



Featuring Responsive Instruction Amidst Pandemic Through Child-Friendly School Program

Margarito Balag Callao “Department of Math and Sciences, College of Arts, Sciences, and Education, Cebu Technological University - Barili Campus, Cagay, Barili, Cebu, Philippines”, yodnooallac@gmail.com, 0000-0003-0537-9913

Benedicto D. Ubod “Education Program Specialist II, Toledo City Schools Division, D. Macapagal Highway, Poblacion, Toledo City, Cebu, Philippines”,
benedicto.ubod@deped.gov.ph

ABSTRACT

The research aimed to determine the extent of the implementation of the Child-Friendly school Program and described its relationship with the level of school performance. This work was carried out among the grade 10 student respondents, and teachers from 12 secondary schools in Toledo City Division, the School Year 2020-2021. The study utilized the descriptive method of research. The data gathered were treated using frequency distribution, weighted mean, and simple percentage. Pearson r correlation was utilized to test the null hypothesis. The extent of Child-Friendly School Program implementation revealed a very great extent. The results showed that the relationship between the Child-Friendly school program implementation has a significant correlation with the level of performance of the secondary schools. The results also revealed that the secondary schools in Toledo City Division had a very good level of performance in terms of provision of access, quality and relevance, and governance of basic education amidst the COVID-19 pandemic. Child-friendly school programs should be intensified to create a stronger condition in the learning environment.

Keywords: Development Education Extent of Implementation Performance Level of School Descriptive Method

1. INTRODUCTION

Amidst Corona Virus Disease 2019 pandemic, every school and teacher plays a vital role in students' lives. The school environment must be safe, secure, and accommodating for the students to learn better. It is common knowledge that the teacher is the most important agent in creating effective and inclusive learning while students are the center of the educative process. Nelson Mandela asserts that “Education is the most powerful weapon which can be used to change the world”. A

child-friendly school contributes a culture, teaching behavior, and curriculum competencies that recognize, encourage, and bestow students growing capacities and to change for the better (Child-Friendly School Manual, 2009).

According to Sec. Leonor Magtolis Briones, DepEd Secretary in a press briefing “Education must continue because learning will not be hindered and stop amidst Corona Virus Disease (COVID) 2019 pandemic”. President Rodrigo R. Duterte agreed to the DepEd Secretary’s point of view and proposal provided that anxious care and health protocols are observed and strictly followed in pursuing education.

In an online SunStar platform, Suralta (2020) explains that despite terrible health risks, the Department of Education (DepEd) started classes with all preventive and safety measures it can give. There will be no face-to-face classes, DepEd assured. Hence, the various learning modes, online class, blended learning, and distance learning among others to ensure the continuity of learning amidst the pandemic.

This study was anchored on the study of Navarra (2019), wherein the aims of child-friendly schools have high sustainability of advocacy in the implementation among schools. The psychosocial environment of the students revealed a satisfactory status which meant that majority of the students were satisfactorily equipped in their learning environment. The facilitating factors were the support and active involvement of the principal, teachers, students, and the community. The hindering factors were financial matters, assigned person to manage child-friendly school activities, teachers’ attitude, students’ lack of awareness, and lack of facilities.

Child-Friendly School Environment (CFSE) is the school providing quality education to all students by addressing all the issues and the adverse effect on the welfare, the right, and the friendly environment during the learning process for every student. A child-friendly school approach involves six dimensions: inclusive and student-friendly classrooms, effective teaching and learning, safe and secure school, equity and equality promoting school, and enhancing community linkage and partnership (Claire 2011).

Alina (2010), reiterates that a child-friendly school environment should give a comprehensive quality framework for school policies, teaching facilities, and community environment in support of students’ right to health, protection, and development to their fullest potential. According to her, a child-friendly school environment encompasses student seeking, student-centered, gender-sensitive, inclusive, and healthy approaches to studies and out-of-school education worldwide.

School heads and teachers have to play a vital role, as the student’s schooling experience is in their hands. As such, teacher’s training should include training on student-centered and participatory approaches. Although UNICEF recognizes that it may be challenging to change teachers from their didactic teaching methods to more interactive ones, new training needs to emphasize that the latter methods will make teaching as well as learning, more enjoyable and thus improve the students’ retention, performance, and participation (Lacrampe, 2017).

Teachers' attitude is one of the factors that greatly influence the provision of a student-friendly school environment in the world at large. Acklers (2001), asserts that teachers need to have a desirable attitude towards a new idea to create an effective and new mode of teaching. It is reported that students at Gaonshahar village in India do not enjoy school at all because the teachers were not friendly before World Vision and UNICEF introduced a child-friendly schools approach in 2008 (Shrestha, 2010).

Training, the attitude of the teachers, and the experimental groups involved developed significantly. Instructional materials have a great impact on the implementation of child-friendly schools. Pupils' access to instructional materials is an essential factor in what and how much they learn (UNESCO 2005).

In 2002, UNICEF helped Nigeria's Ministry of Education launch the Child-Friendly School Initiative, based on the idea that students deserve to learn in safe, effective, gender-sensitive schools that have adequate access to water, sanitation, and well-equipped teachers. The initial model schools were targeted toward Nigeria's six northern states, whose overall enrolment was lowest and the gender gap is highest. By 2001, UNICEF was working closely with the Gambian Government to have a Girl-friendly Schools Initiative. Continuing support from the President and the Secretary of State for Education was a notable factor in this initiative and was demonstrated in the promulgation of several new girl-friendly policies, including one addressing sexual harassment, which went into force in 2004. UNICEF presented a proposal for the African Girls' Education Initiative to fund the development of 50 girl-friendly schools.

Although government and non-government institutions have recognized and worked for hand in hand to realize student's rights through translating it into education and training policy in general and in the school system in particular, the process is still insufficient. Teachers in a school with a positive environment experience less job-related stress and burnout and the school has a low dropout rate. Research shows that the performance of the teacher depends upon the support of the principal in the way he or she managed that school. The experience of the teachers working in a school with a positive climate resulted in the learning and success of their students (Morales 2017).

Article XV. Sec. 3 of the Constitution: "the State shall defend the right of students to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development.

Therefore, everything had been accomplished in school and everyone involved in realizing them should be around the interest of the students (Christopher,2011). Child-Friendly School Environment (CFSE) is a school providing quality education to all students by addressing all the gaps that have an impact on the welfare, the right, and the friendly environment during the learning process for every student. A child-friendly school approach involves six dimensions inclusive and child-friendly classrooms, quality teaching and learning, safe and protective school, equity and

equality promoting school, and enhancing community partnerships and linkages (Claire,2011).

Moreover, Article 218, 220, 233 of the Family Code of the Philippines and PD 603 “provides the school, its administrators and teachers, or the individual, entity or institution engaged in student care the special parental authority and responsibility of the minor student while under their supervision, instruction or custody.... “Authority and responsibility shall apply to all authorized activities whether inside or outside the school premises and entity or institution.

The concept behind Child-Friendly Education (CFE) is simple at heart: schools should operate in the best interests of students. They should be designed and run in a way that ensures that all students can learn in a safe, healthy, secure, stimulating, and protected environment. The approach focuses on the total needs of the students as a learner so that the student can develop his or her full potential. The goal throughout is to promote child-centered education with teachers who are trained accordingly, and supported by ample resources and appropriate physical, emotional and social conditions for effective learning to happen. It integrates many other areas including health, nutrition, water, and sanitation, as well as protection. CFE is not a ‘one-size-fits-all’ model though, and the way child-friendly schools are built and operate may differ from country to country (UNICEF, 2008).

As pointed out by Magulod (2017), what defines effective school is the necessity of the school community to tailor interventions to improve quality education. The capacity of an educational enterprise to provide the relevant learning experiences for learners in the dynamic and ever-changing world has driven schools to become responsive since the 21st- century education demands for better preparation of students in basic education to be equipped with the necessary knowledge, skills, values, and attitudes. School performance is an issue that deeply concerns students, parents, teachers, and authorities not only in our country but also in many Latin American Countries and continents. School Failure is not tackled with exams and school systems do not improve by taking tests non-stop. Failure and success are market concepts that had never been considered in the educational world and we have to avoid the strong negative component they both possessed (Lamas, 2015). Marin (2013 describes with these words “It is studied what fits best in the method, which is best measured, while what is not so easily quantifiable is not visible.”

2. METHODS

Research Design

This study utilized the descriptive method of research. It is a method of collecting information by asking questions through a questionnaire and interview to identify the knack of the school on the implementation of the Child-friendly School program. This study used quantitative data to identify the level of school performance and the extent

of implementation of the child-friendly school program under the Secondary Schools, Division of Toledo City in terms of encouraging student’s participation in school and community; enhancing student’s health and well-being; guaranteeing safe and protective spaces for students; encouraging enrollment and completion; ensuring student’s high academic achievement and success; raising teacher’s morale and motivation; and mobilizing community support for education.

Research Respondents

This study included the grade 10 teachers, and the selected grade 10 students in their respective schools as respondents for data gathering. The inclusion criteria for teachers and students are as follows: teachers are connected in the school under the Secondary Schools of the Division of Toledo City as a public school teacher and for students, they are grade 10 students (purposive sampling used) and they are all participative and cooperative in the conduct of the study.

Data Collection Tools

The instrument was composed of questionnaires for the teachers and students on the child-friendly school used in determining whether the school is child-friendly or not. This questionnaire was based on the checklist of the Child-Friendly School System as stipulated in DepEd Order no. 44 s. 2015 entitled Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC) and DepEd Memorandum no. 73, s. 2006 entitled Child-Friendly School System (CFSS) at the Elementary and Secondary Levels.

3. RESULTS

Table 1 Performance Level of Secondary Schools

Level Of Performance Description	WM	Verbal
Provision of Access Good	3.58	Very
Quality and Relevance Good	3.60	Very
Governance of Basic Education Good	3.64	Very
Overall Weighted Mean	3.61	Very
Good		

The table above reveals the performance level of the school in terms of provision of access, quality and relevance, and governance of basic education. It

3430 | Margarito Balag Callao Featuring Responsive Instruction Amidst Pandemic Through Child-Friendly School Program

shows that secondary schools performed well with a weighted mean (3.61) rated as very good in 3 domains. This means that DepEd Order no. 12 s 2020 which aims to provide clear guidance to all offices, units, schools, and community learning centers of DepEd, learners and their parents, and partner stakeholders and the department develops a Basic Education Learning Continuity Plan (BE-LCP) that will respond to basic education challenges brought about by COVID-19 is strictly followed and implemented by the secondary schools in the Division of Toledo City.

Table 2 Goals of the Child-Friendly School Program

Goals Description	WM	Verbal
Encouraging Student's Participation in School and Community Great Extent	3.35	Very
Enhancing Student's Health and Well-being Great Extent		3.19
Guaranteeing Safe and Protective Spaces for Students Great Extent	3.29	Very
Encouraging Enrolment and Competition Great Extent		3.24
Overall Weighted Mean Great Extent	3.27	Very

The table above shows the different goals of the child-friendly school program. The results revealed that the goals of the child-friendly school program had an overall weighted mean (3.27) rated as a very great extent. Ensuring students' high academic achievement and success obtained the highest mean. However, goal number 2 which is enhancing students' health and well-being got the lowest weighted mean (3.19). This meant that due to the limited medical and dental health practitioners in the division of Toledo City, enhancing students' health and well-being received the least rating.

Table 3 Implementation of the Child-Friendly School Program and the Level of Performance of the School

Variables	Computed Pearson r	P-Value	Decision	Verbal
------------------	---------------------------	----------------	-----------------	---------------

Interpretation			
Implementation of the Child Friendly School Program and the Level of Performance of the School Significant Relationship	0.651	0.000	Reject Ho

The table above shows the relationship between the extent of the Child-Friendly school program Implementation and the level of performance of the school. It is shown in the table that the extent of Child-Friendly school program Implementation has a Pearson r value (0.651) with a p-value (0.000) which signifies to reject the Ho. This implies that the Child-Friendly school program Implementation had a significant relationship with the performance of the secondary schools.

4. DISCUSSION AND CONCLUSION

4.1 DISCUSSION

The performance level of secondary schools in terms of provision of access, quality and relevance, and governance of basic education amidst pandemic showed that secondary schools performed (3.61) rated as very good in 3 domains. This means that DepEd Order no. 12 s 2020 which aims to provide clear guidance to all offices, units, schools, and community learning centers of DepEd, learners and their parents, and partner stakeholders and the department develops a Basic Education Learning Continuity Plan (BE-LCP) that will respond to basic education challenges brought about by COVID-19 is strictly followed and implemented by the secondary schools in the Division of Toledo City.

The results revealed that the goals of the child-friendly school program had an overall weighted mean (3.37) rated as a very great extent. Ensuring Students' high academic achievement and success obtained the highest mean. However, goal number 2 which is enhancing students' health and well-being got the lowest weighted mean (3.19). This meant that due to the limited medical and dental health practitioners in the division of Toledo City, enhancing students' health and well-being received the least rating.

The extent of the Child-Friendly school program Implementation and the level of performance of the school reflected a Pearson r value (0.651) with a p-value (0.000) which signifies to reject the Ho. This implies that the Child-Friendly school program Implementation had a significant relationship with the performance of the secondary schools.

4.2 CONCLUSION

Child-friendly school programs should be intensified for sustainability to create a stronger condition in the learning environment for students. The heart of Child-Friendly Schools initiatives is ensuring the right of all students to basic education of high quality amidst a COVID-19 pandemic.

REFERENCES

- Abdurrahman (2012). Child-Friendly School Manual, Macedonia. Nd (Extract)
- Ackler J. & Hardman F (2001) Classroom Interaction in Kenya Primary Schools
- Bukman Lian, Muhammad Kristiawan, Rosma Fitriya (2018) Giving Creativity Room To Students Through The Friendly School's Program. Palembang, Indonesia. International Journal Of Scientific & Technology Research Volume 7, Issue 7, July 2018
- Çobanoğlu, Fatma; Ayvaz-Tuncel, Zeynep; Ordu, Aydan (2018) Child-Friendly Schools: An Assessment of Secondary Schools Universal Journal of Educational Research, v6 n3 p466-477 2018
- Cobanoglu, F., & Sevim, S. (2019). Child-friendly schools: An assessment of kindergartens. *International Journal of Educational Methodology*, 5(4), 637-650. <https://doi.org/10.12973/ijem.5.4.637>
- DepED MEMORANDUM No. 73, s. 2006 Child- Friendly School System (CFSS) at the Elementary and Secondary Levels
- DO 51, s. 2016. Implementation of School-Based Feeding Program.
- DO 44 s. 2015 Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC).
- DO 83 s. 2012 Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process, and Tool (APAT).
- Garcia, E., Weiss, E. (2018). Student absenteeism: Who misses school and how missing school matters for performance
- Gomez, Angel P. (1996). Practical training and professional socialization of culture, Teacher in Andalusia, Prospect UNESCO Paris Vol. xxvi No.3 493-507. <http://www.unicef.org/devpro/files/cfsmodels-oj.06-052000.pdf>

Jasper C Le TT, Bartram J. (2012). Water and sanitation in schools: a systematic review of the health and educational outcomes.

Lacrampe, R. (2017). Children's Participation as a Feature of Educational Reform in Kenya: An Analysis of the Child-Friendly School Framework and Children's Government. Retrieved on September 3, 2020, from <https://bit.ly/2vopXPN>

Lian,B.,Kristiawan, M. and Fitriya, R. (2018). Giving Creativity Room to Students Through The Friendly School's Program. Palembang, Indonesia.International Journal of Scientific and Technology Research Volume 7, Issue 7, July 2018.

Magulod, G. Jr. (2017) Factors of School Effectiveness and Performance of Selected Public and Private Elementary Schools: Implications on Educational Planning in the Philippines. Asia Pacific Journal of Multidisciplinary Research Vol.5, No.1 February 2017

Marin, G. (2013). Informe PISA. En Gloria Marin Y Maria Angeles Llorente. Informe PISA y politica educativa (traducido por Vientos del Sur.com). Recuperado de <http://www.vientosur.info/spip.php?article 8559>

Montagnes (2001). Is extra Funding In Schools making a difference? Conceptual and measurement Challenge, New York: unpublished

MoE S.T KESSP Kenya (2005). Kenya Education Sector Support Program 2005-2010 Nairobi: Government printers.

MoE Kenya (2001). Teaching and learning in a primary classroom, Nairobi JKF

Mulcleen & Kremer (2006). Access and Quality in Kenyan Education System A review of the progress, challenges, and potential. Retrieved from<http://www.povertyaction/b.org/sites/default files/publications>.

Olando, A. (2003). Integration in to Satisfaction of Public School Teachers. Nairobi province: Kenya University of Nairobi

Shreshtha (2010).The Meaning of a Liberal Education, California: Jossey Bass

Singh, Anupama Rao UNICEF EAPRO (2006). Assessing Child-Friendly Schools: A Guide for Programme Managers in East Asia and the Pacific. Retrieved from https://www.academia.edu/7614832/AnupamaRaoSinghRegionalDirectorUNICEFEastAsiaandPacificRegionalOffice_CONTENTSFOREWORDiiiACRONYMS on Sept 4, 2020

SIP (2015). The School Improvement Plan (SIP) Guidebook. Department of Education. The Philippines. Retrieved on August 10, 2020, from <https://bit.ly/2V2lf9S>

Suralta, R.(2020) Tell it to SunStar: Education in COVID Times: A Tough Challenge SunStar Cebu Online Platform. Published August 6, 2020

UNESCO (2000). The Dakar Framework for Action. Education Sector Strategy

UNESCO (2005a). Child-friendly schools in East Asia and the Pacific. How friendly can they be? Bank, Bangkok Publication.

UNESCO Institute of Statistics (2001). EFA Monitoring Report: Implications of the Current EFA Status for Realization of the Dakar Goals by 2015. UNESCO, Paris.

UNICEF (2006) East Asia and Pacific Regional Office

UNICEF (2014) Child-Friendly Schooling for Peacebuilding © United Nations Children's

Fund, Education Section, Programme Division, New York, 2014 United Nations Children's Fund Three United Nations Plaza New York, New York 10017
<https://www.edu-links.org/sites/default/files/media/file/CFS-and-Peacebuilding.pdf>

UNICEF EAPRO & UNESCO Bangkok publication (2004). Child-Friendly Schools in East Asia and the Pacific: How friendly can they be?

UNICEF (2009). Child-Friendly Schools Manual, New York, NY 10017, USA
https://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_04_0809.pdf

UNICEF (2006). Child-Friendly School Manual, Macedonia. Nd (extract).

UNICEF (2010). Education of section program, New York: division of the community, UN Plaza.

UNICEF Child-Friendly School Manual Retrieved on September 2, 2020, from
https://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_04_0809.pdf

Vannaret, Tek (2008) Barriers to Implementing Child-Friendly School Program In Svay

Rieng Province. Master of Education Program. European Commission. Retrieved

3435 | Margarito Balag Callao Featuring Responsive Instruction Amidst Pandemic Through Child-Friendly School Program

<http://119.82.251.165:8080/xmlui/bitstream/handle/123456789/683/Barriers%20to%20Implementing%20Child-Friendly%20School%20Program.pdf?sequence=1>
on Sept. 5, 2020

Zendah, Ketiwe (2017). Examining Teacher's Role in the Promotion of Child-Friendly Environment in Zimbabwean Secondary Schools: Implications for Teacher

Professional Development. The University of Fort Hare. Zimbabwe