socio-emotional development contributes significantly to academic success in my classroom.				
8. I communicate with students about their feelings, experiences, and struggles to provide empathy and emotional support.				
9. I believe that fostering socio-emotional skills is essential for creating a positive school climate.				
10. I observe that my students are more engaged when their socio-emotional needs are met.				

## C. School Administrators' Support and Responsiveness

Indicators As a teacher...	4	3	2	1
1. I feel that my school administrators are approachable when I have concerns or questions.				
2. I receive timely feedback from my school administrators regarding my performance and professional development.				
3. I believe that my school administrators actively listen to my suggestions for improving the school environment.				



4. I am confident that my school administrators take my concerns about student welfare seriously.				
5. I feel supported by my school administrators when implementing new teaching strategies in my classroom.				
6. I believe that my school administrators provide adequate resources to help me fulfill my teaching responsibilities.				
7. I feel that my school administrators encourage collaboration among teachers to enhance our effectiveness.				
8. I believe that my school administrators communicate important information clearly and promptly.				
9. I feel that my school administrators recognize and appreciate my contributions to the school community.				
10. I believe that my school administrators are responsive to the needs of both teachers and students in our school.				



**APPENDIX E**

**CERTIFICATE OF CONTENT VALIDITY**



**PHINMA CAGAYAN DE ORO COLLEGE  
SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES**

**CERTIFICATE OF CONTENT VALIDITY OF QUESTIONNAIRE**

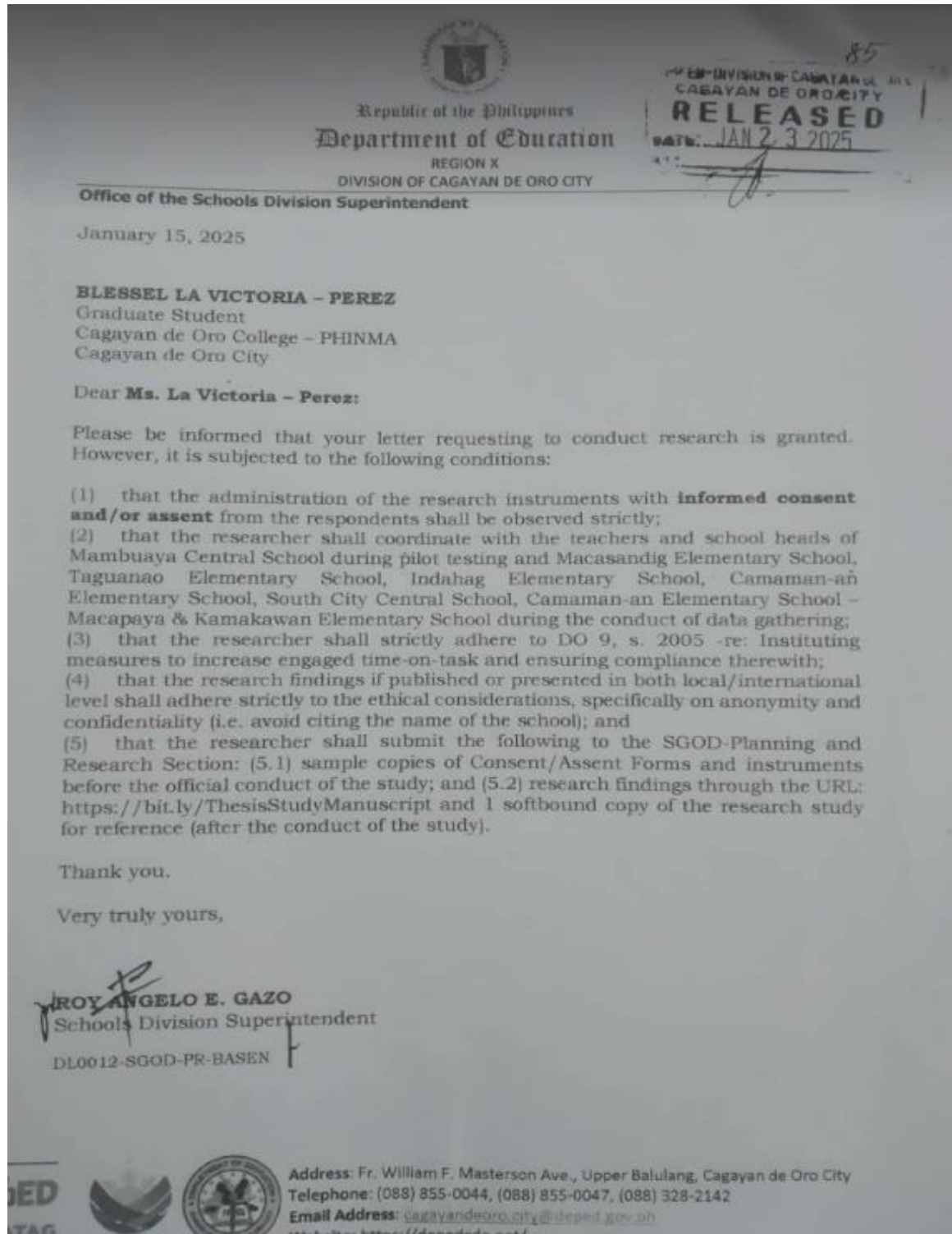
This is to certify that I have reviewed, analyzed and evaluated the content of the researcher-made questionnaires for the validity of the dissertation/thesis entitled **CHILD-FRIENDLY SCHOOL PROGRAM AND SCHOOL CLIMATE IN SOUTH DISTRICT, DIVISION OF CAGAYAN DE ORO CITY.** The final integrated instrument was further examined and evaluated.

**EMMA A. ZALSOS, PhD.**

Signature over Printed Name of Expert

**November 23, 2024**

Date

**APPENDIX F****PERMIT TO CONDUCT STUDY**

Republic of the Philippines  
Department of Education  
REGION X  
DIVISION OF CAGAYAN DE ORO CITY  
Office of the Schools Division Superintendent

January 15, 2025

**BLESSEL LA VICTORIA - PEREZ**  
Graduate Student  
Cagayan de Oro College - PHINMA  
Cagayan de Oro City

Dear **Ms. La Victoria - Perez**:

Please be informed that your letter requesting to conduct research is granted. However, it is subjected to the following conditions:

- (1) that the administration of the research instruments with **informed consent and/or assent** from the respondents shall be observed strictly;
- (2) that the researcher shall coordinate with the teachers and school heads of Mambuaya Central School during pilot testing and Macasandig Elementary School, Taguanao Elementary School, Indahag Elementary School, Camaman-an Elementary School, South City Central School, Camaman-an Elementary School - Macapaya & Kamakawan Elementary School during the conduct of data gathering;
- (3) that the researcher shall strictly adhere to DO 9, s. 2005 -re: Instituting measures to increase engaged time-on-task and ensuring compliance therewith;
- (4) that the research findings if published or presented in both local/international level shall adhere strictly to the ethical considerations, specifically on anonymity and confidentiality (i.e. avoid citing the name of the school); and
- (5) that the researcher shall submit the following to the SGOD-Planning and Research Section: (5.1) sample copies of Consent/Assent Forms and instruments before the official conduct of the study; and (5.2) research findings through the URL: <https://bit.ly/ThesisStudyManuscript> and 1 softbound copy of the research study for reference (after the conduct of the study).

Thank you.

Very truly yours,

**ROY ANGELO E. GAZO**  
Schools Division Superintendent  
DL0012-SGOD-PR-BASEN

Address: Fr. William F. Masterson Ave., Upper Balulang, Cagayan de Oro City  
Telephone: (088) 855-0044, (088) 855-0047, (088) 328-2142  
Email Address: [cagayandeorocity@deped.gov.ph](mailto:cagayandeorocity@deped.gov.ph)  
Website: <https://depedcdo.net/>



## **APPENDIX G**

### **RESPONDENTS OF THE STUDY**

#### **CODING OF SCHOOLS**

SCHOOLS	CODES
Camaman-an Elementary School	School A
Macasandig Elementary School	School B
South City Central School	School C
Macapaya Campus	School D
Kamakawan Elementary School	School E
Indahag Elementary School	School F
Taguanao Elementary School	SchoolG

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## APPENDIX H


### CERTIFICATE OF EDITING

#### CERTIFICATE OF EDITING

This thesis titled " **CHILD-FRIENDLY SCHOOL PROGRAM AND SCHOOL CLIMATE IN SOUTH DISTRICT, DIVISION OF CAGAYAN DE ORO CITY**" by **Blessel La Victoria-Perez** has been reviewed and edited by the undersigned with the proper use of language, punctuation, spelling, and overall style.

Further, the undersigned ensures that the researcher's intended meaning was not altered during the review.

This certification was issued and signed on June 23, 2025, at Cagayan de Oro City.

  
**ERLINDA A. QUIRAP, PhD**  
Grammarian/English Teacher



## CURRICULUM VITAE

### I. PERSONAL INFORMATION

**Name:** Blessel La Victoria- Perez  
**Age:** 33  
**Address:** Tipolohon Village, Camaman-an, Cagayan de Oro City  
**Sex:** Female  
**Civil Status:** Married  
**Religion:** Jesus Christ is Lord  
**Date of Birth:** December 2, 1991  
**Place of Birth:** Sil-ipin, Libona, Bukidnon  
**Contact Number:** 09057447312  
**E-mail Address:** [blessel.lavictoria@deped.gov.ph](mailto:blessel.lavictoria@deped.gov.ph)  
**Spouse:** Jayferson B. Perez  
**Child:** Forte L. Perez



### II. EDUCATIONAL BACKGROUND

Post Graduate	PHINMA Cagayan de Oro College Master of Arts in Educational Administration Max Suniel St., Carmen, Cagayan de Oro City 2023- present
College	Xavier University- Ateneo de Cagayan Bachelor in Elementary Education- Sped Corrales Avenue, Cagayan de Oro City 2007- 2011
High School	Misamis Oriental Gen. Comp. High School Don Apolinar Velez Street, Cagayan de Oro 2003- 2007
Elementary	Camaman-an Elementary School Centro Camaman-an, Cagayan de Oro City 1997- 2002

### III. ELIGIBILITY

Licensed Professional Teacher	Licensure Examination for Teachers
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License Number: 1109918  
September 17, 2011

Liceo de Cagayan University  
Carmen, Cagayan de Oro City

## IV. WORK EXPERIENCES

2015- Present	Teacher I Camaman-an Elementary School Camaman-an, Cagayan de Oro City
2013- 2015	Teacher I Tagpangi Elementary School Tagpangi, Cagayan de Oro City
2012- 2013	Teacher Noah's Ark Christian School Tablon, Cagayan de Oro City
2011- 2012	Teacher Mount Olive Christian Academy Macabalan, Cagayan de Oro City

## V. TRAININGS AND SEMINARS ATTENDED

October 26-30, 2024	5-day In-service Training Camaman-an Elementary School, Cagayan de Oro City
October 17- 18, 2024	2-day Capacity Building of School Research Coordinator Chali Beach, Cugman, Cag. de Oro City
August 26- 27, 2024	Upskilling and Reskilling of School Paper Adviser Hotel Conchita, Cagayan de Oro City

## VI. AWARD AND RECOGNITIONS

December 5, 2024	8th Place, Regional Schools Press Conference - Best in Sports Page Xavier Complex, Cagayan de Oro City
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Nov. 22, 2024 1st Place, Division Schools Press Conference  
School Paper Adviser- Best Sci- Tech Page



West City Central School, Cag. De Oro City

Nov. 22, 2024 1st Place, Division Schools Press Conference  
School Paper Adviser- Best Feature Page  
West City Central School, Cag. De Oro City

Nov. 22, 2024 2nd Place, Division Schools Press Conference  
Coach- Copyreading and Headline Writing  
West City Central School, Cag. De Oro City

Nov. 22, 2024 2<sup>nd</sup> Place, Division Schools Press Conference  
Journalism Coordinator- Best Performing School  
West City Central School, Cag. De Oro City

Nov. 7, 2024 1<sup>st</sup> Place, District-Search for Most Outstanding Teacher  
Most Outstanding Teacher- Key Stage 2  
South City Central School, Cag. De Oro City

Oct. 23, 2024 1<sup>st</sup> Place, District Research Congress  
Best Presenter and Best Research Paper  
Cagayan de Oro National High School, Cag. De Oro

March 17, 2023 1st Place, Divisionwide Poster Making Contest  
Coach- Poster Making Contest  
City Central School, Cag. De Oro City

March 5, 2023 2nd Place, Regional Schools Press Conference  
Coach- Sports Writing  
East City Central School, Cag. De Oro City

February 25, 2023 1st Place, Divisions Schools Press Conference  
Coach- Science and Technology Writing  
West City Central School, Cag. De Oro City

February 25, 2023 1st Place, Divisions Schools Press Conference  
Coach- Sports Writing  
West City Central School, Cag. De Oro City

February 25, 2023 1st Place, Divisions Schools Press Conference  
Coach- Column Writing  
West City Central School, Cag. De Oro City