Implementation of the Child-Friendly School System to the Sustainable and Transformative Service Delivery among Elementary Schools in the Fourth District of Laguna

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Abstract—*This study aims to determine the relationship of the child-friendly school system to the sustainable and transformative service delivery among elementary schools in the fourth district of Laguna. Specifically, it sought to find out the level of child-friendly school system, sustainable and transformative service delivery among the school respondents. In addition, the researcher intended to find the relationship between the implementation of child-friendly school systems to the schools sustainable and transformative service delivery among elementary schools in the fourth district of Laguna. Descriptive research design was used in the conduct of this research. The respondents used in the study include one hundred forty-eight (148) teachers from two (2) selected elementary schools with the fourth district of Laguna. The following were the significant findings of the investigation: The findings showed that the level of Child-Friendly School System (CFSS) implementation in terms of student well-being was highly acceptable. The level of school environment was also highly acceptable. The assessment of parental involvement was highly acceptable. The level of policy and governance was highly acceptable. The level of socio-economic factors was also highly acceptable The findings also showed that the level of cultural and social factors was highly acceptable. The level of sustainable service delivery was also found to be highly acceptable. The level of transformative service delivery was also found highly acceptable. Furthermore, the relationship between the implementation of the Child-Friendly School System and the school's sustainable service delivery was significant Lastly, the relationship between CFSS implementation and the school's transformative service delivery was also significant. On the basis of the foregoing findings, the following conclusions were drawn. The null hypothesis stating no significant relationship between the Child-Friendly School System (CFSS) and the school's sustainable service delivery is rejected. In addition, the null hypothesis stating no significant relationship between CFSS and transformative service delivery is also rejected leading to the rejection of both hypotheses. Based on the conclusions, the following were recommended. School administrators should strengthen the implementation of CFSS policies by integrating reflective practices, inclusive learning environments, and data-driven decision-making to enhance student well-being, teaching effectiveness, and school governance. Also, teachers should actively participate in continuous professional development programs and collaborative learning communities to improve instructional strategies, adaptability, and emotional resilience in response to changing educational demands.*
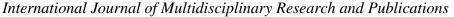
Keywords— *Child-Friendly School System; Sustainable; Transformative Service Delivery.*

I. INTRODUCTION

School is the primary source of information which allows the students to exercise their freedom to learn, to speak and do everything they wanted as a child. School also considered as a second home for every learner where they can gain various experiences, fulfill their knowledge and explore their full potentials. In connection with this, school should be child friendly and ensure the safety of all the children within the community.

The concept of child-friendly schools has gained significant attention as an essential approach to ensuring a safe, inclusive, and nurturing educational environment. A child-friendly school system requires the collaboration of various stakeholders, including families and communities, as they play a crucial role in shaping children's learning experiences. Schools serve as not only academic institutions but also as safe spaces where children's rights are upheld. The implementation of child-friendly education promotes a culture of inclusivity and participation, allowing children to engage actively in decision-making processes related to their learning, well-being, and overall development, Osher, D. et al (2019). Moreover, the active involvement of these stakeholders contributes to the overall quality of school life, fostering an environment where students feel valuedpublic and private institutions, in supporting and overseeing the, respected, and motivated to learn, Kruse, S. D. (2017),

In connection with this, beyond ensuring a safe and inclusive environment, the success of child-friendly schools may result in sustainable and transformative service delivery. Sustainability in education provides a long-term commitment to policies and practices that consistently enhance the learning environment, ensuring that all learners receive quality education. Transformative service delivery, on the other hand, involves innovative and adaptive strategies that respond to the changing needs of students, integrating modern teaching methodologies, technology, and child-centered approaches, Rai, (2016). These aspects ensure that child-friendly schools not only provide immediate solutions to educational challenges but also foster long-term improvements in student learning, well-being, and community engagement.

Through this study, the researcher find it interesting to know the relationship of child-friendly school system to sustainable and transformative service delivery.

1.1 Statement of the Problem

Specifically sought to answer the following questions:

1. What is the level of students' well-being of the child-friendly school system in terms of;

1.1 Mental Health;
1.2 Physical Health;
1.3 Safety;
1.4 Emotional Support?

2. What is the level of school environment of the child-friendly school system in terms of;

2.1 Teaching Quality;
2.2 Infrastructure;
2.3 Inclusivity?

3 What is the level of parental involvement of the child-friendly school system in terms of;

3.1 School activities participation;
3.2 Engagement and Partnership?

4 What is the level of policy and governance of the child-friendly school system in terms of;

4.1 School Policies;
4.2 Funding and Resources;
4.3 Training and Professional Development?

5 What is the level of socio-economic factors of the child-friendly school system in terms of;

5.1 Socio-Economic Status; and
5.2 Community Support?

6 What is the level of cultural and social factors of the child-friendly school system in terms of;

6.1 Cultural Sensitivity;
6.2 Social Relationship?

7. What is the level of sustainable service delivery in terms of;

7.1 Environmental protection,
7.2 Economic viability;
7.3 Resilience;
7.4 Stakeholder engagement;
7.5 Financing and budget allocation?

8 What is the level of transformative service delivery in terms of;

8.1 Technological integration;
8.2 Data-driven decision making;
8.3 Process optimization;
8.4 Collaboration and partnership; and
8.5 Social responsibility?

II. METHODOLOGY

This study used the descriptive quantitative research design in gathering information. This approach allows the investigator to understand the theoretical significance of the results and the formulation of hypotheses for subsequent research. Specifically, the researcher used self-made questionnaire which enabled researcher to gather information from the respondents regarding the implementation of the child-friendly school system to the sustainable and transformative service delivery among the elementary schools in the fourth district of Laguna.

Quantitative research refers to the procedure of gathering and examining numerical information. It can be utilized to identify patterns and averages, forecast outcomes, evaluate causal connections, and extrapolate findings to larger populations, Bhandari, (2021). With this reason, the researcher chose to use this as appropriate research design for this study.

III. RESULTS AND DISCUSSION

This chapter enumerates the different results and discussed the results that were yielded from the treatment of the data gathered in this study.

Level of Students' Well-Being of the Child-Friendly School System

Table 1 presents the level of a child-friendly school system in terms of mental health. It includes the statements, mean, standard deviation, and remarks.

The highest mean score (M = 6.83, SD = 0.41) indicates that schools effectively develop students' emotional intelligence and reduce triggering factors. This suggests that educational institutions prioritize fostering emotional well-being, helping students manage their emotions, and minimizing stressors that may affect their mental health.

On the other hand, the lowest mean score (M = 6.74, SD = 0.51) pertains to paying attention to the present situation and being mindful of every action taken. While still rated as "Very Great Extent," this may suggest that some students struggle with mindfulness and staying fully present, possibly due to external distractions or personal challenges.

The level of a child-friendly school system in terms of mental health attained a weighted mean score of M = 6.80 (SD = 0.33), verbally interpreted as Highly Acceptable.

In summary, the school system effectively supports students' mental health by promoting mindfulness, positive affirmations, emotional regulation, and focus on goals. These strategies contribute to a learning environment that fosters emotional resilience and well-being among students.

Table 1 Level of Students' Well Being in terms of Mental Health

STATEMENTS	MEAN	SD	REMARKS
Pay attention in the present situation and be mindful on every action taken.	6.74	.51	Very Great Extent
Practice positive affirmations for students and do not entertain negative thoughts.	6.79	.43	Very Great Extent
Allow students to concentrate and focus on the target goals despite of destructions in the surroundings.	6.81	.42	Very Great Extent
Help students regulate own emotions to effectively facilitate their task.	6.79	.44	Very Great Extent
Develop student's emotional intelligence and reduce triggering factors.	6.83	.41	Very Great Extent
Weighted Mean **SD** **Verbal Interpretation**	*6.80* *0.33* *Highly Acceptable*		

Table 2 presents the level of a child-friendly school system as to students' well-being in terms of physical health. It includes the statements, mean, standard deviation, and

remarks.

The highest mean score (M = 6.81, SD = 0.43) indicates that schools effectively allow students to practice healthy habits that contribute to maintaining good health. This suggests that schools emphasize the importance of instilling routines that promote overall physical well-being, such as proper hygiene, balanced nutrition, and regular exercise.

Table 2. Level of Student' Well-Being in Terms of Physical Health

STATEMENTS	MEAN	SD	REMARKS
Improve students' health through engaging them in physical activities.	6.76	.47	Very Great Extent
Promote habits that can help them physically grow and develop.	6.77	.44	Very Great Extent
Allow students to practice healthy habits that can contribute in maintaining good health.	6.81	.43	Very Great Extent
Let the students participate with other physical activities such as sports and recreations to develop well-being.	6.80	.42	Very Great Extent
Allow students to tap into their social connections and community.	6.79	.48	Very Great Extent
Weighted Mean SD Verbal Interpretation	*6.79* *0.34* *Highly Acceptable*		

On the other hand, the lowest mean score (M = 6.76, SD = 0.47) pertains to improving students' health through engaging them in physical activities. While still rated as "Very Great Extent," this may indicate that some students face challenges in fully participating in structured physical activities, possibly due to varying levels of interest, ability, or accessibility to resources.

The level of a child-friendly school system in terms of physical health attained a weighted mean score of M = 6.79 (SD = 0.34), verbally interpreted as Highly Acceptable.

In summary, the school system effectively promotes physical health by encouraging active participation in sports and recreational activities, fostering healthy habits, and strengthening social connections. These initiatives contribute to a supportive environment that enhances students' overall well-being and physical development.

Table 3 presents the level of a child-friendly school system as to students' well-being in terms of safety.

Table 3. Level of Students' Well-Being in terms of **Safety**

STATEMENTS	MEAN	SD	REMARKS
Ensure conditions that reduce disease transmissions.	6.78	.44	Very Great Extent
Provides safety tools and equipment inside and outside the school premises.	6.81	.40	Very Great Extent
Follow safety protocols implemented by the government.	6.82	.42	Very Great Extent
Provides accessible facilities, clean water for safe handwashing and good hygiene practices.	6.82	.41	Very Great Extent
Ensure safety and protections of all staffs.	6.80	.44	Very Great Extent
Weighted Mean SD Verbal Interpretation	*6.81* *0.35* *Highly Acceptable*		

The highest mean score (M = 6.82, SD = 0.41) indicates that schools effectively provide accessible facilities, clean water for safe handwashing, and good hygiene practices. This suggests that schools prioritize maintaining sanitary conditions and ensuring students have access to proper hygiene resources, which are crucial in promoting health and preventing diseases.

On the other hand, the lowest mean score (M = 6.78, SD = 0.44) pertains to ensuring conditions that reduce disease transmissions. While still rated as "Very Great Extent," this may suggest that some schools face challenges in fully implementing disease prevention measures, possibly due to resource limitations or compliance issues among students and staff.

The level of a child-friendly school system in terms of safety attained a weighted mean score of M = 6.81 (SD = 0.35), verbally interpreted as Highly Acceptable.

In summary, the school system effectively promotes safety by ensuring compliance with government protocols, providing necessary safety tools and equipment, and maintaining a secure environment for both students and staff. These initiatives contribute to a well-protected and health-conscious learning environment.

Level of Students' Well-Being in Terms of Emotional Support

Table 4 presents the level of a child-friendly school system as to students' well-being in terms of emotional support.

The highest mean score (M = 6.83, SD = 0.41) indicates that schools effectively help students look for the positive side of every negative outcome. This suggests that schools prioritize fostering resilience and optimism, encouraging students to develop a growth mindset when faced with challenges.

Table 4. Level of Students' Well-Being in Terms of Emotional Support

STATEMENTS	MEAN	SD	REMARKS
Help the students to handle emotions toward different situations.	6.80	.44	Very Great Extent
Maintain a hopeful outlook and let the students accept that change and setbacks are part of life.	6.79	.44	Very Great Extent
Respond effectively in students' stressful or unexpected situations and crises.	6.80	.43	Very Great Extent
Utilize and optimize a range of mental qualities to withstand the pressures that students can experience.	6.80	.43	Very Great Extent
Help the students to look for positive side of every negative outcome.	6.83	.41	Very Great Extent
Weighted Mean SD Verbal Interpretation	*6.81* *0.31* *Highly Acceptable*		

On the other hand, the lowest mean score (M = 6.79, SD = 0.44) pertains to maintaining a hopeful outlook and letting students accept that change and setbacks are part of life. While still rated as "Very Great Extent," this may indicate that some students struggle with adapting to changes, requiring additional guidance in building emotional resilience.

The level of a child-friendly school system in terms of emotional support attained a weighted mean score of M = 6.81 (SD = 0.31), verbally interpreted as Highly Acceptable.

In summary, the school system effectively provides emotional support by helping students regulate emotions, cope with stress, and develop a positive perspective on life's challenges. These efforts contribute to a nurturing

environment that promotes emotional well-being and psychological resilience among students.

Level of School Environment of the Child-Friendly School System

Table 5 presents the level of a child-friendly school system in terms of the school environment in teaching quality.

Table 5. Level of School Environment in terms of Teaching Quality

STATEMENTS	MEAN	SD	REMARKS
Teacher uses different approaches and instructional materials.	6.66	.55	Very Great Extent
Teacher uses differentiated instructions for every activity.	6.70	.53	Very Great Extent
Engage students with challenges and performance activities.	6.67	.54	Very Great Extent
Allow learners to involve on various tasks that can develop their skills.	6.73	.49	Very Great Extent
Teacher uses creative and use various designs to make it more attractive and catch the attention of the students.	6.67	.54	Very Great Extent
Weighted Mean	*6.69*		
SD	*0.41*		
Verbal Interpretation	*Highly Acceptable*		

The highest mean score (M = 6.73, SD = 0.49 indicates that schools effectively allow learners to engage in various tasks that can develop their skills. This suggests that educators prioritize hands-on learning experiences and skill-building activities, ensuring that students actively participate in their learning process.

On the other hand, the lowest mean score (M = 6.67, SD = 0.55) pertains to the teacher's use of different approaches and instructional materials. While still rated as "Very Great Extent," this may indicate that some teachers face challenges in consistently diversifying teaching strategies and integrating varied instructional materials.

The level of a child-friendly school system in terms of school environment in teaching quality attained a weighted mean score of M = 6.69 (SD = 0.41), verbally interpreted as Highly Acceptable.

In summary, the school system effectively fosters a supportive learning environment through diverse teaching approaches, differentiated instruction, and engaging activities. These strategies contribute to enhancing students' learning experiences, promoting skill development, and maintaining student engagement in the classroom.

Level of School Environment in terms of Infrastructure

Table 6 presents the level of a child-friendly school system in terms of school environment infrastructure.

The highest mean score (M = 6.76, SD = 0.45) indicates that schools effectively ensure accessibility for outdoor learning areas. This suggests that schools prioritize open spaces that promote experiential learning and engagement beyond the classroom.

On the other hand, the lowest mean score (M = 6.57, SD = 0.62) pertains to the provision of laboratories and facilities that allow students to enjoy learning. While still rated as "Very Great Extent," this may indicate that some schools face challenges in maintaining or upgrading laboratory facilities, potentially affecting students' hands-on learning experiences.

Table 6. Level of School Environment in terms of Infrastructure

STATEMENTS	MEAN	SD	REMARKS
Provide corridors, hallways, doors and gates that are accessible for all the students especially with those who are using wheel chairs.	6.61	.56	Very Great Extent
Availability of both inclines and ladders in all areas of the school.	6.64	.60	Very Great Extent
Provide laboratories and facilities that allow the students to enjoy learning.	6.57	.62	Very Great Extent
Accessibility for the areas of outdoor learning.	6.76	.45	Very Great Extent
Introduces facilities that promotes diversified learning.	6.65	.55	Very Great Extent
Weighted Mean	*6.65*		
SD	*0.42*		
Verbal Interpretation	*Highly Acceptable*		

The level of a child-friendly school system in terms of school environment infrastructure attained a weighted mean score of M = 6.65 (SD = 0.42), verbally interpreted as Highly Acceptable.

In summary, the school system effectively provides accessible and well-designed infrastructure that supports inclusive education, diversified learning, and outdoor engagement. However, continuous improvements in laboratory facilities and accessibility features may further enhance the learning environment for all students.

Table 7 presents the level of a child-friendly school system in terms of school environment inclusivity.

Table 7. Level of School Environment in terms of Inclusivity

STATEMENTS	MEAN	SD	REMARKS
Provide various kinds of learning resources for different students.	6.63	.569	Very Great Extent
Foster inclusive education by using diversify learning materials.	6.77	.457	Very Great Extent
Utilize range of materials and activities that supports all students' learning styles	6.71	.527	Very Great Extent
Engage all the students in authentic kind of activities that can foster their courageous thinking.	6.67	.55	Very Great Extent
Deliver education with an equal opportunity for all the students.	6.72	.53	Very Great Extent
Weighted Mean	*6.70*		
SD	*0.41*		
Verbal Interpretation	*Highly Acceptable*		

The highest mean score (M = 6.77, SD = 0.45) indicates that schools effectively foster inclusive education by using diverse learning materials. This suggests that educators prioritize accessibility and adaptability in instructional resources, ensuring that students with different learning needs and backgrounds can actively participate in the learning process.

On the other hand, the lowest mean score (M = 6.63, SD = 0.56) pertains to providing various kinds of learning resources for different students. While still rated as "Very Great Extent," this may indicate that some schools face challenges in acquiring or distributing a wide range of educational materials to accommodate all learners effectively.

The level of a child-friendly school system in terms of school environment inclusivity attained a weighted mean score

of M = 6.70 (SD = 0.41), verbally interpreted as Highly Acceptable.

In summary, the school system effectively promotes inclusivity by utilizing diverse materials, engaging students in authentic activities, and ensuring equal learning opportunities for all. Continued efforts in expanding resource availability and refining teaching strategies can further enhance the inclusive nature of education.

Level of Parental Involvement of the Child-Friendly School System

Table 8 presents the level of parental involvement of the child-friendly school system in terms school activities participation.

The highest mean score (M = 6.79, SD = 0.41) indicates that parents and the community are actively involved in identifying issues, problems, and solutions. This suggests that schools effectively foster collaboration, ensuring that stakeholders play a significant role in addressing challenges and improving school programs.

On the other hand, the lowest mean score (M = 6.64, SD = 0.56) pertains to parents and the community taking part in planning, implementing, monitoring, and evaluating school programs and activities. While still rated as "Very Great Extent," this may indicate that some parents and community members face constraints in fully engaging in these processes, possibly due to time limitations or lack of awareness.

Table 8. Level of Parental Involvement In Terms of School Activities Participation

STATEMENTS	MEAN	SD	REMARKS
School is able to encourage the parents and communities to actively involved in every activity and program.	6.65	.53	Very Great Extent
Parents and community are involved in identifying issues, problems and locating solutions for it.	6.79	.41	Very Great Extent
Parents and the community help the school for project accomplishments.	6.69	.52	Very Great Extent
Parents and the community take part on planning, implementing, monitoring and evaluation of school programs and activities.	6.64	.56	Very Great Extent
Schools, parents, families, and communities are open to work together for the enhancement of school programs.	6.76	.46	Very Great Extent
Weighted Mean	*6.71*		
SD	*0.38*		
Verbal Interpretation	*Highly Acceptable*		

The level of a child-friendly school system in terms of parental involvement attained a weighted mean score of M = 6.71 (SD = 0.38), verbally interpreted as Highly Acceptable.

In summary, the school system effectively encourages strong collaboration between schools, parents, and the community. By fostering open communication and shared responsibility, schools create an inclusive environment where stakeholders contribute to the success of programs and initiatives. Strengthening awareness campaigns and flexible engagement opportunities may further enhance parental and community participation.

Table 9 presents the level of a child-friendly school system in terms of parental involvement in engagement and partnership.

Table 9. Level of Parental Involvement in Terms of Engagement and Partnership

STATEMENTS	MEAN	SD	REMARKS
Proactive in knowing the community and establishing sustainable relationships.	6.69	.50	Very Great Extent
Enhance learning opportunities by providing students with resources, experiences, and environments they would not otherwise have.	6.77	.45	Very Great Extent
Build an effective communication with stakeholders.	6.72	.50	Very Great Extent
Build a good relationship with other people that can help the school progress.	6.68	.53	Very Great Extent
Encourage the parents' association to help the school in planning and decision-making processes.	6.74	.47	Very Great Extent
Weighted Mean	*6.73*		
SD	*0.36*		
Verbal Interpretation	*Highly Acceptable*		

The highest mean score (M = 6.77, SD = 0.45) indicates that schools effectively enhance learning opportunities by providing students with resources, experiences, and environments they would not otherwise have. This suggests that schools and parents collaborate to create enriching educational experiences that extend beyond traditional classroom learning.

On the other hand, the lowest mean score (M = 6.68, SD = 0.53) pertains to building good relationships with other people who can help the school progress. While still rated as "Very Great Extent," this may indicate that some schools face challenges in expanding external partnerships or maintaining long-term collaborative efforts.

The level of a child-friendly school system in terms of parental involvement in engagement and partnership attained a weighted mean score of M = 6.73 (SD = 0.36), verbally interpreted as Highly Acceptable.

In summary, the school system successfully fosters engagement and partnerships by maintaining strong communication with stakeholders, encouraging parental participation in decision-making, and establishing sustainable relationships within the community. Strengthening external collaborations and further involving parents in long-term school development plans may enhance these efforts even more.

Level of Policy and Governance of the Child-Friendly School System

Table 10 presents the level of a child-friendly school system in terms of policy and governance in school policies

The highest mean scores (M = 6.67, SD = 0.52 and M = 6.67, SD = 0.51) indicate that schools effectively plan appropriate activities considering each student's personal needs and take into account all problems that need to be addressed before implementing special programs. This suggests that schools prioritize inclusivity and strategic decision-making to ensure that all learners receive proper support.

Table 10 Level of Policy and Governance in Terms of School Policies

STATEMENTS	MEAN	SD	REMARKS
Ensures that no children should be separated from main groups based on discrimination.	6.63	.52	Very Great Extent
Plan appropriate activities and each student's personal needs taken into consideration.	6.67	.52	Very Great Extent
Provide roadmap for all kinds of learners to receive education and gain knowledge, skills and attitude to become skilled citizens.	6.66	.53	Very Great Extent
Hire specific teachers that specialize in teaching learners through different fields.	6.66	.53	Very Great Extent
Take into account of considering all the problems need to address before proceeding in planning and implementing of special programs for the learners.	6.67	.51	Very Great Extent
Weighted Mean	6.66		
SD	0.39		
Verbal Interpretation	Highly Acceptable		

On the other hand, the lowest mean score (M = 6.63, SD = 0.52) pertains to ensuring that no children are separated from the main groups based on discrimination. While still rated as "Very Great Extent," this may indicate that some schools face challenges in fully eliminating discrimination or segregation, highlighting the need for continuous monitoring and reinforcement of inclusive policies.

The level of a child-friendly school system in terms of policy and governance attained a weighted mean score of M = 6.66 (SD = 0.39), verbally interpreted as Highly Acceptable.

In summary, the school system successfully upholds policies that promote inclusivity, equal educational opportunities, and specialized teaching approaches. Strengthening anti-discrimination measures and continuously improving special programs can further enhance the effectiveness of policy implementation in fostering a child-friendly learning environment.

Table 11 presents the level of a child-friendly school system in terms of policy and governance, specifically in funding and resources.

Table 11 Level of Policy and Governance in Terms of Funding and Resources

STATEMENTS	MEAN	SD	REMARKS
Allocate budget for building facilities that are helpful for sustaining quality education.	6.67	.51	Very Great Extent
Planning and setting goals for budget allocation.	6.69	.54	Very Great Extent
Putting those plans into actions to ensure that school resources are being used efficiently and effectively.	6.66	.53	Very Great Extent
Prioritize to expend budget on the things that are mostly needed by the school.	6.63	.53	Very Great Extent
Monitor and maintain budget allocations for every expenses.	6.73	.50	Very Great Extent
Weighted Mean	6.68		
SD	0.39		
Verbal Interpretation	Highly Acceptable		

The highest mean score (M = 6.73, SD = 0.50 indicates that schools effectively monitor and maintain budget allocations for every expense. This suggests that financial oversight and resource management are prioritized to ensure that funds are used efficiently.

On the other hand, the lowest mean score (M = 6.63 SD = 0.53) pertains to prioritizing budget expenditures on the most needed resources for the school. While still rated as "Very Great Extent," this may indicate that some schools encounter challenges in budget prioritization due to competing demands or limited financial resources.

The level of a child-friendly school system in terms of policy and governance for funding and resources attained a weighted mean score of M = 6.68 (SD = 0.39), verbally interpreted as Highly Acceptable.

In summary, the school system effectively allocates, plans, and monitors financial resources to sustain quality education. Strengthening transparency in budget allocation and ensuring that expenditures align with the most pressing school needs can further enhance the financial sustainability of child-friendly school initiatives.

Table 12 presents the level of a child-friendly school system in terms of policy and governance on training and professional development.

Table 12. Level of Policy and Governance in Terms of Training and Professional Development

STATEMENTS	MEAN	SD	REMARKS
Provide seminars/webinars and other programs that can help gain knowledge for career development.	6.65	.55	Very Great Extent
Develop trainings, workshops and/or symposium that can help teachers' grow and success.	6.69	.54	Very Great Extent
Analyze school and student performance to further identify and focus on priority areas for improvement.	6.63	.52	Very Great Extent
Conduct researches and/or dissertation that can help improving own learning and professionalism.	6.66	.56	Very Great Extent
Work together to form professional and personal relationships.	6.76	.46	Very Great Extent
Weighted Mean	6.68		
SD	0.35		
Verbal Interpretation	Highly Acceptable		

The highest mean score (M = 6.76, SD = 0.468 indicates that schools place strong emphasis on fostering professional and personal relationships among educators. This suggests that collaboration and teamwork are highly valued in supporting professional growth.

On the other hand, the lowest mean score (M = 6.63, SD = 0.52) pertains to analyzing school and student performance to identify and prioritize areas for improvement. While still rated as "Very Great Extent," this may indicate that some schools face challenges in fully utilizing data-driven strategies for enhancing teaching and learning outcomes.

The level of a child-friendly school system in terms of policy and governance on training and professional development attained a weighted mean score of M = 6.68 (SD = 0.35), verbally interpreted as Highly Acceptable.

In summary, schools effectively support professional development through training programs, research opportunities, and collaboration.

Further strengthening data-driven decision-making and continuous assessment of school performance can enhance the impact of training initiatives on educational quality.

Level of Socio-Economic Factors of the Child-Friendly School System

Table 13 presents the level of a child-friendly school system in terms of socio-economic factors, specifically socio-economic status.

Table 13. Level of Child-Friendly School System in terms of Socio-Economic Factors in Socio-Economic Status

STATEMENTS	MEAN	SD	REMARKS
Encourage all kind of students to learn despite of their socio-economic statuses.	6.64	.56	Very Great Extent
Allow the students to express their rights and freedom in the school premises.	6.65	.57	Very Great Extent
Give an equal treatment for all the students.	6.58	.61	Very Great Extent
Promote respectful environment for all kind of learners.	6.74	.48	Very Great Extent
Shows importance on education to help students attend school even there are financial constraints.	6.67	.55	Very Great Extent
Weighted Mean SD Verbal Interpretation	6.66 0.37 Highly Acceptable		

The highest mean score (M = 6.74, SD = 0.48) indicates that schools strongly promote a respectful environment for all kinds of learners. This suggests that inclusivity and mutual respect are highly prioritized to create a positive learning atmosphere.

On the other hand, the lowest mean score (M = 6.58, SD = 0.61) pertains to providing equal treatment for all students. While still rated as "Very Great Extent," this may indicate that some schools encounter challenges in fully ensuring fairness and equality, possibly due to unconscious biases or resource limitations.

The level of a child-friendly school system in terms of socio-economic factors for socio-economic status attained a weighted mean score of M = 6.66 (SD = 0.37), verbally interpreted as Highly Acceptable.

In summary, schools effectively promote inclusivity, respect, and support for students regardless of socio-economic background. Strengthening initiatives that ensure equal treatment and provide additional assistance to financially constrained students can further enhance educational opportunities for all.

Level of Socio-Economic Factors in Terms of Community Support

Table 14 presents the level of a child-friendly school system in terms of socio-economic factors, specifically community support.

The highest mean score (M = 6.73, SD = 0.49) indicates that schools excel in encouraging stakeholders to support school programs and activities. This suggests that schools actively engage external partners and the community in educational initiatives, fostering collaboration and shared responsibility.

Table 14. Level Of Child-Friendly School System in terms of Socio-Economic Factors in Community Support

STATEMENTS	MEAN	SD	REMARKS
Build an effective communication with the other organization that can help in establishing sustainable quality education.	6.59	.57	Very Great Extent
Build a good relationship with other people that can help extending school's linkages and partnership.	6.65	.57	Very Great Extent
Encourage stakeholders to support the school programs and activities.	6.73	.49	Very Great Extent
Maintain the connection with the stakeholders and other organization outside the school.	6.69	.53	Very Great Extent
Extent and gain mutual understanding of the objectives and expectations of all parties.	6.64	.58	Very Great Extent
Weighted Mean SD Verbal Interpretation	6.66 0.37 Highly Acceptable		

On the other hand, the lowest mean score (M = 6.59, SD = 0.576 pertains to building effective communication with other organizations to establish sustainable quality education. While still rated as "Very Great Extent," this may suggest that some schools face challenges in consistently maintaining external partnerships and effectively communicating long-term educational goals.

The level of a child-friendly school system in terms of socio-economic factors for community support attained a weighted mean score of M = 6.66 (SD = 0.37), verbally interpreted as Highly Acceptable.

In summary, schools demonstrate strong collaboration with stakeholders and external organizations to enhance education. Strengthening communication strategies and expanding partnerships can further improve the sustainability and impact of school-community engagement.

Level of Cultural and Social Factors of the Child-Friendly School System

Table 15 presents the level of a child-friendly school system in terms of cultural and social factors, specifically cultural sensitivity.

Table 15. Level Of Child-Friendly School System in terms of Cultural and Social Factors in Cultural Sensitivity

STATEMENTS	MEAN	SD	REMARKS
Cultivate knowledge about other cultures.	6.65	.54	Very Great Extent
Open doors for communication allowing the learners to talk about their own culture.	6.79	.41	Very Great Extent
Teach students how to stand up with their own culture and identity.	6.71	.52	Very Great Extent
Cultivate the respect among each other within the school environment.	6.66	.58	Very Great Extent
Foster positive cultural environment that makes the students to feel free.	6.71	.55	Very Great Extent
Weighted Mean SD Verbal Interpretation	6.70 0.35 Highly Acceptable		

The highest mean score (M = 6.79, SD = 0.41) indicates that schools excel in opening doors for communication, allowing learners to talk about their own culture. This suggests

that schools actively create spaces where students feel encouraged to share and celebrate their cultural backgrounds, fostering inclusivity and mutual respect.

On the other hand, the lowest mean score (M = 6.65, SD = 0.54) pertains to cultivating knowledge about other cultures. While still rated as "Very Great Extent," this may indicate that some schools need to further enhance multicultural education efforts to deepen students' understanding and appreciation of diverse cultural traditions.

The level of a child-friendly school system in terms of cultural and social factors for cultural sensitivity attained a weighted mean score of M = 6.70 (SD = 0.35), verbally interpreted as Highly Acceptable.

In summary, schools effectively foster cultural sensitivity by encouraging open communication, promoting respect, and creating a positive cultural environment where students feel valued. Strengthening initiatives that provide deeper engagement with diverse cultural knowledge can further enrich the learning experience.

Level of Cultural and Social Factors in Terms of Social Responsibility

Table 16 presents the level of a child-friendly school system in terms of cultural and social factors, specifically social relationships. It includes the statements, mean, standard deviation, and remarks.

The highest mean score (M = 6.77, SD = 0.45) indicates that schools excel in planning learning that includes participation from everyone and encourages success. This suggests that schools actively implement inclusive learning strategies that engage all students, fostering a supportive and equitable educational environment.

Table 16. Level Of Child-Friendly School System in terms of Cultural and Social Factors Social Relationship

STATEMENTS	MEAN	SD	REMARKS
Enables all students to take part in learning and fulfil their potential.	6.69	.49	Very Great Extent
Plan learning which includes participation from everyone and encourages success.	6.77	.45	Very Great Extent
Let the member of the school organization build networks among other community outside the school premises.	6.72	.50	Very Great Extent
Create a healthy and positive support system from the surroundings.	6.65	.55	Very Great Extent
Cultivate good relationship with the community.	6.76	.48	Very Great Extent
Weighted Mean	6.72		
SD	0.31		
Verbal Interpretation	*Highly Acceptable*		

On the other hand, the lowest mean score (M = 6.65, SD = 0.55) pertains to creating a healthy and positive support system from the surroundings. While still rated as "Very Great Extent," this may indicate that some schools need to further strengthen their support networks to enhance students' social well-being.

The level of a child-friendly school system in terms of cultural and social factors for social relationships attained a weighted mean score of M = 6.72 (SD = 0.31), verbally interpreted as Highly Acceptable.

In summary, schools effectively foster social relationships by promoting inclusive learning, building external networks, and cultivating strong community relationships. Strengthening support systems within and beyond the school can further enhance students' social development and overall school experience.

Level of Sustainable Service Delivery

Table 17 presents the level of sustainable service delivery in terms of environmental protection. It includes the statements, mean, standard deviation, and remarks.

Table 17. The Level of Sustainable Service Delivery in Terms of Environmental Protection

STATEMENTS	MEAN	SD	REMARKS
Make sure that students learn about environmental preservation and conservation.	6.69	.47	Very Great Extent
Integrate environmental themes throughout the curriculum.	6.68	.53	Very Great Extent
Organize nature walks and outdoor activities for students.	6.66	.56	Very Great Extent
Established to plan and promote environmental education at school.	6.73	.46	Very Great Extent
Promote environmental awareness campaign along the school.	6.75	.45	Very Great Extent
Weighted Mean	6.70		
SD	0.27		
Verbal Interpretation	*Highly Acceptable*		

The highest mean score (M = 6.75, SD = 0.45) indicates that schools excel in promoting environmental awareness campaigns along the school. This suggests that institutions actively implement programs to instill environmental consciousness among students, fostering responsible environmental stewardship.

On the other hand, the lowest mean score (M = 6.66, SD = 0.56) pertains to organizing nature walks and outdoor activities for students. While still rated as "Very Great Extent," this may suggest that some schools need to enhance experiential learning opportunities to strengthen students' engagement with nature.

The level of sustainable service delivery in terms of environmental protection attained a weighted mean score of M = 6.70 (SD = 0.27), verbally interpreted as Highly Acceptable.

In summary, schools effectively integrate environmental education through awareness campaigns, curriculum enhancement, and conservation efforts. Strengthening hands-on activities such as outdoor learning and field experiences can further deepen students' appreciation and commitment to environmental protection.

Level of Sustainable Service Delivery in Terms of Economic Viability.

Table 18 presents the level of sustainable service delivery in terms of economic viability. It includes the statements, mean, standard deviation, and remarks.

The highest mean score (M = 6.69, SD = 0.51) indicates that schools excel in creating and maintaining stable values of education to promote its importance among learners. This suggests that institutions effectively instill the significance of

education, ensuring students recognize its long-term benefits.

On the other hand, the lowest mean score (M = 6.67, SD = 0.50) pertains to working with other businesses and organizations to help increase school funds. While still rated as "Very Great Extent," this may suggest that some schools need to enhance partnerships and collaborations to strengthen financial sustainability.

Table 18. Level of Sustainable Service Delivery in terms of Economic Viability

STATEMENTS	MEAN	SD	REMARKS
Work with other businesses and organization that can help increasing the school funds.	6.67	.50	Very Great Extent
Demonstrate to project stakeholders which the project will provide an overall economic benefit to students.	6.68	.53	Very Great Extent
Raise productivity and creativity, as well as stimulate entrepreneurship and technological breakthroughs.	6.69	.51	Very Great Extent
Create programs that can increase school funding and budget allocation.	6.67	.51	Very Great Extent
Create and maintain stable values of education to promote it's importance among the learners.	6.69	.51	Very Great Extent
Weighted Mean	*6.68*		
SD	*0.38*		
Verbal Interpretation	*Highly Acceptable*		

The level of sustainable service delivery in terms of economic viability attained a weighted mean score of M = 6.68 (SD = 0.38), verbally interpreted as Highly Acceptable.

In summary, schools effectively promote economic viability through stakeholder engagement, financial planning, and entrepreneurship initiatives. Strengthening partnerships with external organizations and enhancing revenue-generating programs can further support financial sustainability and educational development.

Table 19 presents the level of sustainable service delivery in terms of resilience.

Table 19. Level of Sustainable Service Delivery in terms of Resilience

STATEMENTS	MEAN	SD	REMARKS
Support the development of high-quality teaching by leading content-specific and collaborative time.	6.75	.47	Very Great Extent
Engage teachers in cycles of observation.	6.70	.51	Very Great Extent
Allow getting feedbacks and refine instructions to meet learner's need.	6.70	.51	Very Great Extent
Generate more opportunities for change to build capacity for improvement.	6.67	.49	Very Great Extent
Share management from other member of the school organization.	6.79	.45	Very Great Extent
Weighted Mean	*6.72*		
SD	*0.37*		
Verbal Interpretation	*Highly Acceptable*		

The highest mean score (M = 6.79, SD = 0.45) indicates that schools excel in sharing management responsibilities among members of the school organization. This suggests that collaborative leadership is strongly practiced, fostering teamwork and shared accountability in decision-making.

On the other hand, the lowest mean score (M = 6.67, SD = 0.49) pertains to generating more opportunities for change to build capacity for improvement. While still rated as "Very Great Extent," this may suggest that some schools need to further enhance mechanisms that encourage innovation and continuous development.

The level of sustainable service delivery in terms of resilience attained a weighted mean score of M = 6.72 (SD = 0.37), verbally interpreted as Highly Acceptable.

In summary, schools demonstrate strong resilience by fostering collaborative leadership, refining instructional strategies, and supporting professional development. Strengthening initiatives that promote adaptability and continuous improvement will further enhance the school's ability to sustain high-quality education.

Level of Sustainable Service Delivery in terms of Stakeholder Engagement

Table 20 presents the level of sustainable service delivery in terms of stakeholder engagement.

The highest mean score (M = 6.74, SD = 0.48) indicates that schools excel in communicating with community leaders who can help the school. This suggests that schools prioritize collaboration with external stakeholders, fostering stronger support networks and resource-sharing opportunities.

On the other hand, the lowest mean score (M = 6.58, SD = 0.57) pertains to engaging teachers and other staff in community programs and activities. While still rated as "Very Great Extent," this suggests that some schools may need to implement more structured initiatives that encourage faculty participation in community engagement efforts.

Table 20. Level of Sustainable Service Delivery in terms of Stakeholder Engagement

STATEMENTS	MEAN	SD	REMARKS
Encourage the parents and communities to actively involved in every activity and program.	6.61	.56	Very Great Extent
Involve parents in identifying issues, problems and locating solutions for it.	6.68	.53	Very Great Extent
Engage the teachers and other staffs with the community programs and activities.	6.58	.57	Very Great Extent
Cultivate the positive impacts of community involvement for teachers and students.	6.67	.54	Very Great Extent
Communicate with other community leaders that can help the school.	6.74	.48	Very Great Extent
Weighted Mean	*6.66*		
SD	*0.37*		
Verbal Interpretation	*Highly Acceptable*		

The level of sustainable service delivery in terms of stakeholder engagement attained a weighted mean score of M = 6.66 (SD = 0.37), verbally interpreted as Highly Acceptable.

In summary, schools effectively engage stakeholders by fostering strong communication with community leaders, involving parents in problem-solving, and promoting the benefits of community involvement. Strengthening teacher participation in outreach programs may further enhance stakeholder collaboration and long-term educational sustainability.

Table 21 presents the level of sustainable service delivery in terms of financing and budget allocation

Table 21. Level of Sustainable Service Delivery in terms of Financing and Budget Allocation

STATEMENTS	MEAN	SD	REMARKS
Allocate enough budget on building structures that are needed on the school.	6.61	.56	Very Great Extent
Prioritize the budget for necessary materials needed by the learners.	6.68	.53	Very Great Extent
Focus on the finances that will help establishing better education.	6.58	.57	Very Great Extent
Give support in releasing budget for the projects promoting quality education.	6.67	.54	Very Great Extent
Assigned specific financial funds and planning for sustainable inclusive education.	6.74	.48	Very Great Extent
Weighted Mean	6.79		
SD	0.25		
Verbal Interpretation	*Highly Acceptable*		

The highest mean score (M = 6.74, SD = 0.48) indicates that schools excel in assigning specific financial funds and planning for sustainable inclusive education. This suggests that schools prioritize financial sustainability by ensuring that budget allocations are well-structured and aligned with long-term educational goals.

On the other hand, the lowest mean score (M = 6.58, SD = 0.57) pertains to focusing on finances that will help establish better education. While still rated as "Very Great Extent," this suggests that some schools may need to refine financial strategies to ensure that funds are effectively directed toward the most impactful educational improvements.

The level of sustainable service delivery in terms of financing and budget allocation attained a weighted mean score of M = 6.79 (SD = 0.25), verbally interpreted as Highly Acceptable.

In summary, schools demonstrate effective financial planning and budget allocation, with strong emphasis on funding inclusive education, prioritizing necessary materials, and supporting quality education initiatives. Further improvements in strategic financial management may help optimize resources for long-term educational success.

Level of Transformative Service Delivery

Table 22 presents the level of transformative service delivery in terms of technological integration. It includes the statements, mean, standard deviation, and remarks.

Table 22. Level of Transformative Service Delivery in terms of Technological Integration

STATEMENTS	MEAN	SD	REMARKS
Leverage advanced technologies in teaching.	6.80	.42	Very Great Extent
Provide different learning styles that can foster students learning.	6.79	.45	Very Great Extent
Uses various online platforms and integrate it on teaching.	6.78	.48	Very Great Extent
Do not limit the teaching on PowerPoint rather uses different kind of presentation.	6.83	.41	Very Great Extent
Provide new and advance technological platform that can help students learn.	6.85	.39	Very Great Extent
Weighted Mean	6.81		
SD	0.31		
Verbal Interpretation	*Highly Acceptable*		

The highest mean score (M = 6.85, SD = 0.39) indicates that schools are proactive in providing new and advanced technological platforms to enhance student learning. This suggests that educational institutions are continuously upgrading their technological resources to support modern teaching and learning experiences.

On the other hand, the lowest mean score (M = 6.78, SD = 0.48) pertains to the use of various online platforms integrated into teaching. While still rated as "Very Great Extent," this suggests that some schools may need to further enhance the effective utilization of online platforms to maximize their potential in education.

The level of transformative service delivery in terms of technological integration attained a weighted mean score of M = 6.81 (SD = 0.31), verbally interpreted as Highly Acceptable.

In summary, schools effectively integrate technology into education by leveraging advanced tools, diversifying teaching strategies, and expanding beyond traditional presentation methods. Continuous improvement in the utilization of online platforms can further strengthen the effectiveness of technological integration in education.

In line with findings, it was found out that communication and technology (ICT) that are valid, practical and effective in needed in improving the professional competence of students. Based on the test results of data analysis, it was found that the "child-friendly ICT integration can improve students' performance. (Sumarni, S. 2019).

Table 23 presents the level of transformative service delivery in terms of data-driven decision-making.

Table 23. *Level of* Transformative Service Delivery *in terms of Data-Driven Decision Making*

STATEMENTS	MEAN	SD	REMARKS
Utilizing big data and analytics to inform service design and delivery.	6.78	.43	Very Great Extent
Ensure that decisions are based on accurate and comprehensive insights.	6.81	.40	Very Great Extent
Guide strategic decisions and policy formulations.	6.79	.46	Very Great Extent
Provide the needs of the students by systematically analyzing the student enrollment statistics and academic performance.	6.80	.43	Very Great Extent
Analyze the financial management and resource allocation for school programs and activities.	6.82	.43	Very Great Extent
Weighted Mean	6.80		
SD	0.33		
Verbal Interpretation	*Highly Acceptable*		

The highest mean score (M = 6.82, SD = 0.43) indicates that schools excel in analyzing financial management and resource allocation for school programs and activities. This suggests that schools prioritize evidence-based financial planning to ensure efficient budget distribution and sustainability.

On the other hand, the lowest mean score (M = 6.78, SD = 0.43) pertains to utilizing big data and analytics to inform service design and delivery. While still rated as "Very Great Extent," this may indicate that some schools need to further

enhance their data utilization strategies to optimize decision-making processes.

The level of transformative service delivery in terms of data-driven decision-making attained a weighted mean score of M = 6.80 (SD = 0.33), verbally interpreted as Highly Acceptable.

In summary, schools effectively implement data-driven decision-making by leveraging analytics for strategic planning, policy formulation, and resource management. Strengthening the integration of big data in service design can further enhance efficiency and effectiveness in educational service delivery.

Table 24 presents the level of transformative service delivery in terms of process optimization and collaboration.

Table 24. Level of Transformative Service Delivery in terms of Process Optimization

STATEMENTS	MEAN	SD	REMARKS
Streamline and automate processes to reduce inefficiencies.	6.85	.38	Very Great Extent
Improve speed, and enhance service quality.	6.82	.40	Very Great Extent
Improve the efficiency and effectiveness of educational processes to enhance the learning experience for students.	6.76	.49	Very Great Extent
Improve other facilities and systems for better streamline of administrative tasks.	6.86	.38	Very Great Extent
Enhance operational efficiency, reduce costs, and improve the quality services.	6.83	.43	Very Great Extent
Weighted Mean	*6.82*		
SD	*0.30*		
Verbal Interpretation	*Highly Acceptable*		

The highest mean score (M = 6.86, SD = 0.38) indicates that schools excel in improving facilities and systems to better streamline administrative tasks. This suggests that institutions are actively working to modernize their operations, ensuring that administrative functions support overall educational effectiveness.

On the other hand, the lowest mean score (M = 6.76, SD = 0.49) pertains to improving the efficiency and effectiveness of educational processes to enhance the learning experience for students. While still rated as "Very Great Extent," this may indicate that some schools need to refine and expand their optimization efforts to directly impact student learning outcomes.

The level of transformative service delivery in terms of process optimization and collaboration attained a weighted mean score of M = 6.82 (SD = 0.30), verbally interpreted as Highly Acceptable.

In summary, schools effectively enhance service quality and efficiency by streamlining administrative processes, reducing inefficiencies, and modernizing systems. Further improvements in educational process optimization can ensure that students fully benefit from these advancements.

Level Of Transformative Service Delivery in Terms of Collaboration and Partnership

Table 25 presents the level of transformative service delivery in terms of collaboration and partnership.

The highest mean score (M = 6.83, SD = 0.41) indicates

that schools are highly effective in cultivating innovation and creativity within the school organization.

This suggests that institutions actively promote forward-thinking approaches, encouraging students and educators to explore new ideas and strategies for learning and development.

Table 25 Level of Transformative Service Delivery in terms of Collaboration and Partnership

STATEMENTS	MEAN	SD	REMARKS
Engaging with stakeholders to create value and innovation.	6.81	.42	Very Great Extent
Create a supportive learning environment that promotes student learning and success.	6.79	.4	Very Great Extent
Integrate academics and community involvement to foster the learning and well-being of youth and their families.	6.80	.43	Very Great Extent
Develop higher-level thinking, oral communication, self-management, and leadership skills among the students.	6.81	.43	Very Great Extent
Cultivate innovation and creativity within the school organization.	6.83	.41	Very Great Extent
Weighted Mean	*6.81*		
SD	*0.30*		
Verbal Interpretation	*Highly Acceptable*		

On the other hand, the lowest mean score (M = 6.79, SD = 0.46) pertains to creating a supportive learning environment that promotes student learning and success. While still rated as "Very Great Extent," this may suggest that some schools need to strengthen their efforts in ensuring an inclusive and nurturing educational atmosphere.

The level of transformative service delivery in terms of partnership attained a weighted mean score of M = 6.81 (SD = 0.30), verbally interpreted as Highly Acceptable.

In summary, schools effectively engage in partnerships that enhance student success, innovation, and holistic development. Strengthening collaboration with stakeholders and expanding community involvement can further improve educational outcomes and long-term sustainability.

Table 26 presents the level of transformative service delivery in terms of social responsibility.

Table 26. Level of Transformative Service Delivery in terms of Social Responsibility

STATEMENTS	MEAN	SD	REMARKS
Ensure that service delivery practices are environmentally sustainable and socially responsible.	6.81	.30	Very Great Extent
Seek out ethical and respectful ways to engage with the member of the school organization.	6.85	.38	Very Great Extent
Transmit positive cultural norms and values to student.	6.82	.43	Very Great Extent
Preserve and promote a society's culture by teaching students' cultural beliefs, moral values, and social standards.	6.75	.49	Very Great Extent
Build relationships that can contribute to the community and, resolving problems, and valuing diversity.	6.86	.37	Very Great Extent
Weighted Mean	*6.83*		
SD	*0.30*		
Verbal Interpretation	*Highly Acceptable*		

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The highest mean score (M = 6.86, SD = 0.37) indicates that schools excel in building relationships that contribute to the community, resolving problems, and valuing diversity. This suggests that institutions prioritize fostering strong community ties and inclusivity, ensuring that social responsibility is deeply embedded in their educational framework.

On the other hand, the lowest mean score (M = 6.75, SD = 0.49) pertains to preserving and promoting a society's culture by teaching students cultural beliefs, moral values, and social standards. While still rated as "Very Great Extent," this may suggest that some schools could further enhance their cultural education initiatives to reinforce societal values and traditions.

The level of transformative service delivery in terms of social responsibility attained a weighted mean score of M = 6.83 (SD = 0.30), verbally interpreted as Highly Acceptable.

In summary, schools effectively integrate social responsibility into their service delivery, ensuring ethical engagement, cultural preservation, and community-building efforts. Strengthening initiatives that promote sustainability and cultural awareness can further enhance their impact.

IV. CONCLUSION AND RECOMMENDATIONS

On the basis of the foregoing findings, the following conclusion was drawn.

The findings show a significant relationship between the Child-Friendly School System (CFSS) and the school's sustainable service delivery, leading the rejection of the first hypothesis. The results emphasized that CFSS implementation enhances environmental protection, financial and budget allocation, resilience, and stakeholder engagement in schools.

A significant relationship between CFSS and transformative service delivery was also found, thus the second hypothesis is also rejected. The results indicate a strong correlation between CFSS and key transformative factors.

Based on the drawn conclusions, the following recommendations are proposed:

1. School administrators should strengthen the implementation of CFSS policies by integrating reflective practices, inclusive learning environments, and data-driven decision-making to enhance student well-being, teaching effectiveness, and school governance.

2. Teachers should actively participate in continuous professional development programs and collaborative learning communities to improve instructional strategies, adaptability, and emotional resilience in response to changing educational demands.

3. School management teams should implement better financial planning strategies to support safety measures, infrastructure improvements, and staff training. They should also work on strengthening partnerships that contribute to long-term financial stability and resource allocation.

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