

# Teachers Awareness of Child-Friendly School (CFS) Environment Model and Its Influence on the Optimal Learning and Development of School Children in Relation to Quality Assurance

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**Abstract:** *The Child-Friendly School (CFS) model is a philosophical approach which emphasizes that schools should operate in the best interest of the children, hence a child friendly school is considered a place where optimal learning and development of children is guaranteed. It is therefore expected that a CFS model compliant school should be quality assured to take cognizance of the rights of all children and ensure safety. However, observations revealed that the general learning and developmental conditions subjected to in-school children in Nigeria is against the provisions and principles of CFS model and this has not only created a margin in developmental milestones achievement but also, children could not favourably compete at all spheres with their counterpart in developed countries. This study adopted a descriptive survey research design. The population comprises all preschool teachers in Ijebu-Ode Local Government Area of Ogun State. Simple random sampling technique was adopted to select 15 private and 10 public preschools, 4 preschool teachers from each selected preschool classes. In all, 100 preschool teachers were selected. Four Self-designed questionnaire were designed to elicit information from the respondents. The instruments were subjected to validity through experts and the reliability were ascertained using cronbach alpha technique Descriptive statistics (frequency count, simple percentage, mean and standard deviation) was used for data analysis. The study revealed that preschool teachers have fair knowledge of CFS model, preschool teachers are fairly knowledge of the provisions ad expectations of the CFS model. Also, that the CFS model has positive influence on children's' developmental domain. It was recommended among others that government and private school owners should organize staff development training on best acceptable global practices so as to improve on teachers' professional skills which will ultimately influence their pedagogical expertise.*

**Keywords:** Preschool, Children, Child Friendly School Environment, Model, Learning and Development

## INTRODUCTION

### Background to the Study

Schooling is one of the primary ways societies prepare their children for the future and to achieve this, children are desirous of quality education services that fosters their optimal learning and development. Schools, vary greatly in nature, structure, operations, facilities, and quality of services provided. In the quest to achieve full implementation of global best practices, make learning opportunities equal and actualize a qualitative and utilitarian education that children are desirous of, the child-friendly school. (CFS) model was developed by the United Nations International Children Education Fund which is premised on the idea that a school can and should operate in the child's best interests and learning environment must be safe and have adequate resources for conducive learning (Regina and Jackline, 2022; Olaleye, 2009). School play a fundamental role in the learning and overall development of children as reflected in the personal, social, emotional, language, moral, physical and intellectual development of children, these roles can only be achieved in a CFS model compliant school which ensures every child has an environment that is physically safe, emotionally secure and psychologically enabling (Hafsatu, Igbaji and Sadiyya, 2017).

UNICEF (2009) defines a child friendly school environment model as, a friendly school model by structure and philosophy which recognizes, encourages and supports children's growing capacities as learners by providing a school culture, teaching behaviours and school curriculum content that are focused on learning and the hearer. Hence, the Child-Friendly School (CFS) programme is a simple approach demanding that a school should operate in the best interest of the child. Educational environments must be safe, healthy and protective, well endowed with adequate facilities and appropriate physical, emotional and social conditions to enhance learning, hence learning environments must be a haven for children to learn and grow (UNICEF, 2011). Hence, it becomes a fundamental and professional roles of the teachers to be aware of CFS model and develop their individual personalities towards being friendly, welcoming, concerned and attend to the health, social and emotional safety issues of the children. Teachers awareness of their responsibilities in tandem with CFS model extend to creating effective and conducive classrooms, identify children that are not comfortable, find out the reasons for their discomfort and proffer alternative solutions as well as guiding the children on using

the best case scenario to solve their problems becomes paramount as enshrined in the child friendly school model (Hafsatu, Igbaji and Sadiyya, 2017).

According to Janguza, and Mahmud (2012), CFS model was developed to ensure quality and fairness to all children base on the multidimensional convention of the rights of the child (CRC). Thus addressing total aspects of the child, it provides quality education through promoting the rights of the learner. More importantly the CFS model tasked teachers in ensuring that children's rights are respected, preserved and protected, protection of their wellbeing and fostering their welfare, securing their lives from fear, hostility, insecurity and that they grow, develop and dwells in a peaceful environment. The CFS model stressed the significance of training teachers on the awareness on the nature CFS model and child rights and that teaching method are to be focused on a child-centred approach (Booth and Ainscow, 2011).

From the foregoing, the aftermath of a fully and effectively implemented CFS model as noted by MOEST, (2010), is that learners become more self-confident, develop greater self-esteem, take pride in themselves and their achievements learn how to learn independently inside and outside school. Also, they apply what they learn in school to their everyday lives, play and at home will enable them learn to interact actively and happily with their classmates and teachers, enjoy being with others who are different from themselves and learn how to be sensitive to, and embrace the difference. In addition, learners in such settings value their cultural language, improve their communication skills and better prepared for gaining self-respect for themselves as they learn to respect others (Johnstone, 2011)

### **Quality Assurance in Relation to Child Friendly Schools**

Quality early learning environments, which include safe spaces, trained teachers, access to toys and learning materials, and play-based curricula and pedagogy, are associated with better learning outcomes for young children (Anderson, Raikes, Kosaraju, and Solano 2017).

Quality in ECE does not have a universal definition. However, some common elements of quality can be thought of in two dimensions: *process* quality and *structural* quality:

**Process quality** relates to the quality of interactions between children and their teachers as well as among their peers. Process quality is often characterized by the degree of emotional support, engagement, and scaffolding for learning that is provided by teachers.

**Structural quality** comprises the laws, policies, regulations, and other influences that originate outside of the classroom but affect process quality, including teacher qualifications; provision of physical spaces and supplies for ECCE; and expectations for the content of ECCE curricula. These structural supports help set the stage for interactions between teachers and children (Raikes, Neumann and Burton 2019; UNICEF, 2019). While the concepts of both process and structural quality can be incorporated into policies and practices throughout an early childhood system, structural qualities tend to be easier to address through policies and regulations. Elements of structural quality such as mandates on teacher/child ratios, specifications for the buildings that house early childhood education, and health and hygiene are frequently included in national standards.

However, although many studies are predicated on the ideas of structural and process quality, recent work has called into question the key assumptions that structural quality promotes process quality, and that process quality leads to child outcomes (Burchinal, 2018).

**Quality Assurance** is the process of monitoring ECCE settings to assess and ensure the quality of children's experiences (Raikes, Neumann & Burton 2019). This is typically undertaken by governments, either at national or subnational levels. To monitor the quality of ECCE programs, a government must first set service quality *standards*.

As a reflection of a quality model, the following facilities are recommended to be present in a CFS compliant school by UNICEF, (2009).

- **Hygiene facilities:** There must be basic provisions for cleaning and sanitation, such as water and soap. These must be available all the time and must be simple enough to be used by all children.
- **Appropriate adjustments for children:** In most schools, there are often children who are smaller and physically weaker than the rest. This means facilities such as: chairs, tables and doors must have adjustments that make them easy to use for such children.
- **Gender-related facilities:** Female and male children should not share washroom facilities in a child-friendly school.

- **Learning and playing facilities:** There must be ample, accessible, and usable learning and playing facilities such as toys, shopping corner, electricity etc in a CFS.
- **Health facilities:** A CFS should have medical facilities such as sick bay with drugs that can cater to the children's basic medical needs.

### Statement of the Problem

As the development of any modern nation is linked to the quality of education provided for its citizenry over time. It is also known that the vision of greatness is achieved through comprehensive quality educational provisions. Over the years, quality assurance mechanisms operated in Nigeria had been narrow in focus without corresponding remediation efforts. School inspection has been criticized for its inadequacy to assist classroom teachers to improve their performance. Many children fail even though teachers are teaching, similarly, there are many cases of drop outs and incompleteness of school. These therefore, suggest that there is a dissonance between what the teachers teach and the needs of the learners in relation to child friendly school ideology. There are still reported cases of increase in the rate of absentee and ineffective teachers and teaching methods resulting in failures and inability of students to read and write effectively coupled with insecurity amongst others. The notion of quality assurance in child friendly schools must include adequate planning and provision of facilities, infrastructures and a systematic monitoring of these at regular periods through inspection, supervision and evaluation both internally and externally. Assessing teachers' awareness of child-friendly school (CFS) environment model and its influence on the optimal learning and development of school children in relation to quality assurance is therefore the thrust of this study.

### Objectives of the Study

The study sought to achieve the following objectives;

1. To ascertain teachers' awareness level on child friendly school environment
2. Determine preschool teachers' knowledge on the provisions and expectations of a child friendly school (CFS) environment Model
3. Establish the developmental domain perceived by preschool teachers to be predominantly influenced by a child friendly school (CFS) environment model
4. Ascertain the factors that affect the actualization of the roles expected of a child friendly school environment Model

### Research Questions

1. Are teachers aware of the concept child friendly school environment?
2. What is the preschool teachers' knowledge on the provisions and expectations of a child friendly school (CFS) environment Model?
3. Which developmental domain is perceived by preschool teachers to be predominantly influenced by a child friendly school (CFS) environment model?
4. What are the factors that affect the actualization of the roles expected of a child friendly school environment Model?

### METHODOLOGY

The study adopted descriptive survey research design. The population for the study comprises all preschool teachers in Ijebu-Ode local government, Ogun State. Disproportionate stratified random sampling was adopted to select 15 private and 10 public preschools in Ijebu Ode Local Government. Simple Random sampling technique was adopted to select 100 preschool teachers (60 private preschool teachers and 40 public preschool teachers). Four self-designed questionnaires were used to elicit responses from the respondents.

- a. **Preschool Teachers awareness level on Child friendly school environment Questionnaire (PTALCFMQ)**' comprises the statements which measure the awareness of teachers on the concept of child friendly school environment model which was rated on a 2 point likert scale (Yes, No).
- b. **Preschool Teachers Knowledge on the Provisions and Expectations of Child friendly school environment Model Questionnaire (PTKPECFSEM)**'. The instrument contains 10 items that seek the knowledge of preschool teachers on the provisions and expectations of child friendly school environment model. The questionnaire is rated on a 4 points likert scale of (Strongly Agree, Agree, Disagree, Strongly Disagree).
- c. **Influence of Child Friendly Environment Model on Children's Developmental Domains Questionnaire (ICFSEMDDQ)**': The instrument contains 20 items that seek the opinion of teachers on the influence of child friendly environment on the social, emotional, physical, and intellectual development of children. The items were rated on a 4 points likert scale (Strongly Agree, Agree, Disagree and Strongly Disagree)
- d. **Factors that affect the actualization of the roles expected of a child friendly environment Model Questionnaire (FAARCFSEM)**: The instrument contains 5 items on that seek the opinion of the respondents on the factors that affect

the roles expected of a child friendly environment model. The questionnaire was rated on 4 points likert scale (Strongly Agree, Agree, Disagree and Strongly Disagree)

The instruments were subjected to validity through by some experts in the department of early childhood education and experts in test and measurement. All corrections were thoroughly effected and the instruments were adjudged valid. The reliability of the instruments was ascertained using cronbach alpha reliability technique. The reliability index are presented as follows; PTKPECFSEMQ = 0.85, ICFSEMCDQ = 0.89 and FAARCFSEMQ = 0.80. Descriptive statistics (frequency count, simple percentage, mean and standard deviation) was used for data analysis.

**RESULTS**

The result of the study is presented in order of research questions raised.

**Research Question One:** Are teachers aware of the concept child friendly school environment?

**Descriptive Table showing if preschool teachers are aware of the concept of child friendly school environment**

S/N	Items	Yes		No	
		F	%	F	%
1	Are you aware of the concept of child friendly school (CFS) environment and wat it entails?				
Total		55	55	45	45

The table above revealed that the preschool teachers that participated in the study are fairly aware of the concepts of child friendly school environment. The table revealed that 55 (55%) of the respondents are aware of the concept of child friendly environment while 45 (45%) of the respondents are not aware of the concept of child friendly environment.

**Research Question Two:** what is the preschool teachers’ knowledge on the provisions and expectations of a child friendly school (CFS) environment Model?

**Table showing the descriptive analysis of preschool teachers’ knowledge on the provisions and expectations of a child friendly school (CFS) environment Model**

S/N	A child friendly environment model;	SA	38	D	S D	Mean	SD
1	convey the attitude that all children can achieve academically and behave appropriately	56 (56)	38 (38)	6 (6)	-	3.50	0.72
2	Be a place where children feel safe when expressing their needs, fears and anxieties to school staff	67 (16.7)	27 (27)	4 (4)	2 (2)	2.22	0.96
3	continually assess progress by identifying problems and collecting information regarding progress toward solutions	47 (47)	35 (35)	8 (8)	2 (2)	3.18	0.97
4	be gender-sensitive and emphasises tolerance	45 (45)	49 (49)	6 (6)	-	2.03	0.84
5	Promote dignity and personal empowerment	48 (48)	45 (45)	5 (5)	3 (3)	1.62	0.61
6	keep families positively engaged in their children’s education	66 (66)	30 (30)	3 (3)	-	2.17	0.91

7	have close ties to families, support services, community police, the faith-based community and the community at large so as to benefit from many valuable resources	40 (40)	33 (33)	20 (20)	3 (3)	2.28	1.08
8	make sure that opportunities exist for adults to spend quality, personal time with children and also fosters inter-personal relationship among peers	76 (76)	13 (13)	10 (10)	1 (1)	2.28	1.09
9	A settings that considers and respect ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance of both staff and children	50 (50)	35 (35)	15 (15)	-	2.50	1.07
10	A place to teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable	55 (55)	33 (33)	7 (7)	5 (5)	3.38	0.56
WA = 2.5 (63%) Fair Knowledge							

The table above revealed that preschool teachers possess fair knowledge on the provisions and expectations of a child friendly school environment model (WA=2.5). The detailed explanation is as follows based on the mean score; respondents agree that a child friendly environment is expected to convey the attitude that all children can achieve academically and behave appropriately (mean=3.50), A place to teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable (mean=3.38), continually assess progress by identifying problems and collecting information regarding progress toward solutions (mean=3.18), have close ties to families, support services, community police, the faith-based community and the community at large so as to benefit from many valuable resources (mean=2.8), make sure that opportunities exist for adults to spend quality, personal time with children and also fosters inter-personal relationship among peers (mean=2.28), A settings that considers and respect ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance of both staff and children (mean= 2.50), keep families positively engaged in their children’s education (mean=2.17), Be gender-sensitive and emphasises tolerance (mean=2.03), a place where children feel safe when expressing their needs, fears and anxieties to school staff (mean=2.22), Promote dignity and personal empowerment (mean=1.62).

**Research question Three:** Which developmental domain is perceived by preschool teachers to be predominantly influence by a quality child friendly school (CFS) environment model?

**Table showing the descriptive analysis of the influence of child friendly school environment on the social development of children**

S/N	Social Development	SA	A	D	SD	Mean	SD
1	Good classroom arrangement inspires, and encourages children to easily interact with each other	53 (53)	45 (45)	-	2 (2)	3.46	0.64
2	Good classroom arrangement helps children develop various skills including language, and social behaviour	32 (32)	63 (7.5)	5 (5)	-	1.95	1.42
3	Poor classroom physical arrangement may affect children's free movement and can result into social behavior problems.	56 (56)	34 (34)	5 (5)	5 (5)	3.33	0.61
4	The classroom social environment is an important educational context that is related to a wide range of adaptive student learning - related beliefs and behaviours, which involve teacher support, promoting mutual respect,	50 (50)	40 (40)	4 (4)	6 (6)	1.71	0.70

	promoting student task - related interaction and promoting performance goals.						
5	Respectful environments are conducive to pupil problem solving, cognitive risk- taking, conceptual understanding and contribute to pupils feeling of psychological safety and comfort	47 (47)	24 (24)	5 (5)	1 (1)	1.73	0.63
WA = 2.4 (61%)							

The table above revealed that the influence of child friendly school environment to some extent influence the social development of children (WA=2.4). The detailed explanation revealed that respondents fairly accepts that Good classroom arrangement inspires, and encourages children to easily interact with each other (mean=3.46), Poor classroom physical arrangement may affect children's free movement and can result into social behavior problems (WA=3.33). However, respondents to some extent accept that Good classroom arrangement helps children develop various skills including language, and social behaviour (mean=1.95), also that, The classroom social environment is an important educational context that is related to a wide range of adaptive student learning - related beliefs and behaviours, which involve teacher support, promoting mutual respect, promoting student task - related interaction and promoting performance goals (mean=1.71), and lastly, that, respectful environments are conducive to pupil problem solving, cognitive risk- taking, conceptual understanding and contribute to pupils feeling of psychological safety and comfort (mean=1.73)

**Table showing the descriptive analysis of the influence of child friendly school environment on the Emotional development of children**

S/N	Emotional Development	SA	A	D	SD	Mean	SD
	<b>Child friendly School Environment;</b>						
1	Give ample opportunity to the teachers to provide and support regularly scheduled sleeping and resting routines	68 (68)	22 (22)	10 (10)	-	3.17	1.0 5
2	Encourage family engagement	65 (65)	27 (27)	5 (5)	3 (3)	3.01	1.0 3
3	Ensures close Observation on infants and toddlers to promote connections in the environment and reduce conflicts	87 (87)	10 (10)	3 (3)	-	3.53	0.9 9
4	Gives opportunity for interaction among infants and toddlers to match their temperament style and also encourage safe exploration and problem solving	33 (33)	47 (47)	15 (15)	5 (5)	2.01	0.9 4
5	Encourages and support family engagement by recognizing the strengths of families, encouraging communication and shared ideas, and focusing on the infant, toddler and family while showing appreciation for their cultural identify	50 (50)	46 (46)	3 (3)	1 (1)	3.00	0.5 7
WA= 2.9 (73.6%)							

The table above revealed that the influence of child friendly school environment on the emotional development of children is high (WA=2.9). The detailed explanation revealed that respondents strongly agree that a child friendly school environment ensures close Observation on infants and toddlers to promote connections in the environment and reduce conflicts (Mean= 3.53), also, that, CFS give ample opportunity to the teachers to provide and support regularly scheduled sleeping and resting routines (mean=3.17), also, that CFS Encourage family engagement (mean=3.01), Also, respondents strongly agree that CFS Encourages and support family engagement by recognizing the strengths of families, encouraging communication and shared ideas, and focusing on the infant, toddler and family while showing appreciation for their cultural identify (mean=3.00). However, not much of the respondents agree that CFS Gives opportunity for interaction among infants and toddlers to match their temperament style and also encourage safe exploration and problem solving (mean=2.01)

**Table showing the descriptive analysis of the influence of child friendly school environment on the Intellectual development of children**

Intellectual Development							
S/N	Child Friendly School Environment;	SA	A	D	SD	Mean	SD
1	Improves educational outcomes thereby increasing enrolment and time in school	57 (57)	38 (38)	5 (5)	-	3.48	0.72
2	Child-Friendly environment have the tendency of improving children's retention level	67 (67)	33 (33)	-	-	2.22	0.96
3	CFS environment is characterized with adequate provision of school physical infrastructure because they contribute to better performance of children	48 (48)	45 (45)	4 (4)	3 (3)	1.62	0.61
4	CFS is a conducive learning platform that enhances intuitive desire to interact, create, and discover new ideas.	30 (30)	37 (37)	26 (26)	7 (7)	2.17	0.91
5	CFS ensures the development of learning areas in the classroom which gives children the opportunity to interact, shape their activities, remodel their plays, and explore their own knowledge	25 (25)	22 (22)	20 (20)	33 (33)	2.28	1.09
WA = 2.4 (59%)							

The table above revealed that child friendly school environment fairly influences the intellectual development of children (WA=2.4). The detailed explanation revealed that respondents strongly agree that a child friendly school environment; Improves educational outcomes thereby increasing enrolment and time in school (mean=3.48). However, respondents to some extent agree that CFS ensures the development of learning areas in the classroom which gives children the opportunity to interact, shape their activities, remodel their plays, and explore their own knowledge (mean=2.28), also that, Child-Friendly environment have the tendency of improving children's retention level (mean=2.22), also that CFS remains a conducive learning platform that enhances intuitive desire to interact, create, and discover new ideas (mean=2.17) and lastly that, CFS environment is characterized with adequate provision of school physical infrastructure because they contribute to better performance of children (mean=1.62)

**Research Question Four:** What are the factors that affect the actualization of the roles expected of a child friendly school environment Model?

**Table showing the descriptive analysis of the factors that affect the actualization of the roles expected of a Child Friendly School (CFS) Environment Model**

S/N	Items	SA	A	D	SD	Mean	SD
1	Inadequate provision of physical plant in schools which left schools to struggle with the maintenance of the available school buildings	70 (70)	27 (27)	3 (3)	—	3.65	0.622
2	Inadequate access to water and sanitation services	28 (28)	42 (42)	22 (22)	8 (8)	2.90	0.90
3	lack of proper enforcement mechanisms	30 (30)	45 (45)	23 (23)	2 (2)	2.85	1.14

4	policy formation and implementation are restricted by rigid political and unfriendly bureaucratic structures	28 (28)	33 (33)	20 (20)	19 (19)	2.65	1.14
5	Provision of sub-standard sanitation facilities that are qualified unhygienic	25 (25)	45 (45)	20 (20)	10 (10)	2.45	1.29
WA=2.9							

Then table above reveal that the following are the major factors that affect the actualization of the roles expected of a child friendly school environment; Inadequate provision of physical plant in schools which left schools to struggle with the maintenance of the available school buildings (mean=3.65), Inadequate access to water and sanitation services (mean=2.90). Other factors as identified on the table above are; policy formation and implementation are restricted by rigid political and unfriendly bureaucratic structures (mean=2.85), and that Provision of sub-standard sanitation facilities that are qualified unhygienic (mean=2.45).

## DISCUSSION OF FINDINGS

### Preschool Teachers Awareness of the Concepts of Child Friendly School (CFS) Environment Model

The finding of the study revealed that preschool teachers who participated in the study are fairly aware of the concept of child friendly school environment. This is contrary to the findings of UNICEF (2010) who observed that almost every region and country have equipped their teachers with the knowledge of CFS and that many others are on the verge of creating extensive checklists, which can be seen as an initial step in creating a monitoring system for the implementation of the model. However, it was reported that not all regions had tailored the specific lists to their needs, nor did they have a systematic way of soliciting feedback about the implementation of the CFS approach. This information gap highlighted the need for quality assurance and importance of evaluation as a means of learning what works and what does not work in the implementation of CFS and the improvement of the CFS model. Curriculum and instructional materials need to be reviewed for inherent bias against women and girls and other at-risk groups, hence, the need to create awareness for preschool teachers on CFS and quality assurance. Wandawa (2012), in his study on the role of head-teachers in managing Child- Friendly environment in public schools found that there was improved discipline and teaching and learning but a majority of the head-teachers wanted the government to provide funds to help them maintain Child -Friendly environment in areas of provision of school physical infrastructure and installation of safety equipment and materials.

### Child-Friendly School (CFS) Environment and its Influence on the Optimal Learning and Development of Pre-School Children

The finding of the study revealed that majority of the teachers agree that the influence of emotional stability on the optimal learning and development of children paramount and could not be over-emphasized. This is such that, an emotionally balanced child would be more focused and ready to learn in a space devoid of hostility; hence safe and secure the child from similar and other deterrent factors. In relation to quality assurance on CFS, Bruce, (2010) noted that safeguarding children is termed as a process of protecting children from all forms of abuse or neglect, preventing impairment of their health and ensuring that they are growing up in an environment which enables the provision of safe and effective care. Similarly, the finding of the National Center for Education Statistics (NCES) showed that Public schools have adopted various safety and discipline practices, of which 93% of them enable controlled access to school buildings during school hours, 75% used security camera(s), 68% required by faculty and staff to wear badges and 58% enforced a strict dress code (Gray and Lewis 2015). In addition, threats to school safety emanate internally from within the school environment some of the hazards occur due to negligence. Examples of such hazards are slippery floors, poorly placed furniture, poor ventilation, bushy and unlevelled play grounds, poorly constructed classrooms and play ground, insufficient and broken down toilets not forgetting inappropriate desks and other furniture (MOE, 2008 & MOE, 2010). Also, inappropriate furniture compromises the children’s posture since their bones are still developing. Lack of adequate Health care and nutrition may make children be prone to ailments and other childhood diseases which will in turn have an impact on school attendance, retention and participation These can be averted if child friendly schools as quality assured.

Ogonyo (2012), in support of the foregoing submitted that, a safe school must have sanitation facilities built up to the required standards and kept clean with high standards of hygiene. Pit latrines should not be less than 6 metres deep and should be regularly disinfected. They should be at least 15 metres away from a borehole or well or water supply point. In the construction of sanitary facilities, the following must be observed in relation to numbers (UNESCO, 2008).

## CONCLUSION



Based on the findings of this study it was concluded that many schools in Ogun State did not adhere strictly to the prescribed specifications of NERDC's National Minimum Standard, therefore, CFS Standards are not properly implemented in pre-primary schools. There is need for complete adherence to the specification for proper implementation to be achieved.

## **RECOMMENDATIONS**

The following recommendations were made based on the findings;

- Child Friendly Schools must be quality assured internally through the head teachers and externally through monitoring, supervision and evaluation by the government agencies in order to achieve quality CFS model.
- Government and private school owners should organize staff development training on best acceptable global practices so as to improve on teachers' professional skills which will ultimately influence their pedagogical expertise.
- Preschool teachers should be further sensitized on the CFS model to reflect a holistic approach which influences the total development of children.
- UBEC should work harmoniously to extinguish the challenges militating the effective implementation of the CFS model in schools, if this thoroughly done, it would ultimately improve the holistic development of children and ensure qualitative CFS environment.

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