



ABSTRACT

The paper centred on child friendly learning environment: A panacea for ineffective learning. The paper dwelled on proper definition of concepts, which include child friendly environment concept of learning, relationship between child friendly environment,

C HILD FRIENDLY LEARNING ENVIRONMENT A PANACEA FOR INEFFECTIVE LEARNING

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INTRODUCTION

United Nations International Children Education Fund (UNICEF, 2015) defines a child friendly educational Institution as inclusive, prospective and healthy for all children regardless of their social background, ethnic origin, gender and level of ability. It has all the necessary facilities that make the child's school experience more effective and comfortable. Child friendly environment aims to develop a learning environment in which children are motivated and able to learn. Staff members are friendly and welcoming to children and attend to all their health and safety needs (Young, 2002). The



and motivation to learn. Also, qualitative research approach was used to draw the important data for the study. The sources of data were past these, UNICEF annual report, journals, books and periodicals. Conclusion and recommendations were made to improve learning environment for effective learning. The paper indicated clearly that child friendly environment is a panacea for ineffective learning of school children

Keywords: Child, Friendly, Environment, Panacea, Effective, Learning

contribution of child friendly school environment to academic performance and overall students' safety cannot be over emphasized. When school environment is conducive for learning. There is greater chance of higher students achievement as well as increase in students safety.

The concept of child friendly refers to a school where the environment is conducive, the staff are friendly to the students, the health and safety needs of the children are adequately met. Thus, the school, which is community-based takes cognizance of the rights of all children, irrespective of any affiliation.

Characteristics of a Child-Friendly Learning Environment

The characteristics of a child friendly learning environment is such that it:

- i. Reflects and ensures that the right of every child is fulfilled
- ii. Sees and understand the whole child
- iii. Is child centered
- iv. Is gender sensitive and friendly
- v. Promoted quality learning environment



- vi. Provides education based on the reality of children live
- vii. Is flexible and responds to diversity
- viii. Ensures respect and equal opportunity for all children
- ix. Promotes sound mental and physical health
- x. Provides education that is affordable and accessible (Ada, 2011).

Concept of Learning

Mamman (2003), describes learning as a process that begins right from conception to the day we die. In our daily human interaction with ourselves and the environment we are faced with new tasks and different challenges that affect and change our lives. Learning is therefore the process by which behaviour or the potentiality for behaviour is modified as a result of experience. It also refers to both the acquisition of totally new response and the change in the frequency of the action that is already in the child's repertoire. It stresses the power of the environment to minimize the role of biological maturation. Also, Murack (1974) defined learning as the process by which behaviour is modified more or less or relatively permanent through experience and practice. Hilgard, Richard and Rital (1975), also defined learning as a relatively permanent change in behaviour that occurs as result of training, practice and experience. Robert (1970), says learning is a change in human disposition and capacity which can be retained and which is not simply ascribable to growth process. Oladele (1989), defined learning as a process by which one profits from past experience. It results in a more or less permanent change in behaviour traceable to exposure to conditions in the environment, experience or practice.

The process of mechanism of learning cannot be observed directly instead the evidence that learning had taken place can be inferred



from the change in the individual performance that the change may manifest in behaviour which are seen as gains or having survival or adoptive values to the individual. From the above review of the definitions of learning three elements are noticeable:

- a. Learning is relatively permanent
- b. It implies a change in behaviour
- c. The change must be as a result of training practice and experience.

Friendly Learning Environment a Panacea for Ineffective Learning

Friendly learning, environment is a motivational learning environment that goes along way to motivate learners to effectively learn and achieve the desired educational goals. Diaz (2003) affirms that external motivation is one of the factors that influence the academic performance of both adults and children in the learning environment. It is considered to be a factor that initiates involvement in learning. The researcher further affirmed that when a student is strongly motivated all his effort and personality are directed towards the achievement of a specific goals, so bringing to bear all his or her resources. It has been found by Kushman and Harold (2001) (as cited in Modube and Ofole, 2010) that high motivation and engagement in learning have consistently been linked to reduction in failure and increase in the level of students success. Bakare (1983), gives that the causes of poor academic performance to family background and lack of motivation in the learning environment of the individual learner. In the view of Dikko (2008), variables like motivation, intelligence and teachers' professionalism, preparation of the learning environment and students academic performance. Mohammed and Ozu (2012), revealed that school social and physical environment suppose to provide motivational stimuli within that contact to facilitate the



endeavor of children towards educational process. Hence enabling environment should be provided for the students to enable them succeed. Dakun (1995), opines that school friendly environment has significant consequences on the learner's behaviour because of the interpersonal relationship among different groups in the school. This is because it serves as the basis for further social growth, which provides opportunities for building confidence in the activities, thereby improving their external motivation.

Udoh and Ajalo (1991), observe that students can be happy with their schools because everyone is treated with some degree of respect and dignity or teachers are persons who can be relied upon, because they are fair in all their dealings and interaction with the students. Abdullahi (2001), states that the use of chalk board in the teaching and learning process is gradually taken over by modern and technological equipments. Scientific and technological invention in the area of computers and internet changes the learning environment. The teacher can now use the close circuit television, slide projectors and over head projectors to deliver his lesson. Jordan (1986), points out that a positive and conducive learning of environment of the school encourages freedom of expression and interpersonal relationship among the groups. The researcher further said that teacher's social interaction and his teaching job are linked to motivation and satisfaction, which enhances students' achievement. Okebukola (1986), identifies school factors such as classroom environment, he source availability and the focus of the study behaviour for example participatory nature of the laboratory work, as key influencing students' motivation towards the subject. He concluded that the participation of the students in practical laboratory lessons, may produce more positive attitudes towards the study of chemistry and consequently leads to better performance. Freiberg (1998), found



that a positive environment can yield positive educational and psychological outcomes for students and school personnel. Similarly. A negative environment can prevent optimal learning and development.

Methodology

This type of study allows the researchers consult related books, journals, magazines, theses and dissertations to develop the segments or sub headings of the study. This shows that the sources of data for the study, was through the sources mentioned above. This has made the study a qualitative type, where numerical values are not necessarily involved in the study. Therefore, the study does not require respondents' information outside what the authors cited in the work.

Conclusion

The study concludes that child friendly environment is a strong panacea for ineffective learning of school children. The study also concludes that child friendly environment comprises both social and physical school environment to enhance students motivation to learn and subsequently achieve positive academic outcome.

Recommendations

1. School proprietors should make school learning environment friendly for all learners to enhance motivation
2. Teachers should be ethical in discharging their duties and show significant level of students' acceptability. This gives students sense of belonging and confidence in the learning environment.
3. Attractive and pleasurable events and facilities be made available in the learning environment to entitle learners in the learning environment



4. Praises, recognition and gifts be used by the school administrators and teachers to enhance students motivation in learning environment
5. Teachers in the learning environment have to show high degree of commitment in discharging their duties for learners to also show commitment in their study.

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