**IMPLEMENTATION OF CHILD-FRIENDLY SCHOOL SYSTEM IN THE SECOND CONGRESSIONAL DISTRICT**

**OF NORTHERN SAMAR**

**ABSTRACT**

This study explored the implementation of the Child-Friendly School System (CFSS) in selected secondary schools through a descriptive-correlational research design. Specifically, it sought to determine the profile of school heads and teachers, assess the extent of CFSS implementation, and examine the relationship between selected characteristics of school heads and the degree of CFSS implementation in their respective schools.

Employing a descriptive-evaluative approach, the study utilized complete enumeration for school head respondents and proportionate sampling for teacher-respondents. Data were collected using a structured questionnaire and analyzed using descriptive statistical tools, including mean scores, frequency counts, and percentages. The findings indicated that school heads generally had strong academic qualifications and leadership backgrounds; however, their participation in CFSS-related training and professional development was relatively limited. Meanwhile, teacher-respondents demonstrated significant professional advancement, with many holding postgraduate degrees and possessing over ten years of teaching experience. Overall, the implementation of the Child-Friendly School System was found to be evident across all stakeholder groups, reflecting a positive alignment with CFSS principles and practices.

**KEYWORDS:***child-friendly school system, school heads, teachers, evaluation of school program*

**INTRODUCTION**

Child-Friendly School System (CFSS) is a framework designed to create learning environments that support the holistic development of children. It is an educational setting that stimulates children’s natural curiosity and encourages them to take ownership of their own learning path while fostering a sense of responsibility (Shikha, 2021).

There is an effort to realize the fulfillment of children's rights and protection while children are at school through school efforts to make schools clean, safe, friendly, beautiful, inclusive, healthy, beautiful, and comfortable (Suminar et al., 2022). Provide space for students without discrimination to develop their potential and talents in order to realize character education. Syahroni et al. (2022).

The child-friendly school is considered a significant initiative in promoting sustainable education development. This approach aims to create a hygienic and conductive learning environment while prioritizing children welfare in the school (Ambarsari and Harun, 2019). Involvement of various stakeholders, such as parents, families, teachers, principals, educational administrators, civil society organizations, and local and national governments, is essential (Fitriani and Istaryatiningtias, 2020).

Despite the widespread recognition of the CFSS model, its implementation faces significant challenges (UNICEF, 2017). Countries around the world are willing to implement the CFS Model prorogated by the UNICEF, nut it is not an easy task to be completed (Avasthi, et al., 2024). Schools had an inadequate classroom, desks, water, and electricity for physical facilities (Musila, 2015). Challenges of implementing child-friendly schools lead to three things, namely mentoring and sustainability, technical implementation, and evaluation mechanism (Liestyasari et al. (2023). Nearly half of students’ report being victims of bullying, and many experience food insecurity, leading to physical and emotional distress (Educational Commission Report, 2022).

This study aims to investigate the factors that hinder the full implementation of the CFSS in the Philippines, particularly in the Division of Northern Samar, and to provide recommendations for improving the system. Hence, this study.

**METHODOLOGY**

*Locale of the Study*

This study was conducted in the public secondary schools in the Second Congressional District of Northern Samar, which served as an ideal locale due to its diverse educational settings. The district offers a unique mix of school types and sizes, allowing for a comprehensive examination of child-friendly school system.

A total of forty-seven (47) secondary schools in the Second Congressional District of Northern Samar were included in this study. These schools included fourteen (14) large secondary schools, thirteen (13) medium-sized schools, and twenty (20) small schools. The diverse mix of school sizes will provide perspectives into how CFSS practices function in different contexts, from larger institutions with more resources to smaller schools with fewer students and staff.

*The Variables*

This study examined the implementation of the Child-Friendly School System (CFSS) in public secondary schools in Northern Samar's Second District, focusing on key factors influencing CFSS practices and their effect on school performance.

Descriptive variables in this study included profile of the school head, including their highest educational attainment, present position, number of sponsored seminars/trainings attended related to CFSS, number of years as a school administrator, and the number of seminars implemented in the school related to CFSS and teachers’ profile in terms of highest educational qualification, position and number of seminars attended related to CFSS. Moreover, another variable is the extent of CFSS implementation, measured through student participation, health and well-being initiatives, and the provision of safe, protective learning environments.

*Sampling Technique*

A complete enumeration of schools and school heads was conducted, meaning that all forty-seven (47) secondary schools and their respective school heads in the Second Congressional District of Northern Samar were included in the respondents group.

For the teacher-respondents, proportionate sampling was used, with 30% of the total teacher population from each school selected as respondents.

*Respondents*

This study involved two groups of respondents: school heads, and teachers. The first group will include all school heads from the 47 public secondary schools in the Second Congressional District of the Province of Northern Samar.

The number of teacher respondents for each school was determined using proportionate sampling, selecting 30% from each school, resulting in a total of two hundred sixteen (216) respondents.

*Instrument*

A survey questionnaire was an adopted tool from DepEd Order No. 44, series of 2015 (Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC) which stipulated the program requirements of CFSS. Part I of the research instrument were the profile of the school head and teacher. Part II is composed of the extent of implementation of the child-friendly school system (CFSS) and Part III encompassed the challenges encountered in the implementation of the CFSS.

*Validation of Instrument*

The research instrument was patterned from DepEd Tool. This tool need not to be validated instead, editing and critiquing of language expert from the University of Eastern Philippines was done. Upon checking the research instrument, the expert found that the tool is ready to be used and all the items used common terms for easy understanding of the respondents.

*Scoring and Interpretation*

The data on the profile of the respondents were analyzed using descriptive statistics such as frequency counts and percentages.

Extent of implementation of child-friendly school system was analyzed using their mean scores and interpreted as follows: Very Evident, (4.20 –5.00), Evident (3.40 –4.19), Moderately Evident, (2.60 –3.39), Rarely Evident (1.80 –2.59), Not Evident (1.0 – 1.79).

*Data Gathering Procedures*

Before conducting the study, the researcher secured permission through a formal request letter signed by the Dean of Graduate Studies, addressed to the DepEd Regional Director and Schools Division Superintendent of Northern Samar. Once approved, similar letters were sent to school heads to obtain their consent and schedule data collection without disrupting classes.

Ethical standards were strictly followed. The study’s purpose was clearly explained, and informed consent was obtained from school heads and teachers.

A detailed data collection schedule was coordinated with schools. The researcher personally administered and retrieved the questionnaires, providing clear instructions and on-site support to ensure proper completion and confidentiality. Collected data were securely stored, then consolidated, analyzed, and interpreted using appropriate statistical tools.

**RESULTS AND DISCUSSION**

Table 1 shows the educational attainment of school heads. Data reveals that a significant majority of school heads possess graduate-level education, with 48.94% holding a completed master’s degree and 23.40% having earned master’s units. Additionally, 19.15% are doctoral graduates and 8.51% have doctorate units, indicating that over a quarter (27.66%) have pursued education beyond the master’s level. This trend suggests a strong commitment to academic and professional growth among school leaders.

Table 1

Profile of School Heads

Highest Educational Attainment

|  |  |  |
| --- | --- | --- |
| Highest Educational Attainment | Frequency | Percentage |
| Doctoral Graduate | 9 | 19.15% |
| Doctorate Units | 4 | 8.51% |
| Master’s Graduate | 23 | 48.94% |
| Master’s Units | 11 | 23.40% |
| TOTAL | 47 | 100% |

Table 2 presents the distribution of current leadership roles among 47 school heads which shows that 44.68% serve as Head Teachers, 31.91% as Principals, and 23.40% as Teachers-in-Charge (TIC). This indicates that a significant majority (68.08%) occupy acting or mid-level leadership positions rather than formal principal roles. This data reflects a broader national issue: as of early 2025, over 55% of public schools in the Philippines lack officially appointed principals, with many being led by Head Teachers or TICs.

Table .2

School Heads’ Present Position

|  |  |  |
| --- | --- | --- |
| Present Position | Frequency | Percentage |
| Principal | 15 | 31.91% |
| Head Teacher | 21 | 44.68% |
| Teacher-in-Charge | 11 | 23.40% |
| Total | 47 | 100% |

Table 3 shows that a majority of school heads (57.45%) have attended only 1 to 3 seminars related to the Child-Friendly School System (CFSS), while 34.04% have attended 4 to 6. Notably, no school head has attended 10 or more CFSS-related seminars, and only 8.51% have participated in 7 to 9. This finding suggests limited professional development exposure to CFSS among school heads, which may affect the depth of their understanding and implementation of child-friendly practices in schools.

Table 3

Number of Seminars Attended Related

to CFSS

|  |  |  |
| --- | --- | --- |
| No. of Seminars Attended Related to CFSS | Frequency | Percentage |
| 7-9 | 4 | 8.51% |
| 4-6 | 16 | 34.04% |
| 1-3 | 27 | 57.45% |
| TOTAL | 47 | 100% |

Table 4 shows that school heads have attended a range of a majority of school level seminars related to CFSS, most of which lasted 24 hours, with only one—on Healthy Learning Institutions with a duration of 40 hours. These trainings covered key areas such as child protection, inclusive education, gender sensitivity, bullying prevention, and school-based management. While the variety of topics suggests a broad understanding of CFSS principles, the limited duration and local scope imply that the depth of training may be insufficient for comprehensive implementation. This indicates a need for more intensive, sustained, and higher-level capacity-building programs to better equip school heads in leading effective CFSS practices.

Table.4

Relevant Trainings Attended by Respondents

|  |  |  |
| --- | --- | --- |
| Name of Training | Level | Number of Hours |
| Child Protection Policy | School | 24 |
| Inclusive Education Training | School | 24 |
| Child Friendly School System | School | 24 |
| Comprehensive Sexuality Education Seminar | School | 24 |
| Gender and Development Related Seminar | School | 24 |
| Seminar on Handling Bullying Cases | School | 24 |
| Healthy Learning Institutions Seminar | Division | 40 |
| School-Based Management Capability Building Seminar | Division | 24 |
| WASH Program Seminar | School | 24 |
| Learner’s Rights Protection Seminar | School | 24 |

Table.5 shows the number of years the respondents have served as school administrators. The largest group, comprising 16 or 34.04%, have been administrators for 11 to 15 years, showing a strong presence of mid-career leaders. Moreover, 13 or 27.66% have five years or less of experience, indicating a significant number of relatively new school heads. About 12 or 25.53% have served between 6 to 10 years, while 6 or 12.77% have extensive experience of 16 years or more**.**

Table 5

Number of Years as School Administrator

|  |  |  |
| --- | --- | --- |
| Number of Years as School Administrator | Frequency | Percentage |
| 16 up | 6 | 12.77% |
| 11-15 | 16 | 34.04% |
| 6-10 | 12 | 25.53% |
| 5 below | 13 | 27.66% |
| Total | 47 | 100% |

Table 6 indicates that a significant majority of teachers (82.34%) have completed units toward a master's degree, while only 10.05% have fully earned a master's degree. A small fraction holds a bachelor's degree as their highest qualification (3.26%), and an even smaller percentage have undertaken doctoral studies. This suggests a teaching workforce that is actively pursuing advanced education, reflecting a commitment to professional development.

Table 6

Profile of Teachers

Highest Educational Attainment

|  |  |  |
| --- | --- | --- |
| Highest Educational Attainment | Frequency | Percentage |
| Doctoral Graduate | 5 | 1.36% |
| Doctorate Units | 11 | 2.99% |
| Master’s Graduate | 37 | 10.05% |
| Master’s Units | 303 | 82.34% |
| Bachelor’s Degree | 12 | 3.26% |
| TOTAL | 368 | 100% |

Table 7 indicates that the majority of teachers (69.84%) hold the position of Teacher III, with smaller proportions in higher ranks: Master Teacher I (15.76%), Master Teacher II (4.35%), Master Teacher III (1.09%), and Master Teacher IV (0%). This distribution suggests that while a significant number of teachers have attained Master Teacher designations, the progression to higher ranks is limited.

Table 7

Present Position

|  |  |  |
| --- | --- | --- |
| Present Position | Frequency | Percentage |
| Master Teacher IV | 0 | 0% |
| Master Teacher III | 4 | 1.09% |
| Master Teacher II | 16 | 4.35% |
| Master Teacher I | 58 | 15.76% |
| Teacher III | 257 | 69.84% |
| Teacher II | 16 | 4.35% |
| Teacher I | 17 | 4.62% |
| TOTAL | 368 | 100% |

Table 8 indicates that the majority of teachers (73.37%) have attended between 1 to 3 Child-Friendly School System (CFSS) training sessions, while 26.63% have participated in 4 to 6 sessions. This suggests that while many teachers are engaging in CFSS-related professional development, the frequency of their participation may be limited.

|  |  |  |
| --- | --- | --- |
| Number of CFSS Training Attended by the School Head being Implemented in the School | Frequency | Percentage |
| 4-6 | 98 | 26.63% |
| 1-3 | 270 | 73.37% |
| TOTAL | 368 | 100% |

Table 8 shows the teachers’ proactive approach in promoting a Child-Friendly School System (CFSS) through consistent engagement in relevant training programs. Each training session has a uniform duration of 24 hours, indicating a standardized and comprehensive approach to professional development. Teachers are the most frequently involved participants, attending all of the listed trainings. This highlights the pivotal role they play in the implementation of child-friendly practices within the school.

|  |  |  |
| --- | --- | --- |
| Name of Training | Number of Hours | Participants |
| Child Protection Policy | 24 | Teachers, Guidance Counselor, PTA Officers |
| Inclusive Education Training | 24 | Teachers |
| Child Friendly School System | 24 | Teachers, PTA Officers, School Governing Officers |
| Comprehensive Sexuality Education Seminar | 24 | Teachers |
| Gender and Development Related Seminar | 24 | Teachers |
| Seminar on Handling Bullying Cases | 24 | Teachers, PTA Officers, Security Personnel |
| Healthy Learning Institutions Seminar | 24 | Teachers, PTA Officers, Barangay Officials |
| School-Based Management Capability Building Seminar | 24 | Teachers, PTA Officers, Barangay Officials |
| WASH Program Seminar | 24 | Teachers |
| Learner’s Rights Protection Seminar | 24 | Teachers, PTA Officers, Barangay Officials |

Table 9

CFSS-Related Training Attended by the School Head being Implemented in the School

Extent of Implementation of the CFSS as Evaluated by the Respondents

Encourage Children’s Participation in School and Community

Table 10 shows that the sub-variable Encouraging Children’s Participation in School and Community was rated as very evident by school heads, with an overall mean of 3.81. This reflects strong student involvement in school governance, disaster preparedness, and community activities, highlighting effective promotion of student agency and engagement.

Table 10

Encouraging Children’s Participation in School and Community

|  |  |  |
| --- | --- | --- |
| Statements | Weighted Mean | Interpretation |
| School involves students in the organizing, planning, and execution of the disaster preparedness and response plan. | 4.03 | Evident |
| The school has a working student government. | 3.90 | Evident |
| School has a mechanism or mechanisms – such as a school publication, students’ bulletin board, or opinion box – for pupils to express their opinions about school and community issues. | 3.67 | Evident |
| School involves students in meetings and planning sessions that concern their well-being. | 3.98 | Evident |
| School encourages its students to get involved in community work. | 3.45 | Evident |
| Overall Mean | 3.81 | Evident |

Table 11 shows that the Enhancement of Children’s Health and Well-being was rated evident by school heads, with an overall mean of 4.04. This indicates consistent implementation of health and nutrition services, reflecting schools’ commitment to student well-being and alignment with programs like OK sa DepEd and the School-Based Feeding Program.

Table 11

Enhancement of Children’s

Health and Well-being

|  |  |  |
| --- | --- | --- |
| Statements | Weighted Mean | Interpretation |
| School holds annual dental examination of your pupils. | 3.85 | Evident |
| The school has a steady supply of clean and safe drinking water. | 4.23 | Very Evident |
| School holds annual weighing and health examination of your pupils. | 4.04 | Evident |
| The school has separate toilet facilities for boys and girls consisting of urinals and lavatories that are regularly maintained and kept clean. | 4.19 | Evident |
| School maintains and regularly updates a health record of each pupil. | 3.54 | Evident |
| The school treats pupils with decayed teeth. | 4.32 | Very Evident |
| The school serves or sells healthy and nutritious food in your premises. | 4.50 | Very Evident |
| The school has a feeding program for malnourished children. | 4.09 | Evident |
| The school has a functional clinic. | 3.87 | Evident |
| The school practices proper waste disposal. | 4.36 | Very Evident |
| School treats or refers pupils with health problems. | 3.50 | Evident |
| OVERALL MEAN | 4.04 | Evident |

Table 12 shows got overall mean score of 3.45, interpreted as Evident, indicates that the respondents generally perceive the school environment, safety measures, and facilities as adequately maintained and supportive of student well-being. While many aspects such as cleanliness, security personnel, and disciplinary approaches are consistently implemented, several areas—like emergency preparedness, recreation facilities, and inclusive programs—are rated lower, suggesting moderate implementation.

Table 12

Guarantee Safe and Protective Spaces for Children

|  |  |  |
| --- | --- | --- |
| Statements | Weighted Mean | Interpretation |
| Classrooms, facilities, and premises are regularly maintained and kept clean. | 3.75 | Evident |
| The school has duly assigned personnel in charge of securing its premises, its properties, and those of its pupils and teachers. | 4.02 | Evident |
| The school has adequate emergency/first aid kits that are readily available. | 3.90 | Evident |
| Teachers use non-threatening  styles of discipline. | 3.67 | Evident |
| The school has a policy against discrimination with regard to gender, cultural origin, social status, religious belief, and others | 3.87 | Evident |
| The school has sufficient lawn space and vegetation. | 3.67 | Evident |
| Classrooms have a bulletin board or a corner that displays helpful learning materials such as posters, illustrations, newspaper and magazine clippings, and your pupils’ own works. | 3.56 | Evident |
| The school has a program for children  with special needs. | 3.56 | Evident |
| The school coordinates with the barangay and local authorities to ensure the safety and protection of your pupils. | 3.45 | Evident |
| Classrooms have proper ventilation and lighting and enough space for 45-50 pupils. | 3.43 | Evident |
| The school has safe facilities in place to address hazard threats. | 3.04 | Moderately Evident |
| The school has facilities and equipment for recreation and sports. | 3.45 | Evident |
| Classrooms’ layout and furniture allow pupils to interact and do group work. | 3.32 | Moderately Evident |
| The school has a library for reading and for study. | 3.16 | Moderately Evident |
| Classroom desks and other furniture are sized to the age of the pupils. In the case of shared desks, each pupil has enough space to do seatwork. | 3.05 | Moderately Evident |
| The school conducts regular evacuation drills for earthquake, fire, flooding, or tsunami. | 3.34 | Moderately Evident |
| The school has identified and prepared alternative learning spaces in cases of emergencies. | 3.07 | Moderately Evident |
| OVERALL MEAN | 3.45 | Evident |

The overall mean score of 3.64, interpreted as Evident exhibited in Table 13 indicates that both school heads and teachers perceive the implementation of community coordination and student attendance monitoring as generally established and functional. This suggests that schools actively collaborate with local barangay councils to identify out-of-school children and maintain systems for tracking attendance and addressing related issues, although there is room for strengthening enrollment campaigns.

Table 13

Encourage Enrollment and Competition

|  |  |  |
| --- | --- | --- |
| Statements | Weighted Mean | Interpretation |
| The school regularly coordinates with the local barangay council to identify school age children who are out of school, for the purpose of bringing them to school | 4.15 | Evident |
| The school has a system to regularly check on the attendance of its pupils and address problems concerning non-attendance. | 3.44 | Evident |
| The school has a master list of all school-age children in the community, whether enrolled or not | 3.60 | Evident |
| The school conducts campaigns to encourage parents to enroll their children. | 3.36 | Evident |
| OVERALL MEAN | 3.64 | Evident |

Table 14 shows the evaluation of the respondents on sub-variable “Ensure Children’s High Academic Achievement and Success”, with the overall mean score of 3.39, interpreted as Evident, suggests that school heads perceive the implementation of key academic practices and child-friendly principles as generally in place but with room for improvement. This suggest that institutional and resource constraints may be limiting the full realization of effective academic support systems.

Table 14

Ensure Children’s High Academic Achievement and Success

|  |  |  |
| --- | --- | --- |
| Statements | Weighted Mean | Interpretation |
| School encourages and promotes cooperative and “hands-on” learning (“learning by doing” | 3.89 | Evident |
| Principal and teachers are familiar with child-centered and child-friendly principles. | 3.68 | Evident |
| School provides students access to ADM, ALS, and/or other learning materials for their use during emergencies. | 3.45 | Evident |
| Principal has data on the school’s past three years performance in the division, regional or national tests for the purpose of improving its current year performance. | 3.17 | Moderately Evident |
| The school has a clear vision/mission statement that is prominently displayed and adequately explained to all school personnel. | 3.11 | Moderately  Evident |
| OVERALL MEAN | 3.18 | Moderately Evident |

The overall mean score of 3.41, interpreted as Evident as shown in Table 15, indicates that school heads and teachers perceive leadership, staff welfare, and professional development initiatives as generally present and functional within their institutions. This suggests that leadership structures are in place and moderately effective, the data suggests a need for strengthened support mechanisms for teachers—both in terms of well-being.

Table 15

Raise Teachers’ Morale and Motivation

|  |  |  |
| --- | --- | --- |
| Statements | Weighted Mean | Interpretation |
| Principal provides strong direction and leadership guided by a written supervisory plan. | 3.88 | Evident |
| School provides annual medical examination to your teachers and other staff. | 3.65 | Evident |
| Principal regularly monitors teachers’ performance and provides needed support. | 3.56 | Evident |
| Teachers support their co-teachers by sharing teaching techniques and experiences. | 3.44 | Evident |
| Teachers are given annual medical check-up. | 3.05 | Evident |
| Teachers undergo continuing and advance professional training at least once a year. | 3.34 | Evident |
| Teachers are regularly trained in new and effective teaching-learning strategies. | 3.25 | Evident |
| Teachers have their own lounge and/or work area. | 3.11 | Moderately Evident |
| OVERALL MEAN | **3.41** | **Evident** |

The respondents got overall mean score of 3.59, interpreted as Evident as presented in Table 16, indicates that school heads perceive their institutions as actively engaged with the community, particularly in areas such as literacy programs, disaster risk management, parental involvement, and stakeholder partnerships. This suggests that school heads recognize the value of community partnerships and parent involvement but may be facing challenges in scaling or sustaining these efforts.

Table 16

Mobilize Community Support for Education

|  |  |  |
| --- | --- | --- |
| Statements | Weighted Mean | Interpretation |
| The school takes the lead in conducting literacy programs for illiterate parents. | 4.12 | Evident |
| The school has organized and capacitated the School Disaster Risk Reduction and Management Committee (SDRRMC) | 3.79 | Evident |
| The school enlists the support of community organizations to help raise funds and resources for learning. | 3.76 | Evident |
| The school invites parents to discuss with your teachers the learning experiences and progress of their children. | 3.46 | Evident |
| The school consults parents in the drafting of its policies, and in the planning and implementation of school activities | 3.19 | Moderately Evident |
| The school coordinates with barangay institutions to identify children who are physically or sexually abused or are made to do hard physical labor, for the purpose of identifying their special needs. | 3.87 | Evident |
| The school has a Parent-Teacher Association (PTA) that has elected leaders, meets regularly, and has a written plan of action. | 3.29 | Evident |
| The school coordinates with the barangay and local institutions to enroll illiterate parents in literacy programs. | 3.16 | Moderately Evident |
| The school has strong partnerships with external stakeholders in order to address disaster risk reduction and the CCA-related needs of the school (i.e. data and statistics, capacity building, resources, etc). | 3.08 | Moderately Evident |
| OVERALL MEAN | 3.59 | Evident |

**CONCLUSION**

Based on the findings, the majority of school heads possess strong academic qualifications and considerable leadership experience, their participation in professional development activities specifically related to the Child-Friendly School System (CFSS) remains limited. This can be deduced a critical gap in the area of continuous training and capacity-building. Strengthening their involvement in such training opportunities can significantly enhance their capacity to foster child-friendly environments and drive systemic improvements in their respective schools.

Similarly, the teacher-respondents demonstrated significant levels of professional growth. Many have pursued advanced studies and achieved notable milestones in their teaching careers, supported by extensive classroom experience. This reflects a well-established and competent teaching workforce. However, to ensure that their growth translates into meaningful improvements in classroom practice and student outcomes, there is a clear need for ongoing support. Providing targeted, needs-based development programs that align with CFSS principles can further empower teachers to take on leadership roles within their classrooms and contribute more proactively to school-wide reforms. Overall, tailored interventions that address specific stressors and support teachers’ diverse backgrounds are essential to enhance their teaching experience and well-being.

The study also found that CFSS implementation is generally evident and integrated throughout the school community, with relatively few challenges reported. This indicates a positive trend in terms of embedding CFSS values and practices across various school functions. Nevertheless, the findings suggest that sustained support is still required to maintain momentum, address emerging challenges, and secure long-term success. Providing ongoing technical and financial support, ensuring stakeholder collaboration, and promoting continuous reflection and feedback mechanisms will be key to sustaining these gains.

**RECOMMENDATIONS**

School administrators may implement accessible, ongoing CFSS professional development for school leaders through varied formats such as online modules, workshops, and peer learning, while teachers should receive specialized training in classroom management, instructional strategies, and CFSS integration. Moreover, DepEd Northern Samar can support this through targeted programs, and future researchers may explore comprehensive evaluations of CFSS, focusing on school facilities, stakeholder participation, and health initiatives that support learners’ holistic well-being.

**COMPETING INTERESTS DISCLAIMER:**

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

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**CONFLICT OF INTEREST**

The researcher affirmed that there are no financial, professional, or personal conflicts of interest related to this study on second career social studies teachers in the Department of Education, Division of Northern Samar. All funding sources, affiliations, and support for the study have been transparently disclosed to maintain the integrity and neutrality of the research.